
KEN

2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Międzynarodowa Szkoła Doktorska Uniwersytetu Medycznego w
Łodzi

Uniwersytet Medyczny w Łodzi



Name and seat of the doctoral school

Międzynarodowa Szkoła Doktorska Uniwersytetu Medycznego w Łodzi

Evaluation period

2/28/19–12/18/24

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

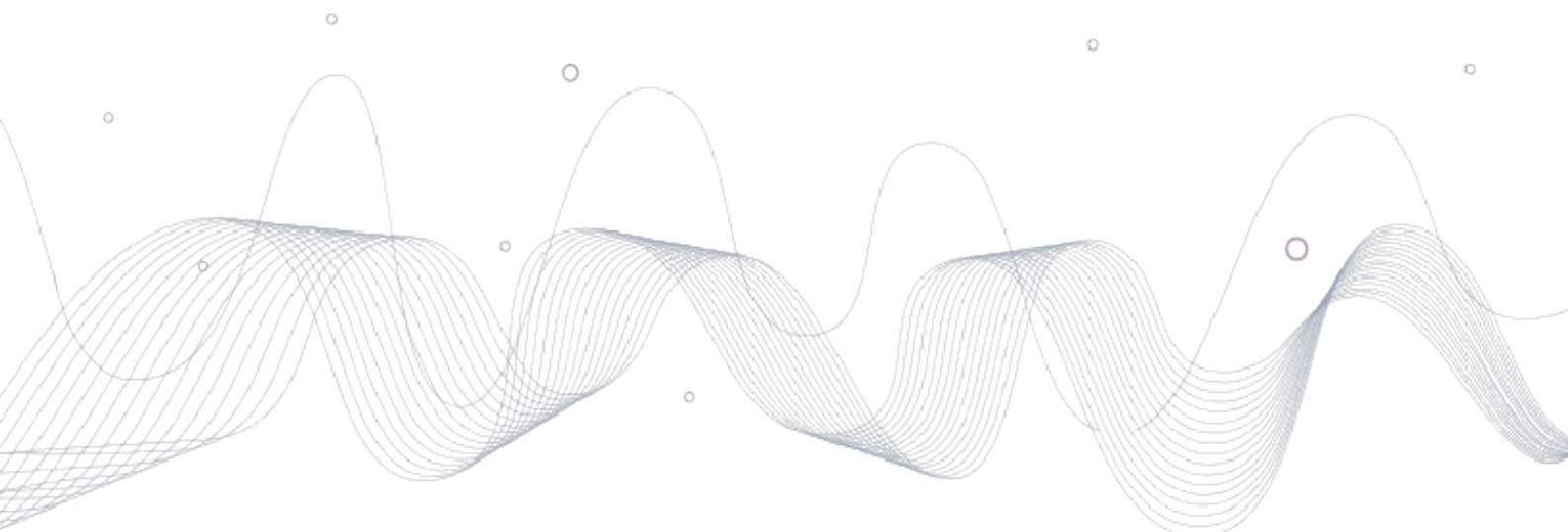
Uniwersytet Medyczny w Łodzi

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

-

Date of report

3/10/25



Composition of the evaluation team:

Chairman:

Piotr Pruszczyk

Secretary:

Małgorzata Grochocka

Team members:

Emilia Fornal

Michał Burdukiewicz



TABLE OF CONTENTS

| | |
|--|----|
| I. General information on the doctoral school | 5 |
| II. Information on the inspection and its course | 7 |
| III. Collaboration between the entity and the doctoral student self-government | 8 |
| IV. Information on the doctoral school to which the statutory criteria apply | 9 |
| V. Final opinion and recommendations | 18 |
| VI. Assessment and reason | 21 |

I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

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|--|--|
| Name of doctoral school | Międzynarodowa Szkoła Doktorska Uniwersytetu Medycznego w Łodzi |
| 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) | Medana Pharma S.A. Celon Pharma S.A. Mabion S.A. MABION S.A. Warszawskie Zakłady Farmaceutyczne Polfa S.A. ALLERGEN K. PACKI A. RUDEK SP. J. Scientia Research Institute sp z o.o. |
| Domains of study | Medical and health sciences (from: 01-01-2018) |
| Discipline(s) of science or art in which training is provided | pharmacology and pharmacy (from: 01-01-2018) health sciences (from: 01-01-2018) medical sciences (from: 01-01-2018) |
| Name/scope of the education programme | Programme of studies at the International Doctoral School for the first intake Programme of studies at the International Doctoral School for the second intake Programme of studies at the International Doctoral School for the third intake Programme of studies at the International Doctoral School for the fourth intake Programme of studies at the International Doctoral School for the fifth intake Programme of studies at the International Doctoral School for the sixth intake |
| Number of instructors | 43 |
| Number of doctoral students undergoing training at the doctoral school (as of 3/10/25) | 226 |
| Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 3/10/25) | 137 |
| Number of auxiliary supervisors in terms of guidance in preparing | 71 |

doctoral dissertations (as of
3/10/25)

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The site visit to the International Doctoral School of the Medical University of Łódź (hereinafter referred to as the International Doctoral School) took place on June 10, 2025.

Proceedings of the site visit to the International Doctoral School of the Medical University of Łódź:

8:45 AM - 9:30 AM: Participation of the Evaluation Team in the inaugural session of the Annual Doctoral School Conference - Public Review Session 2025 - including the keynote lecture by Prof. Paolo Contu, PhD, MD, from the University of Cagliari, Italy, entitled "Salutogenic Strategies for Individual and Community Empowerment in Health Promotion for Planetary Health and Well-being."

10:00 AM - 10:45 AM: Meeting with the authorities of the International Doctoral School.

10:45 AM - 12:15 PM: Meeting with the team preparing the self-assessment report and with the administration of the International Doctoral School to discuss the elements of the self-assessment report.

12:15 PM - 1:00 PM: Evaluation by the Evaluation Team of Individual Research Plans, mid-term evaluation documentation, and evaluation of randomly selected IPB/mid-term evaluations.

1:00 PM - 1:30 PM: Meeting with the administration of the International Doctoral School.

2:00 PM - 3:00 PM: Meeting with the authorities of the Medical University of Łódź, lecturers at the International Doctoral School, supervisors, and representatives of the Scientific Councils of the disciplines evaluated and represented at the International Doctoral School.

3:00 PM - 3:45 PM: Meeting with doctoral students and the Doctoral Student Government Council.

3:45 PM - 4:00 PM: Summary meeting of the Evaluation Team.

4:00 PM - 4:30 PM: Final meeting with the management of the International Doctoral School - summary of the visit and presentation of the next stages of the evaluation process.

4:30 PM: End of site visit.

The Doctoral School provided the Evaluation Team with appropriate working conditions and the opportunity to conduct the aforementioned meetings, enabling them to obtain additional information regarding the education of its students. The Evaluation Team also received reports on the Doctoral School's mission and its role within the structure and mission of the University.

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

At the beginning of each academic year, the doctoral student government elects its representative body, the Doctoral Student Self-Government Council. This Council consists of doctoral students from all academic disciplines. It functions as an advisory body through which the Director of the Doctoral School consults with doctoral students on matters concerning the protection of their interests. In addition, doctoral student representatives participate in the Scientific Councils of the respective disciplines offered within the Doctoral School. The specific responsibilities of the Doctoral Student Self-Government Council - including providing opinions and consultations - are defined in the Doctoral Student Self-Government Regulations. Feedback from doctoral students is taken into consideration when internal regulations are amended. The Evaluation Team (TE) identified a lack of clearly defined deadlines for the review of doctoral student appeals. While the Doctoral School Regulations specify the deadline for the Director to review an application or appeal, there is no provision indicating period of time a doctoral student has to submit a further appeal if they do not accept the Director's decision. Additionally, the timeframe within which the Rector must respond to such an appeal is not defined. It is suggested to implement a system that promotes more active participation by doctoral students in surveys and feedback processes, ensuring both anonymity and a sense of security. This recommendation also applies to the so-called "EXIT survey," to be administered at the end of the doctoral training process or upon withdrawal from the program. The survey could be presented as an anonymous online form-similar to those used at other institutions-with an invitation such as: "Would you like to share your opinion? Complete the anonymous survey." Participation would be entirely voluntary and non-binding. Withdrawing students would have the opportunity, if they so choose, to share their reasons for leaving. However, it is essential to clearly define who will have access to the survey results and to ensure that all collected data remain fully anonymous.

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:**

The curriculum is developed by the Director of the International Doctoral School in consultation with the Scientific Councils of the Disciplines. It is reviewed by the University's Scientific Council and subsequently approved by the Senate. The curriculum is prepared annually and remains unchanged throughout the recruitment cycle, ensuring that each cohort of doctoral students follows a consistent four-year program. Since 2019, the curriculum and admissions procedures have followed the same approval process each year.

The Doctoral Student Council reviews proposed changes to the curriculum and admissions procedures. The Director of the International Doctoral School also presents planned revisions to the Council during the initial stages of document preparation.

Both the curriculum and the content of the Individual Research Plans individual research plan are aligned with the learning outcomes defined for Polish Qualifications Framework Level 8. The International Doctoral School curriculum includes both mandatory and elective courses. Mandatory courses are delivered as lectures and seminars, while elective courses-offered in a modular format-enable students to pursue specialized training in various scientific fields reflecting current research developments. The four-year study cycle consists of three modules: Module 1 comprises mandatory courses for all doctoral students, regardless of discipline, including academic English.

Module 2 focuses on the practical aspects of conducting research. Based on their interests, doctoral students may choose topics in molecular research or in areas such as survey methodology, economics, psychometrics, and social research.

Module 3 consists of elective seminars tailored to individual academic needs and interests. The Evaluation Team suggests expanding and diversifying the elective offerings to better reflect the varied educational expectations of doctoral students from different scientific backgrounds. During the visit, the Directorate of the International Doctoral School reported plans to introduce elective blocks with extended hours to allow more in-depth treatment of selected topics. It is also recommended that student feedback be actively incorporated into the design of elective courses and that the level of language electives be raised to align with the competency level required for admission to the Doctoral School.

A key factor influencing the quality of doctoral education is the electronic registration system for courses in modules two and three. The current first-come, first-served system advantages students with faster access at the time of registration, which can result in others enrolling in courses based on availability rather than academic relevance to their research interests.

The university provides access to modern laboratory and teaching facilities, including an IT center. In addition to laboratories, the *Brain* building contains lecture halls and classrooms. The campus also houses the *Molecular Center for Civilizational Research* (Molekolab), a state-of-the-art facility used for both teaching and selected doctoral courses.

Doctoral students also benefit from access to digital library resources. The library-open 24 hours a day-is located at the Faculty of Pharmacy campus, approximately a 10-15-minute walk from the main campus. Student accommodation is available in the dormitories of both the Medical University of Lodz and the University of Lodz.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**
Both the curriculum and the content of the Individual Research Plans individual research plan are aligned with the learning outcomes defined for Polish Qualifications Framework Level 8. The implementation of the IRPs is monitored through annual doctoral student progress reports, which also form the basis for mid-term evaluations. These results are presented during annual reporting sessions organized by the Doctoral School. The Evaluation Team attended the opening session of this year's International Doctoral School Conference, where the main feature was a lecture delivered in English by a subject-matter expert. This highlighted the international and interdisciplinary character of the event.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**
An analysis of the scientific and teaching achievements of those involved in the educational process and the broader academic supervision of doctoral students clearly indicates that these individuals possess outstanding research accomplishments and substantial teaching experience. The Doctoral School has established clear and transparent criteria for the selection of teaching staff. The Director of the Doctoral School, in coordination with the University Authorities, is responsible for appointing teaching personnel. Information about potential supervisors is compiled by the University and made available on the Doctoral School website.
At the International Doctoral School, supervisors must meet several requirements, including demonstrable scientific achievements - such as leading or participating in research grants - and a record of academic publications (although no specific publication threshold is formally defined). Supervisors are also expected to secure external funding to support their doctoral students and to meet requirements consistent with national legislation: specifically, supervisors must not have received negative evaluations or supervised a doctoral student who failed a mid-term assessment.
When submitting an application for admission to the Doctoral School, prospective supervisors are required to report the number of publications authored by doctoral students under their guidance. The internal system automatically generates a comprehensive list of a given supervisor's publications, along with all research projects and grants led at the institution. This includes projects involving doctoral students and co-authored publications. Supervisors who have not published with doctoral students or who lack supervisory experience are often not selected. However, there is no formal regulation preventing them from applying.
It is worth noting that this system tends to favor established researchers with long and extensive experience, while younger researchers who have only recently obtained their habilitation - and who, as a result, have had limited opportunities to supervise doctoral candidates - may face difficulties qualifying as supervisors at the International Doctoral School.

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

The admissions process for the Doctoral School is transparent and merit-based. Admissions to the International Doctoral School are conducted through an open, international competition, allowing candidates from all backgrounds to apply. All relevant admissions guidelines are published on the International Doctoral School website. Typically, the admissions cycle begins in early July. In March, the Director of the Doctoral School publicly announces the complete admissions schedule, the composition of the admissions committee, the list of required documents, and details of the admissions process. This information is made available on the Doctoral School website.

The admissions committee consists of six members representing three academic disciplines. However, the Evaluation Panel notes a shortcoming in that the doctoral student representative does not participate as an observer during the recruitment process. The Panel recommends that a doctoral student representative be included as a non-voting observer in the admissions process, and that the composition of the recruitment team be modified accordingly to promote transparency and inclusivity.

During the evaluation of candidates, the Impact Factor (IF) of their publications is taken into account. This tends to favor candidates from disciplines with higher IF values, such as cardiology or immunology. The Evaluation Team recommends using additional indicators - such as the journal's percentile or quartile ranking (e.g., as listed in Web of Science) - rather than relying solely on the raw Impact Factor. This would allow for a more balanced assessment across disciplines.

It is worth noting that the majority of doctoral students at the International Doctoral School are enrolled in the medical sciences discipline, while significantly fewer represent the pharmaceutical and health sciences fields. Discussions with University Authorities, the Doctoral School leadership, and current doctoral students highlighted that financial considerations—particularly the relatively low stipends - are a major deterrent to enrollment in the pharmaceutical and health sciences discipline. By contrast, most doctoral students in medical sciences are concurrently completing medical residencies, which may help offset financial challenges.

To support the integration of newly admitted students and facilitate their engagement with the Doctoral School, the Evaluation Team recommends the development of a comprehensive onboarding package. This should include basic institutional information, links, instructions, contact details for support staff, and resources related to the doctoral student self-government and school events. These materials should be distributed promptly upon admission.

Additionally, the Evaluation Team recommends the creation of a dedicated section on the Doctoral School website (a "just-in-case" or essential information tab), where doctoral students can access centralized, structured information. While some materials are currently available online or sent via email (e.g., by the Secretariat or the Director), there is no unified, public repository of key information. The proposed tab should include guidance on procedures such as supervisor changes, library access, and program withdrawal, and should be accessible without the need for in-person meetings or training sessions.

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

The Director of the International Doctoral School, in consultation with the doctoral student, appoints a supervisor or supervisors within three months of the commencement of the doctoral program. At the supervisor's request and in consultation with the doctoral student, an assistant supervisor may also be appointed. Importantly, in the event of a dispute between the doctoral student and the supervisor, the Director of the International Doctoral School seeks to mediate the matter. At least one representative of the Doctoral Student Government participates in such mediation.

Detailed rights of doctoral students are specified in the regulations of the International Doctoral School. The Doctoral School facilitates formalized and administratively monitored collaboration between supervisors and doctoral students. Supervision at the evaluated institution is provided throughout the entire duration of the educational process.

The self-assessment report indicates that supervisors participate in training and professional development courses. Furthermore, the Medical University of Lodz offers a variety of training programs aimed at enhancing competencies in teaching, research project management, and mentoring. Most training courses attended by supervisors originate from projects related to digitalization and artificial intelligence. Currently, participation in AI training is mandatory for the majority of supervisors.

Previously, the "Operation Integration" project, co-financed by the European Union, was implemented targeting both academic and administrative staff. Two editions of this project have been conducted. Several training modules were offered as part of the program, including project risk management, improving the quality of education, enhancing teaching processes, and training specifically for administrative staff. The project is currently in its third edition, now primarily aimed at representatives of the pharmaceutical sciences - pharmacology and medical analytics. The second edition included modules intended for administrative staff and training in project and risk management. Additionally, a new module entitled "Modern Leadership" was launched, with several supervisors enrolling.

The supervisor selection process is straightforward. During recruitment, candidates contact potential supervisors, agree on the doctoral dissertation topic, and establish the terms of cooperation. A list of available supervisors is accessible on the Doctoral School's website. Currently, the International Doctoral School has four students with disabilities. To date, no accommodations have been required in the teaching process. It is worth noting that candidates may report their needs and access support procedures during recruitment. The Doctoral School collaborates closely with the university's disability inspector to ensure appropriate assistance.

The International Doctoral School has introduced a formalized system for obtaining additional funding for doctoral students' research, financed through the "Excellence Initiative - Research University." This system is quality-oriented, as doctoral students demonstrating greater engagement receive increased financial support for their research activities. Another quality-enhancing measure is the increase of stipends by PLN 1,500 for the three most actively publishing doctoral students in their second, third, and fourth years.

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

The mid-term evaluation at the Doctoral School is conducted by a three-member committee, consisting of the Director of the School, a member from the relevant discipline outside the university holding a habilitation degree (*doktor habilitowany*), and a staff member employed at the university.

A representative of the Doctoral Student Government Council may also participate in the committee's work. Doctoral students are informed about the procedures, process, and nature of the mid-term evaluation from the commencement of their education. The schedule for the mid-term evaluation is established by the Doctoral School Director and published on the University's website. The initial schedule, released in March, includes information on the appointment dates of the Mid-term Evaluation Committees by the Scientific Councils of the Disciplines, deadlines for submitting required documentation, the dates of the evaluations, the scope of the assessment, and the date when results will be published on the International Doctoral School website.

The mid-term evaluation is conducted through an interview with the doctoral student, aimed at assessing progress toward research goals and reviewing the implementation of the individual research plan. Prior to the interview, doctoral students prepare a "Report on the Implementation of the Individual Research Plan," which must be approved by their supervisor and accompanied by supporting documentation of their achievements. Research accomplishments such as publications, conference presentations, and grant applications are evaluated, alongside the development of teaching competencies and commitment to teamwork.

The Self-Assessment Report indicates that transparent procedures govern the mid-term evaluation process. This was further confirmed by the Evaluation Team's review of relevant documentation during the site visit. It is commendable that doctoral students also assess their supervisors at this stage, providing feedback on the quality of their collaboration. The Mid-Term Evaluation Committees prepare comprehensive reports on all assessments, available in both Polish and English (a sample report is included as Appendix 5 to the Regulations).

As part of the evaluation, doctoral students conduct a SWOT analysis. It is recommended that the results be analyzed in terms of the overall functioning of the Doctoral School. Specifically, it would be beneficial to examine SWOT and survey outcomes both at the individual student level and collectively, to inform institutional development.

- **Internationalisation:**

The Doctoral School maintains an English-language website where all essential documents related to its operation are accessible. Most courses at the Doctoral School are also conducted in English, facilitating the integration of international doctoral students and minimizing language barriers.

The Doctoral School provides education to both Polish nationals and international doctoral students, including those residing at a considerable distance. A significant measure to enhance genuine internationalization and reduce economic barriers for foreign students is the establishment of a dedicated fund for doctoral candidates living more than 400 km from Łódź. The criteria for this financial support are outlined in the Rector's Orders (Nos. 20/2021, 74/2023, and 31/2024). As of September 30, 2024, the Doctoral School has allocated PLN 2,500 in support to two doctoral students recruited for the 2023/2024 academic year - one from Spain and one from Iran.

Since January 3, 2022, the University has been implementing activities under the National Agency for Academic Exchange (NAWA) as part of the "STER - Internationalization of Doctoral Schools" program, through the Internationalization Empowerment Doctoral School at the Medical University of Łódź (InterEmpowerment) project. Notably, NAWA scholarships have been awarded to ten doctoral students pursuing double doctorates, including those collaborating with international research centers and individuals already holding foreign doctoral degrees.

As part of the Doctoral School's activities, foreign experts have delivered lectures and workshops for doctoral students within the framework of the doctoral seminar's Public Reporting Session. Additionally, the Summer School for Doctoral Students, titled "How to Influence Scientific Outcomes with Innovations," was held at the Clinical and Didactic Center of the Medical University of Łódź from July 9 to 12, 2024. This program, organized under the NAWA STER project, aimed to enhance doctoral students' knowledge of contemporary technologies and scientific innovations.

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

As of December 18, 2024, eight graduates of the Medical Doctoral School (MSD) have been awarded a doctoral degree. Fifteen doctoral students have completed their studies by submitting their doctoral dissertations, and ten have initiated the formal process of obtaining their doctoral degree. Doctoral dissertations are predominantly monographs. When presented as a compilation of published, thematically related scientific articles, the doctoral dissertation requires the student to have published at least three articles: two reporting experimental studies and one review paper.

V. FINAL OPINION AND RECOMMENDATIONS

A review of the Self-Assessment Report submitted by the Doctoral School run by the Medical University of Lodz, along with information obtained during the site visit, leads the Evaluation Team of the National Education Commission to conclude that the educational process at the Doctoral School meets the criteria for PQF level 8. The Team highly values the commitment of the current Director of the Doctoral School and the School's administrative team to the operation of the school and its further development. It is worth emphasizing the good communication and openness of the Director of the Doctoral School to the needs of doctoral students.

Comments, Recommendations, and Suggestions

The Evaluation Team made the following comments and recommendations regarding the organization and operation of the Doctoral School:

1. The Evaluation Team identifies a disproportion in the number of doctoral students representing different scientific disciplines. The significant predominance of doctoral students representing medical sciences potentially poses a risk of the Doctoral School becoming monodisciplinary. Actions are recommended to increase interest in and recruit students from pharmaceutical and health sciences disciplines to the Doctoral School. Personalizing the educational offerings could serve this purpose. The Team recommends clearly designating courses targeted at specific disciplines, particularly pharmaceutical sciences.
2. In the Team's opinion, the Director of the Doctoral School of Medicine should have greater influence on the quality and method of education at the Doctoral School. In order to support the Director of the Doctoral School of Medicine, it is necessary to modify the structure of the doctoral school: Active involvement of the Doctoral School Council as a body reviewing admissions policies, mid-term evaluation policies, study programs, and international cooperation. The Council should operate throughout the entire period under evaluation, and was established only in March 2025. Furthermore, in the opinion of the Evaluation Team, the Program Council should be able not only to provide opinions but also to initiate changes to the program of study. The Program Council should include a representative of each discipline represented at the Doctoral School of Medicine and a doctoral student. Therefore, it is justified to modify the relevant regulations and provide that the Rector appoints a representative of the University's Doctoral Student Government to the Doctoral School of Medicine Program Council as an observer with an advisory vote.
3. Consideration should be given to establishing a collegial body of a dozen or so members, appointed for the duration of the term of office, from among independent academic staff members nominated by each Council for Academic Disciplines and a representative of the doctoral student self-government, with an advisory vote. This body should provide practical support to the Director, for example, by participating in the recruitment process, participating in committees, and participating in the mid-term evaluation of doctoral students.
4. Please consider further involving foreign lecturers/researchers in the activities of the International Doctoral School. This would allow doctoral students to gain more exposure to global science, not only through publications, but also through direct contact with scientists working in foreign centers, lectures, or regular meetings with foreign scientists, even without a

separate subject.

5. Recruitment process. It should be noted that the doctoral student is not an observer during the work of the recruitment committee, which the Evaluation Team considers a shortcoming. In the Team's opinion, a representative of the doctoral students should participate as an observer in the MSD recruitment process – this shortcoming should be addressed. Moreover, it is advisable to consider the journal's percentile or quartile position, e.g., according to Web of Science, rather than the Impact Factor itself, when assessing a candidate's publication record. This will avoid favoring fields with higher impact factors, such as cardiology or immunology.

6. We suggest expanding and diversifying the range of elective courses to meet the diverse competencies and interests of doctoral students. During the visit, the MSD Management indicated that they plan to introduce blocks of elective courses with longer hours to cover the topic in greater detail. We suggest taking into account the opinions of doctoral students when creating elective courses and modifying the electronic registration system for courses in modules two and three so that it does not rely solely on a first-come, first-served basis.

7. It is worth considering dividing courses in statistics, writing publications, and submitting grant applications into basic and advanced levels, giving doctoral students a choice appropriate to their initial skills. 8. Mid-term evaluation committee. It is worth clarifying the regulations regarding the composition of the mid-term evaluation committee. It was pointed out that the committee's composition is not clearly defined in the regulations (beyond the requirement of one person from a given discipline, from outside the university). There are no precise provisions regarding the selection of committee members and the procedure for their appointment. It is worth introducing two members employed from outside the unit.

8. Mid-term evaluation committee - it is worth clarifying the regulations regarding the composition of the mid-term evaluation committee. It was pointed out that the committee's composition is not clearly defined in the regulations (besides the requirement of one person from a given discipline, from outside the university). There are no precise provisions regarding the selection of committee members and the procedure for their appointment. It is advisable to introduce two members employed outside the unit.

9. Appeals procedure at the doctoral school. A lack of precise provisions regarding the deadlines for considering doctoral student appeals against decisions was identified. The IDS regulations specify the deadline within which the Director of the doctoral school considers the application/appeal, but there is no provision specifying how many days a doctoral student has to submit another appeal if they do not accept the Director's decision, nor is there a specification of the Rector's time limit for considering such an appeal.

10. Consider introducing the possibility of crediting classes for doctoral students who are the first authors of original scientific publications on a given topic.

11. It is worth clearly defining the rules for crediting a year based on scientific achievements related to the topic of the doctoral dissertation.

12. To accelerate doctoral students' integration into the activities of the Doctoral School and facilitate their functioning, it is recommended to prepare: An integrated onboarding package for doctoral students containing basic information, links, instructions, contact information for support staff, information about the student self-government, and events. These materials should be distributed immediately after a candidate is accepted to the Doctoral School. Consider creating a dedicated information tab on the doctoral school website (a "just in case" tab for doctoral students), containing basic and emergency information for doctoral students. In the opinion of the Commission for National Education, this would be a useful element – currently, some information is available on the Doctoral School website. The Doctoral School sends some

materials by email (e.g., information from the secretariat or the Director), but there is no centralized, public knowledge base containing comprehensive, structured information – including information on supervisor change procedures, the library, and withdrawal procedures. Such a tab should be accessible to every doctoral student without the need to attend a meeting or training session in person.

13. It is worth implementing a system that encourages more active participation of doctoral students in surveys and feedback gathering, ensuring anonymity and a sense of security. This also applies to the so-called EXIT survey, which would be administered at the end of the training process or upon withdrawal from the International Doctoral School (MSD), in the form of an anonymous form – similar to other institutions. Participation would be entirely voluntary and non-binding.

14. During the inspection, some deficiencies were identified, in the documentation including the lack of a complete list of elective courses. It should be improved.

Conclusions

We would like to strongly emphasize that the above comments and suggestions presented in this report regarding the organization, procedures, and solutions used by the International Doctoral School of the Medical University of Lodz are merely guidances formed by the Evaluation Team aimed at improving the already good functioning of the MSD. We hope that the Doctoral School will consider their implementation, recognizing that they will improve the training of young academic staff. Overall, we assess the institution, its recruitment processes, and the education of doctoral students highly positively, recommending the next evaluation of the International Doctoral School run by the Medical University of Lodz in six years, in accordance with Article 259, paragraph 3. 2 of the Act "Law on Higher Education and Science of 20 July 2018 (Journal of Laws of 2024, item 1571, as amended)".

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

After reviewing the Self-Assessment Report presented by the Doctoral School run by the Medical University of Lodz, enriched by the information obtained during the visit carried out at the institution, the Evaluation Team positively assesses the qualifications of academic staff conducting education at the School, recruitment processes and education of doctoral students meeting the criteria provided for level 8 of the PRK. The Team very highly appreciates the involvement and activity of the current Director of MSD and the School's Administrative Team in the functioning of the School and its further development.

In conclusion, the Evaluation Team recommends conducting another evaluation of the Institution in 6 years period, in accordance with the Article 259, point 2 of the Law on Higher Education and Science of 20 July 2018 (Journal of Laws of 2024, item 1571, as amended

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

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2023-2027



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