
KEN

2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Szkoła Doktorska Wojskowej Akademii Technicznej imienia
Jarosława Dąbrowskiego

Wojskowa Akademia Techniczna im. Jarosława Dąbrowskiego



Name and seat of the doctoral school

Szkoła Doktorska Wojskowej Akademii Technicznej imienia Jarosława Dąbrowskiego

Evaluation period

10/1/19–9/10/25

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

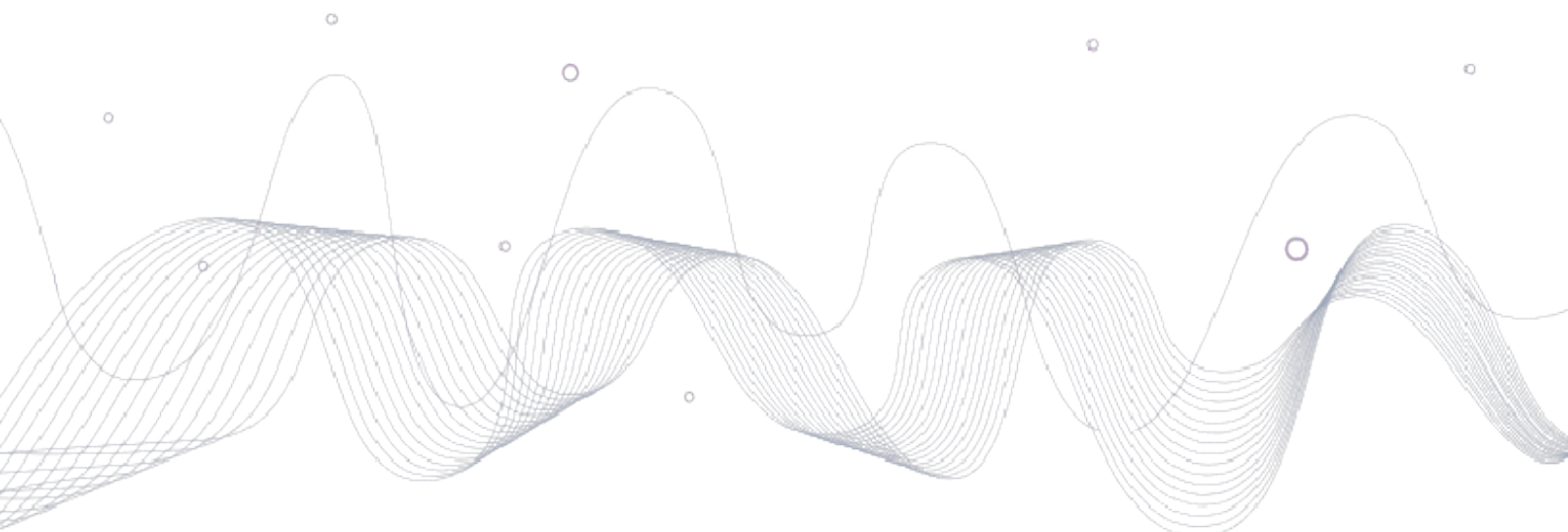
Wojskowa Akademia Techniczna im. Jarosława Dąbrowskiego

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

-

Date of report

11/28/25



Composition of the evaluation team:

Chairman:

ANDRZEJ ŻYLUK

Secretary:

Andrzej Majka

Team members:

Sebastian Skoczypiec

Teresa Abramowicz-Gerigk

Nataliya Hots

Kamil Kucharski

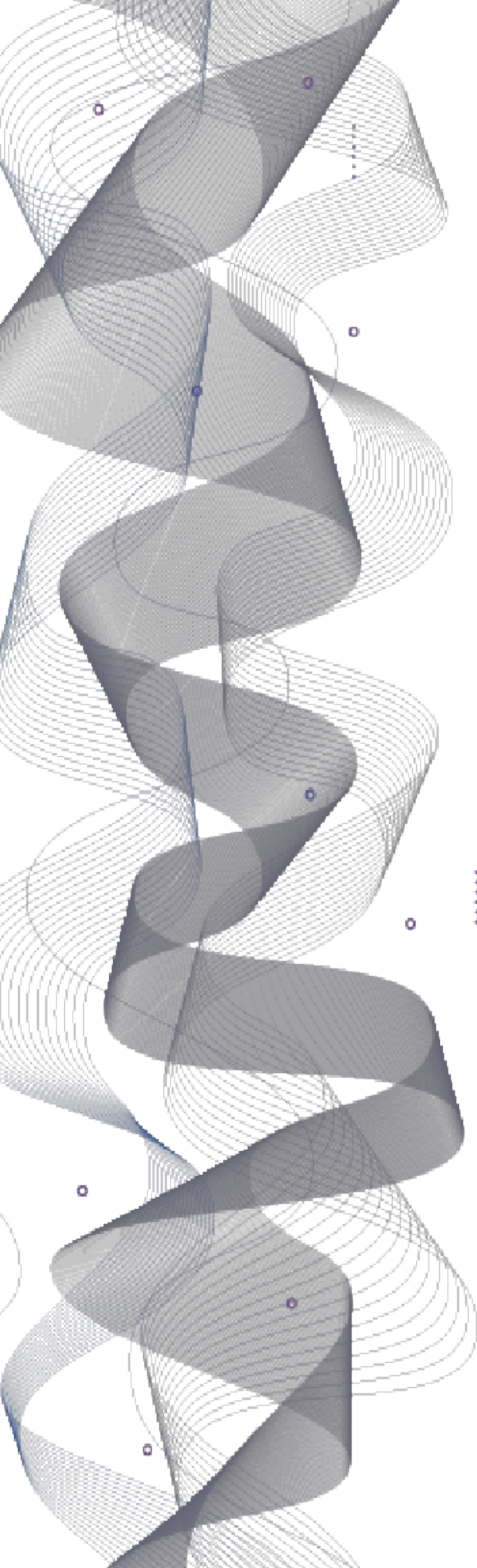


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I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Szkoła Doktorska Wojskowej Akademii Technicznej imienia Jarosława Dąbrowskiego
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	Natural sciences (from: 01-01-2018) Engineering and technology (from: 01-01-2018) Social sciences (from: 01-01-2018)
Discipline(s) of science or art in which training is provided	chemical sciences (from: 01-01-2018) information and communication technology (from: 01-01-2018) materials engineering (from: 01-01-2018) mechanical engineering (from: 01-01-2018) civil engineering, geodesy and transport (from: 11-11-2022) automation, electronics, electrical engineering and space technologies (from: 11-11-2022) security studies (from: 01-01-2018)
Name/scope of the education programme	Curriculum at the Doctoral School Military University of Technology - 2019 Curriculum at the Doctoral School Military University of Technology - 2020 Curriculum at the Doctoral School Military University of Technology - 2021 Curriculum at the Doctoral School of the Military University of Technology - 2022 Curriculum at the Doctoral School Military University of Technology - 2021 updated Curriculum at the Doctoral School Military University of Technology - 2022 updated Curriculum at the Doctoral School Military University of Technology - 2019 updated Curriculum at the Doctoral School Military University of Technology - 2020 updated Curriculum at the Doctoral School of the Military

	University of Technology - 2023 Curriculum at the Doctoral School of the Military University of Technology - 2024
Number of instructors	286
Number of doctoral students undergoing training at the doctoral school (as of 11/28/25)	361
Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 11/28/25)	146
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 11/28/25)	117

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The site visit to the Doctoral School of the Jarosław Dąbrowski Military University of Technology was conducted in accordance with the agreed schedule, which had been arranged in advance with the authorities of the Doctoral School. All members of the KEN evaluation panel participated in the visit. The programme included a series of meetings with representatives of the Doctoral School, university authorities, academic staff, administrative personnel, and doctoral candidates.

The schedule of the visit was as follows:

08:30 - 09:30 - Meeting with the authorities of the Doctoral School and the institution, including a presentation on the functioning of the Doctoral School and its role in implementing the university's strategy. The meeting was also attended by the Rector of WAT, Brig. Gen. Prof. Przemysław Wachulak.

09:30 - 11:30 - Meeting with the team responsible for preparing the self-evaluation report and the administrative staff of the Doctoral School, including persons responsible for individual evaluation criteria. The meeting included a detailed discussion of the self-evaluation report and documentation confirming the achievement of learning outcomes and the functioning of the quality assurance system.

11:30 - 12:15 - Meeting with the administrative staff of the Doctoral School, focusing on organizational aspects and the support of the education process.

12:15 - 13:15 - Review of documentation by the evaluation panel, including the assessment of Individual Research Plans and mid-term evaluation documentation.

13:15 - 14:15 - Break for the evaluation panel.

14:15 - 15:30 - Meeting with teaching staff, academic supervisors, and representatives of the Scientific Councils of the disciplines represented in the Doctoral School.

15:30 - 16:30 - Meeting with doctoral candidates and representatives of the doctoral student self-government.

16:30 - 17:30 - Internal meeting of the evaluation panel, dedicated to summarizing the visit and formulating preliminary conclusions.

The visit concluded at approximately 17:30.

During the visit, the evaluation panel was provided with access to the necessary documentation, including the self-evaluation report, documents related to the achievement of learning outcomes, the quality of education, and the conduct of doctoral proceedings. Meetings were held in conditions that enabled thorough analysis of the materials and facilitated substantive discussions.

The meetings were attended by representative members of the university and Doctoral School

authorities, academic staff, administrative personnel, and doctoral candidates from all years. The visit proceeded in accordance with the schedule, and both its organization and substantive course were positively assessed. The openness of the Doctoral School authorities to dialogue and their willingness to provide comprehensive information and explanations were particularly emphasized.

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

The cooperation between the WAT Doctoral School and the doctoral student self-government is systemic, formalized, and genuine. The doctoral student self-government is ensured participation in the collegial bodies of both the university and the doctoral school, in particular in the Senate, the Doctoral School Council, and bodies related to quality assurance in education. Doctoral student representatives also take part in the work of the Rector's College and, in an observer capacity, in recruitment procedures and mid-term evaluations, which demonstrates the transparency and openness of these processes.

The cooperation includes the joint development and agreement of key documents governing the functioning of the doctoral school, including the Doctoral School Regulations and the study programme. The doctoral student self-government plays an important role in shaping policies concerning doctoral candidates, and its opinions are taken into account in decision-making processes.

The active involvement of the self-government in organizing the academic and community life of doctoral candidates was also emphasized, including conferences, integration events, and scientific initiatives. The School provides organizational and financial support for these activities, including allocating financial resources at the disposal of the self-government and involving it in their distribution. Administrative support, including that provided by the Dean's Office, facilitates the activities of the self-government in an efficient and effective manner.

Experts highlighted the very good level of cooperation with the doctoral student self-government, based on partnership and a high level of engagement from both sides. It was also noted that this cooperation covers both formal aspects and the practical functioning of the doctoral school, with its effects clearly visible in the activity of the doctoral student community.

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 study programme at the WAT Doctoral School is consistent with the requirements of level 8 of the Polish Qualifications Framework (PQF) and is based on clearly defined learning outcomes covering knowledge, skills, and social competences. The structure of the programme ensures an appropriate integration of the educational component with doctoral candidates' research activities and supports the achievement of advanced learning outcomes characteristic of doctoral-level education.

A key element of the education system is its high degree of individualization, implemented through Individual Study Plans (IPK) and Individual Research Plans (IPB), developed in cooperation with the supervisor. IPBs take the form of comprehensive research plans, including a schedule, objectives, methodology, and expected outcomes, and their implementation is subject to systematic monitoring. It was emphasized that this approach allows the educational pathway to be tailored to the specific nature of the research and the developmental needs of the doctoral candidate.

Experts highlighted the flexibility of the study programme, reflected, among others, in its annual updates and the possibility of adapting the educational offer to evolving research needs and expectations of the academic community. The programme also ensures an appropriate balance between compulsory and elective courses, enabling doctoral candidates to develop interdisciplinary competences.

It was noted that the educational offer is broad and diverse, and that the principles of its organization allow for flexible shaping of the educational pathway. At the same time, it was pointed out that the high level of individualization and the small size of teaching groups may limit the possibility of conducting fully anonymous course evaluations, which constitutes a certain limitation of the quality assurance system.

In the experts' assessments, it was emphasized that the study programme is appropriate, modern, and well adapted to the specific nature of doctoral education, and that its implementation is organized and effective, with adequate academic and organizational support provided.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**
The system for verifying learning outcomes at the WAT Doctoral School is comprehensive, coherent, and appropriate to the specific nature of education at level 8 of the Polish Qualifications Framework (PQF). The verification process covers both the educational and research components and is based on continuous monitoring of the doctoral candidate's progress throughout their studies and scientific work.
An important role in the verification system is played by the Individual Study Plan (IPK), which defines the scope and structure of the completed coursework and serves as a basis for assessing the achievement of learning outcomes in both general and specialized competences. The implementation of the IPK is subject to ongoing control through course completion, evaluation of teaching activity, and participation in teaching practice, enabling systematic verification of the doctoral candidate's progress.
The verification process is multi-stage and includes, among others, the completion of courses, teaching practice, and other forms of education, as well as regular reporting on the implementation of the Individual Research Plan (IPB). Scientific seminars and presentations of research results also play a significant role, enabling ongoing assessment of achieved learning outcomes and the development of research and communication competences.
A key element of the system is the mid-term evaluation, which provides an in-depth assessment of the progress in the implementation of the IPB and the achievement of the intended learning outcomes. It was emphasized that the system is linked to the internal quality assurance system, and its operation is based on clearly defined procedures and documentation.
Experts indicated that the supervisor plays a particularly important role, continuously monitoring the doctoral candidate's progress and participating in the evaluation of achieved learning outcomes. The verification process is continuous, and the applied tools, such as the IPK, IPB, reports, seminars, and periodic evaluations, ensure a multi-dimensional assessment of progress.
In the experts' assessments, it was emphasized that the verification system is transparent, well-structured, and effective, and that the implemented solutions allow for a reliable assessment of the achievement of learning outcomes appropriate for doctoral-level education. No significant deficiencies or the need for additional recommendations were identified.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**
The teaching staff at the WAT Doctoral School possess very high academic and teaching qualifications, appropriate to the represented disciplines and the nature of doctoral-level education. Academic teachers and supervisors demonstrate significant and up-to-date research achievements, including publications in reputable journals and participation in national and international research projects. It was emphasized that the scientific activity of the staff directly translates into the high quality of doctoral candidates' research and the relevance of the knowledge delivered.
The process of selecting staff is formalized and aligned with the scientific profile of the disciplines, and teaching is entrusted to individuals with appropriate substantive competences. Supervisors play a particularly important role in the education system, providing individual academic and organizational support and constituting a key element of the doctoral training process. It was noted that the supervisor - doctoral candidate relationship is based on partnership and supports the scientific development of doctoral candidates.
The system for evaluating staff performance is part of the internal quality assurance system and includes, among others, doctoral student surveys, class observations, and analysis of results by faculty and doctoral school authorities. In cases where irregularities are identified, improvement measures are undertaken. At the same time, it was pointed out that due to the small size of teaching groups and the high level of individualization of education, full anonymity of surveys may be limited, which constitutes a challenge for the evaluation system. Experts also highlighted the involvement of staff in international activities and scientific cooperation, although the degree of internationalization of the staff is varied and conditioned by the specific nature of the institution. The assessments indicate that the staff ensure a high level of education and academic supervision, and that their competences are adequate for the implemented teaching and research tasks.

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

The recruitment process to the WAT Doctoral School is transparent, competitive, and formalized, with clearly defined and publicly available rules. The admission procedure is based on a multi-stage evaluation of candidates, including the assessment of academic achievements, academic performance, a research proposal, and an interview. It was emphasized that the interview constitutes a key element of the process, enabling the evaluation of research competences, motivation, and the candidate's aptitude for scientific work.

Recruitment is conducted using the Online Candidate Registration (IRK) system, which ensures accessibility of information, transparency of procedures, and equal treatment of applicants. Information on recruitment rules, evaluation criteria, and the schedule is presented in a clear manner, and candidates are provided with access to all necessary materials.

Experts noted that the recruitment process is subject to systematic analysis and continuous improvement, with changes introduced based on the experience of successive recruitment cycles and the needs of the academic community. Mechanisms limiting the risk of conflicts of interest are in place, and the participation of a doctoral student representative as an observer further enhances the transparency of the procedure.

At the same time, it was highlighted that the level of internationalization of the recruitment process is limited due to the specific nature of a military university, including formal constraints related to the admission of foreign candidates. Nevertheless, experts emphasized that despite these limitations, the recruitment process is reliable, objective, and ensures the selection of candidates with high scientific potential.

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

The system of academic supervision at the WAT Doctoral School is well developed, coherent, and based on a master - apprentice model, which supports the individual development of doctoral candidates and the effective implementation of research activities. Supervisors and assistant supervisors possess high academic qualifications and research experience, and their level of engagement in working with doctoral candidates is assessed as very high. The supervisory relationship is partnership-based, characterized by regular contact and ongoing monitoring of progress, which ensures appropriate academic support at every stage of education.

Experts emphasized that doctoral candidates are provided with broad access to research infrastructure, equipment, and the university's scientific facilities, enabling the achievement of their research objectives. The School also offers organizational and administrative support, including through an efficiently operating Dean's Office and units supporting research activities. An important element of the system is the availability of mechanisms supporting competence development, such as seminars, training sessions, and opportunities to participate in research projects and conferences.

It was also noted that solutions are in place to address problematic situations, including mediation procedures and the possibility of changing the supervisor, which enhances doctoral candidates' sense of security within the educational process. The high level of doctoral candidates' satisfaction confirms the effectiveness of the adopted solutions.

At the same time, experts pointed out the need for further strengthening of financial support for doctoral candidates and for the development of systemic solutions supporting their research activities, particularly in the context of increasing research needs and the costs associated with conducting research.

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

The mid-term evaluation process at the WAT Doctoral School is fully formalized, transparent, and conducted in accordance with clearly defined rules and assessment criteria. The legal and organizational framework of the process is precisely defined in internal regulations, ensuring its consistency and repeatability. Experts emphasized that the mid-term evaluation procedure is well prepared and effectively communicated to both doctoral candidates and members of the evaluation committees.

The evaluation is carried out by committees composed of individuals with appropriate academic competences, including external experts, which enhances the objectivity and independence of the assessment. The process includes the analysis of documentation, such as the report on the implementation of the Individual Research Plan, the supervisor's opinion, as well as a presentation of the doctoral candidate's achievements and an evaluation interview. This multi-stage approach enables a comprehensive assessment of research progress, the degree of implementation of the IPB, and the achievement of the intended learning outcomes.

Experts noted that the mid-term evaluation serves not only a control function but also an evaluative and developmental one, allowing for the identification of potential difficulties in research implementation and the assessment of the quality of the supervisory relationship. An important element is also ensuring that doctoral candidates are adequately prepared for the evaluation, including access to relevant information and guidelines, as well as support from the doctoral school.

A high level of reliability and acceptance of the procedure was emphasized, as evidenced by the low percentage of negative evaluations and the absence of appeals against committee decisions. The experts did not identify any significant deficiencies or the need for additional recommendations, considering the mid-term evaluation process to be properly designed and effectively implemented.

- **Internationalisation:**

Internationalization at the WAT Doctoral School is developing and encompasses various forms of scientific activity and international cooperation. Experts emphasized that an important element of this process is the implementation of numerous research projects in which doctoral candidates are actively involved. Participation in research teams, including those engaged in international projects, contributes to gaining experience and developing research competences in an international environment.

The activity of doctoral candidates in the international scientific community was positively assessed, particularly their participation in international conferences, where they present research results, deliver presentations, and showcase their scientific achievements.

It was also noted that the School undertakes actions to support internationalization through the education of foreign doctoral candidates. Currently, four international doctoral candidates are enrolled (two from India, one from Egypt, and one from Vietnam), and four places are reserved annually for foreign candidates within the admission limits. These doctoral candidates are exempt from tuition fees, receive doctoral scholarships, and are provided with organizational support, including assistance in obtaining SKW clearance, visas, PESEL numbers, health insurance, opening bank accounts, and residence permits. In addition, classes, meetings, and documentation for international doctoral candidates are conducted in English, which facilitates their integration into the educational process.

At the same time, experts emphasized that the scale of internationalization, particularly the number of international doctoral candidates, remains limited due to the specific nature of a military university and the related formal constraints.

Recommendations:

- to supplement and update English-language information on recruitment, including providing application form templates for international candidates,
- to further develop internationalization activities by organizing lectures delivered by foreign experts (guest lecturers).

In summary, internationalization is a developing area in which positive efforts are visible, both in terms of doctoral candidates' scientific activity and support for international applicants; however, its scale remains constrained by institutional conditions.

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

The effectiveness of doctoral education at the WAT Doctoral School is assessed positively and is reflected both in the scientific achievements of doctoral candidates and in the outcomes related to obtaining the doctoral degree. Experts emphasized the high level of doctoral candidates' scientific activity, demonstrated through numerous publications, participation in research projects, scientific conferences, and other forms of dissemination of research results. This activity is closely linked to the conducted research and constitutes an essential component of the educational process.

It was noted that a significant proportion of graduates obtain the doctoral degree, while the majority of the remaining graduates continue their doctoral proceedings, which indicates continuity in the research process and appropriate preparation for completing their education. The process leading to the award of the doctoral degree is monitored, and the School provides support to doctoral candidates at various stages of the dissertation process.

Experts highlighted the functioning of the quality assurance system, which includes the analysis of learning outcomes and the monitoring of graduates' career paths. The high level of doctoral candidates' satisfaction, confirmed by survey results, indicates a positive evaluation of the quality of education, particularly with regard to academic supervision and institutional support.

At the same time, it was indicated that the process of completing doctoral education requires further improvement, especially in terms of extension policies and support for doctoral candidates at the final stage of dissertation preparation. The need to further strengthen measures aimed at ensuring the timely completion of doctoral proceedings was emphasized. In summary, the effectiveness of doctoral education can be assessed as high, while also identifying areas requiring further improvement, primarily related to the final stage of the doctoral process.

V. FINAL OPINION AND RECOMMENDATIONS

Final evaluation: positive

Justification:

The evaluation panel did not identify any significant deficiencies in the functioning of the Doctoral School of the Military University of Technology. The School operates in accordance with the applicable formal requirements and provides appropriate conditions for doctoral-level education. In particular, the high level of academic staff, the effective system of supervision, the high degree of individualization of education, and the scientific activity of doctoral candidates were positively assessed.

The identified areas for improvement are of an enhancing nature and do not affect the overall positive evaluation of the Doctoral School's performance.

In the absence of significant irregularities, the panel does not see a need to shorten the period until the next evaluation.

Recommendations:

- Strengthening support for doctoral candidates at the final stage of education, particularly with regard to the timely completion of doctoral proceedings.
- Further development of internationalization activities, including improving the accessibility of information for international candidates.

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

The Doctoral School of the Military University of Technology meets the requirements for the quality of education at level 8 of the Polish Qualifications Framework (PQF). The study programme and the system of Individual Study Plans (IPK) and Individual Research Plans (IPB) are coherent, and the education process is individualized and properly linked to doctoral candidates' research activities. The system for verifying learning outcomes is multi-stage and appropriate.

The evaluation panel did not identify any significant deficiencies in the functioning of the School. The areas identified for improvement are of an enhancing nature and have been included in the recommendations. The positive assessment is supported in particular by the high quality of academic staff, an effective supervision system, and the scientific activity of doctoral candidates.

In the absence of significant irregularities, the panel sees no need to shorten the period until the next evaluation.

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