
KEN


2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Szkoła Doktorska

Uniwersytet Jana Długosza w Częstochowie



Name and seat of the doctoral school

Szkoła Doktorska

Evaluation period

5/1/19–5/11/25

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

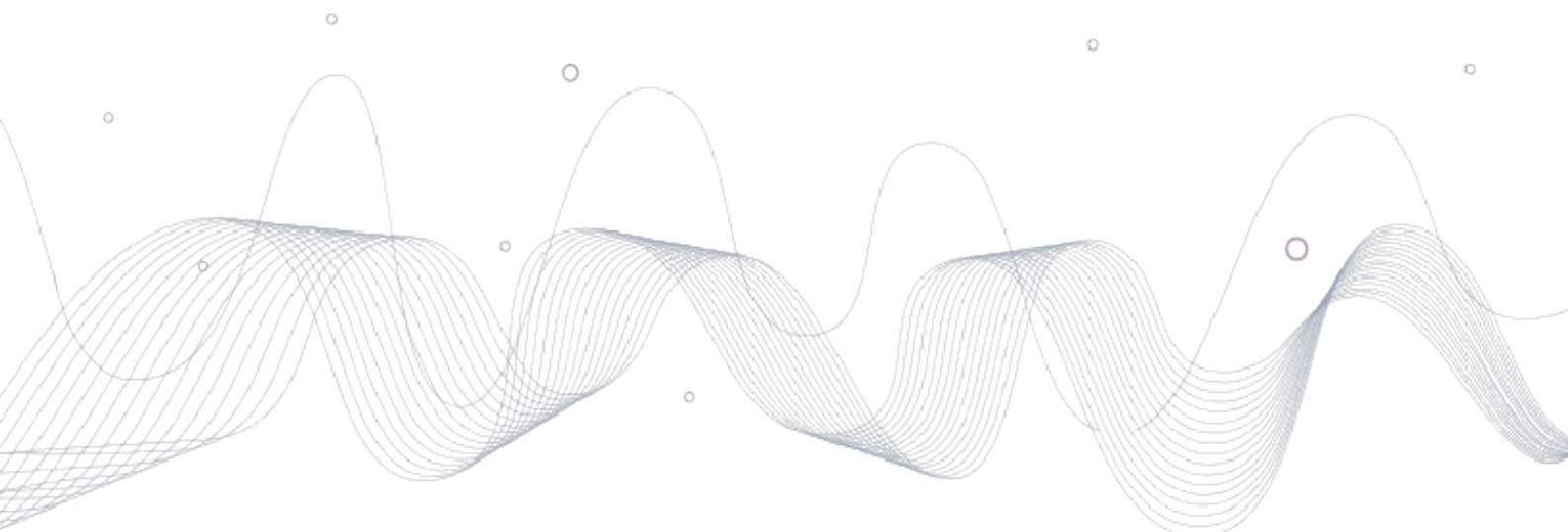
Uniwersytet Jana Długosza w Częstochowie

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

-

Date of report

7/29/25



Composition of the evaluation team:

Chairman:

Edyta Suliga

Secretary:

Łukasz Kłosowski

Team members:

Marcin Moskalewicz

Marcin Dorochoewicz

Piotr Korzeniowski

Alicja Jagielska-Burduk



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I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Szkoła Doktorska
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) Humanities (from: 01-01-2018) Medical and health sciences (from: 01-01-2018) Social sciences (from: 01-01-2018) The arts (from: 01-01-2018)
Discipline(s) of science or art in which training is provided	chemical sciences (from: 01-01-2018) physical sciences (from: 01-01-2018) philosophy (from: 01-01-2018) history (from: 01-01-2018) linguistics (from: 01-01-2018) literary studies (from: 01-01-2018) physical culture science (from: 01-01-2018) health sciences (from: 01-01-2018) security studies (from: 01-01-2018) law (from: 01-01-2018) educational sciences (from: 01-01-2018) music (from: 01-01-2018) fine arts and art conservation (from: 01-01-2018)
Name/scope of the education programme	Educational Programme I Educational Programme II Educational Programme III Educational Programme IV Educational Programme V Educational Programme VI
Number of instructors	92
Number of doctoral students undergoing training at the doctoral school (as of 7/28/25)	84
Number of supervisors in terms of guidance in preparing doctoral	62

dissertations (as of 7/28/25)	
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 7/28/25)	24

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The visit to the Doctoral School proceeded according to the general visit schedule. Individual visits were completed with minor shifts in time compared to the schedule.

October 23, 2025

At 9:00 AM, a meeting with the Doctoral School/University Authorities began in the Senate Hall. The purpose was to present a detailed visit schedule and for the members of the Evaluation Team to familiarize themselves with the presentation by the Doctoral School and University Authorities regarding the most important issues, educational goals, and the role/function of the Doctoral School at the University. The following individuals participated in the meeting:

Members of the Evaluation Team:

- Edyta Suliga – Chairperson,
- Łukasz Kłosowski – Secretary,
- Alicja Jagielska – Expert,
- Piotr Korzeniowski – Expert,
- Marcin Dorochoń – KRD Expert.
- Marcin Moskaiewicz – Foreign Expert, did not participate in the meeting due to a delay in traveling to Częstochowa.

Marcin Kościelniak, an observer from the Ministry of Science and Higher Education, also attended the meeting.

The Doctoral School and the University were represented by:

- Alina Gil – Director of the Doctoral School
- Hanna Kaczmarek – Deputy Director of the Doctoral School
- Anna Majkiewicz – former Director of the Doctoral School
- Bogusław Przywora – Acting Rector
- Jakub Jakubowski – Vice-Rector
- Marcin Sosnowski – Vice-Rector
- Barbara Kowalska – Vice-Rector
- Joanna Socha – Vice-Rector

The meeting was chaired by Professor Edyta Suliga. The meeting concluded at 10:00 AM.

From 10:00 AM to 12:00 PM, an assessment of the recruitment documentation, Individual Research Plans, mid-term evaluation documentation, and other documents took place in room 134. Members of the Evaluation Team participated in the assessment, in the absence of the foreign expert.

The evaluation team took a break from 12:00 PM to 1:30 PM.

From 1:30 PM to 3:30 PM, a meeting with the team preparing the self-assessment report, including those responsible for the evaluation criteria and representatives of the Doctoral School Council, was held in the Senate Chamber. The meeting was chaired by Professor Edyta Suliga. The foreign expert joined the Evaluation Team at 1:45 PM. The remaining agenda items were implemented with the full evaluation team.

From 3:30 PM to 5:30 PM, the evaluation team had the opportunity to tour the SD's research

infrastructure and familiarize themselves with the equipment and technical facilities in the laboratories, workrooms, and libraries. The tour took place in the building of the Faculty of Natural and Technical Sciences at the Jan Długosz University.

October 24, 2025

From 8:15 AM to 9:45 AM, a meeting with the Doctoral School teachers and the supervisors of doctoral candidates from the disciplines being evaluated, represented at the Doctoral School, was held in room 306. The meeting was chaired by Professor Marcin Moskalewicz.

From 10:00 to 11:00 a.m., a meeting with PhD candidates and the PhD Candidate Self-Government Council was held in room 306. The meeting was chaired by Marcin Dorochoń, M.A.

Since the discussions concluded before the scheduled time, the next visits were postponed.

From 11:00 to 12:00 p.m., a summary meeting of the Evaluation Team was held in room 134.

From 12:00 to 12:30 p.m., a final meeting with the authorities of the Doctoral School and the University was held in room 134. The planned course of the next stages of the evaluation process was presented at the meeting. In addition to the members of the Evaluation Team, the following persons participated:

- Bogusław Przywora
- Jakub Jakubowski
- Marcin Sosnowski
- Alina Gil
- Hanna Kaczmarek

The meeting was chaired by Prof. Edyta Suliga.

The visit concluded at 12:30 p.m.

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

The entity cooperates properly with the Doctoral Student Council. The relevant bodies of the Doctoral Student Council approved the appointment of the Doctoral School Director and the entry into force of the Doctoral School Regulations. They also issued positive opinions on the periodic evaluation criteria for specific employee groups and positions, as well as the procedure and entity conducting periodic evaluations and the curriculum. Therefore, the University has fulfilled its statutory obligations in this regard, which promotes the quality of education.

In addition to their statutory representation in the Senate and the Electoral College, doctoral students are members of the Doctoral School Council (as many as three doctoral students, which is a good practice worth emulating) and the Doctoral School Education Quality Team (five doctoral students, one from each discipline, which is also worth emulating).

The Doctoral Student Council, in accordance with the law, decides on the allocation of funds allocated by the University for doctoral matters. The Student Government prepares a report on the allocation of funds and the settlement of these funds at least once per academic year and makes it available in the Public Information Bulletin (BIP) on the University's website. The University also provides the necessary conditions for the functioning of the Doctoral Student Government, including infrastructure and financial resources available to the Student Government for its activities.

The University's funds allocated to the Student Government's activities are sufficient, among other things, to cover the costs of participation of some doctoral students in meetings of the National Representation of Doctoral Students and the Doctoral Forum of Polish Universities. During the visit, the Evaluation Team met with a group of 16 doctoral students of all ages (excluding those benefiting from extended training) and from various disciplines. The doctoral students generally expressed a very positive opinion of the educational opportunities offered by the University.

The overall assessment of the University's cooperation with the Doctoral Student Government is positive.

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 Doctoral School of Jan Długosz University fully meets evaluation criterion 1. The school periodically reviews and revises its curriculum, resulting in its systematic improvement. Since 2020, at least six resolutions have been passed by the UJD Senate that have modified or updated the curriculum at the Doctoral School. The Doctoral School's Education Quality Team monitors the adequacy of the curriculum and individual research plans to level 8 of the Polish Qualifications Framework. These changes are based on the results of doctoral student surveys, course observations, and supervisor recommendations.

The program includes mandatory courses outside the PhD candidate's discipline, as well as open interdisciplinary seminars and research projects spanning various fields of study. Supervisors, often representing other disciplines or universities, support the integration of research communities and the development of interdisciplinary research. Doctoral students participate in training in grant acquisition, database management, research methodology, and scientific language.

Individual research plans implementation is monitored based on annual reports from the candidates' and supervisors' opinions. Meetings with supervisors are held to exchange experiences and prepare for the individual research plans evaluation and mid-term review. The university offers mentoring courses in which supervisors can participate. The Career Office and a career advisor support doctoral students in career planning, and there is also the opportunity to participate in self-presentation training.

As part of the evaluation, a random individual research plans survey was conducted – the university has documentation confirming its quality. The curriculum requires doctoral students to be actively involved in research, publications, and conferences, which is confirmed by annual reports and supervisors' opinions. Furthermore, as part of their individual research programs, doctoral students participate in visits and exhibitions abroad.

The internationalization of the doctoral school is noticeable, as evidenced by doctoral candidates' participation in international summer schools, foreign exhibitions, and internship programs. Based on the data contained in the matrix, it can be concluded that the curriculum enables the achievement of all the intended learning outcomes. Flexibility, reflecting the specific nature of the scientific disciplines represented, has been maintained.

The program was not consulted with external entities, but its evaluation, with an indication of the best practices used, was included in the publication by W. Kiełbasiński, A. Kola, and B. Pietrzyk-Tobiasz, "Evaluation of the Quality of Education in Doctoral Schools – Practical Aspects," Toruń 2024, the results of which were used by the entity running the Doctoral School. It is recommended that when introducing further changes to the curriculum – both their scope and the preparation process – these changes be described in detail in the justification for the resolution introducing the changes.

- The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**

Documentation regarding the operation of the Doctoral School, including the Doctoral School Regulations, principles for assessing learning outcomes, forms, syllabi, and mid-term assessment procedures, is available to all doctoral students on the "enauka UJD" platform and in the USOS system.

Each course has its own course card and syllabus, which define the learning outcomes, methods and tools for assessing them, and assessment criteria.

The following persons participate in the assessment process: academic teachers, supervisors, scientific discipline boards, the Doctoral School Director, and the Doctoral School Education Quality Teams (ZJK-SD). The assessment procedures are further detailed by instructors in detailed syllabi, which doctoral students are familiar with during their first classes. According to the institution's declaration, doctoral students also have the opportunity to review the content of the documents in hard copies, which are made available upon request.

The assessment process utilizes a variety of tools, including written assignments, presentations, tests, activity assessments, reports, and class observations. The methods for verifying learning outcomes for qualifications at PQF level 8 are systematically improved based on annual reports from the subject teams, which also include remediation mechanisms. It should be noted, however, that doctoral students are not surveyed directly in this regard.

The transparency of the process is ensured by periodic reports from doctoral students and opinions from their supervisors, as well as by evaluations conducted by the ZJK-SD. The high quality of the process is confirmed by regular surveys of doctoral students and classroom observations. During the period under review, a learning outcomes coverage matrix was developed, and the Individual Research Plans (IPB) and annual doctoral student reports were updated.

Online courses were developed for specific cohorts of doctoral students and their supervisors on the "enauka UJD" platform, containing information on the principles for verifying learning outcomes and the current procedures in force at the Doctoral School.

These principles also include the possibility of recognizing learning outcomes achieved outside of traditional teaching, including through scientific publications, participation in conferences, research and grant projects, and outreach activities. For academic conferences, it is recommended to confirm participation by submitting the conference program along with the doctoral student's declaration of participation. Training on the principles of learning outcomes verification is also recommended, as a potential extension of the available online course.

Randomly selected syllabi were analyzed – both general subjects, common to all doctoral students, and courses specific to individual disciplines. It is recommended that within each subject, doctoral students acquire knowledge, skills, and competencies consistent with the requirements of Level 8 of the Polish Qualifications Framework (PRK). The diversity of grades obtained in the analyzed rankings confirms the reliability and objectivity of the learning outcomes verification process.

A good practice at the Doctoral School is to recognize the most committed doctoral students with the "Primus in Schola Doctorali" award of PLN 3,000, awarded for exceptional scientific achievements and an attitude promoting academic values.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**
Some members of the DS academic staff have relevant scientific achievements. The DS cooperates with foreign institutions, although these are not outstanding or first-tier centers. The academic and teaching output of the staff is generally consistent with the scope of education provided, encompassing publications and research projects. Some academic staff members actively participate in research activities; there is a noticeable difference between the level of activity in the humanities and in the natural sciences, in favor of the latter. Staff supervising experimental research have adequate laboratory facilities. Some staff members also participate in teaching improvement projects. The SD has clearly defined procedures for appointing supervisors. Supervisors prepare annual evaluations of doctoral candidates' progress, conduct doctoral seminars, oversee teaching internships, and support doctoral candidates in their publications, conference presentations, and grant applications. The documentation is transparent. Doctoral candidates are generally satisfied with the quality of academic supervision. The DS provides formal and organizational support as well as systemic monitoring of progress. Doctoral candidates and staff are actively encouraged to apply for grants and scholarships. The DS has carried out NCN, NAWA, mobility projects, and university grants. The DS supports applications through training and the activities of the Grant Application Support Office. Some staff members come from foreign scientific institutions, which fosters the internationalization of education, yet local factors remain dominant. At times, doctoral candidates may lack support from their supervisors regarding specific aspects of foreign trips—for example, establishing contacts, selecting a host institution, or securing an invitation. Since the DS encompasses numerous disciplines—humanities, social sciences, natural sciences, and arts—this may lead to certain problems with disciplinary coherence; however, it also brings benefits in the form of opportunities for interdisciplinary knowledge transfer.

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

The University provides potential doctoral school candidates with a real opportunity to review documents concerning the school's operations. It also provides information about the PhD School's staff, the catalog of ongoing research, and scientific collaborations with other centers. However, it does not provide information about the achievements of doctoral students (although, according to the report, some doctoral students assigned to the physical sciences, chemical sciences, and health sciences have significant scientific achievements) or the available infrastructure.

The PhD School is open to candidates from other centers and accepts a large number of foreigners (25%), for example, from Ukraine and Nigeria. Candidates from Tajikistan and Vietnam also apply. The recruitment process takes into account factors related to the schedule and funding rules for projects involving research and development conducted by doctoral students. The academic level of candidates is the basis for recruitment. The recruitment rules are publicly available and easily accessible in a timely manner.

The recruitment rules meet the criteria of clarity and transparency, and the process is transparent, ensuring non-discrimination and competitiveness. The members of the recruitment committee are appropriately qualified.

The rights of people with disabilities are respected, including through the adaptation of tools, architectural and housing conditions, and solutions that facilitate communication. The effectiveness of these efforts is demonstrated by the fact that the percentage of people with disabilities at the School is the same as in society (10%), which undoubtedly deserves recognition.

Verification of a candidate's suitability for research is based on standard techniques and tools (documentation analysis and an interview).

The University identifies elements of the recruitment process that remain insufficient, including by collecting information via email from staff participating in the recruitment process. It implements comprehensive solutions to improve the process by adopting new recruitment policies annually.

The overall assessment of the quality of the recruitment process is positive.

Recommendation:

Share information on doctoral students' achievements and available infrastructure.

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

The entity presents concise and clear criteria for appointing and changing the supervisor(s). These are included in the DS Regulations. The procedures employed by the entity enable the selection of supervisors with appropriate supervisory competencies, whose scientific or artistic achievements are current and relevant to the subject matter of the doctoral dissertation being prepared.

The scope of requirements for supervisors regarding the supervision of doctoral students is defined and covers all necessary areas enabling the doctoral student to develop scientifically or artistically, along with issues related to functioning within the academic community and acquiring transversal skills.

The institution employs multi-pronged methods for verifying the work of supervisors and for cooperation between supervisors and doctoral students, including methods and methods for modifying, improving, and perfecting supervisory supervision to ensure a high standard of scientific and artistic research. These are outlined and described in the DS Regulations. Furthermore, the doctoral student has the opportunity to respond at any time should a conflict or problem arise.

The Unit provides information on the conditions it provides students with for eGective learning and the implementation of their Individual Research Plan. This includes a class schedule that takes into account the preferences of those involved in the teaching process, with the option of organizing online classes in justified cases. The University's research infrastructure is available to students under the supervision and guidance of their supervisors, and the University's cooperation with the Doctoral School also allows them to conduct research at other centers. Students can apply for research funding by applying for funds from the University's research and development activities. They also have access to the University's opportunities to improve and broaden their education through mobility within the ERASMUS+, PROM, and CEPUS programs, as well as projects within the "Laboratories of Knowledge and Experience" program. Doctoral students with disabilities also receive support and facilities, the scope of which is available on the website of the OGice for Persons with Disabilities at Jan Długosz University in Częstochowa (<http://www.bon.ujd.edu.pl/>).

The entity invites specialists from other centers, both domestic and foreign, to cooperate in providing scientific or artistic supervision and provides data related to the evaluated period at DS, which confirms that this is the entity's strength in this area.

The reliability of supervisors' work is verified based on annual opinions submitted by supervisors and reports submitted by doctoral students, which are analyzed by the DS Education Quality Teams and the management. Furthermore, the entity conducts surveys among doctoral students to assess the quality of their academic supervision and encourages them to report any comments or concerns to the management.

In summary, the quality of scientific or artistic supervision and support in conducting scientific activities in the entity during the period subject to evaluation was assessed positively.

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

The procedure for conducting a Mid-Term Evaluation (MTE), in accordance with Article 205(1.3) of the Act on Higher Education and Science, has been specified in the Regulations of the Doctoral School (DS). In addition, the Annex to the Resolution of the Board of the DS at Jan Długosz University in Częstochowa (JDU) titled 'Detailed Procedure for Conducting a Mid-Term Evaluation in the Doctoral School of JDU' specifies the procedure for establishing the Evaluation Committee, necessary documentation and the MTE criteria. Both documents are available in Polish and English to all interested parties. Prior to 2021, the DS Regulations introduced two components of the MTE:

- × An evaluation of a doctoral student's overall development (his or her knowledge and skills);

- × An evaluation of the progress achieved in his or her personal research project.

However, the provisions of the Regulations related to the choice of the MTE criteria have been modified over the years. Since 2024, in accordance with the current Regulations, the MTE is conducted based on:

A report on the implementation of a personal research plan, based on a sample report established by a resolution of the Board of the DS, including the annexes; and

A conversation with the doctoral student.

An appeal procedure against a negative result in the MTE has also been developed. It is worth noticing, that the procedure has not been applied yet, since there had been no MTEs with negative results.

Each Evaluation Committee (EC) of the DS at the JDU is made up of three independent researchers. Two of those represent the discipline of the doctoral student undergoing the evaluation. They are usually recruited from outside the JDU, including from foreign institutions.

Candidates for members of the ECs are nominated and selected by the council of each discipline, taking into account the overlap between the candidates' research history and the subject of a doctoral student's doctoral dissertation. Provisions and practices that prevent a conflict of interest between the doctoral student and the members of the ECs are applied.

The dates of the EC meetings are determined by the Director of the DS in consultation with the Committee Chairpersons. To date, four cycles of the MTE have been conducted for a total of 44 doctoral students. Only two MTEs took place outside of the deadline specified in the Regulations, due to a later enrolment of two doctoral students into the STER programme.

The provisions of the DS Regulations related to the MTE have been modified numerous times over the years, which has helped to considerably improve the reliability of the MTE. In the interest of transparency, neutrality and high quality in conducting an MTE, the DS has introduced special forms to be filled in by each member of the EC, which are analysed in detail after the MTE has been conducted. The forms have helped to identify and adjust the elements of the MTE that needed improving.

Strengths:

- × A separate EC is established for each doctoral student, which allows the competences of the EC members to be better matched to the subject of the dissertation;

- × Two EC members are recruited from outside the JDU, including researchers from other countries, which promotes transparency and impartiality and allows the results to be compared with international standards;

- × Conveniences for doctoral students with disability certificates have been introduced (students can apply for the doctoral examination to be adapted to meet their individual needs).

Weaknesses and recommendations:

To date, representatives of the doctoral students have not taken part in the MTEs. Therefore, we recommend including these doctoral students in the evaluation process as observers. We also recommend designing a procedure to allow for the early reporting of a potential conflict of interest between a doctoral student and the CE members. Additionally we recommend to introduce a set of standards for the MTE referees for unification of the grading system.

- **Internationalisation:**

International activities are present in the Doctoral School (DS) to an average extent. Many individuals have completed research internships abroad, although these are typically short trips (lasting up to a few weeks) and primarily to nearby countries, such as the Czech Republic, Ukraine, and Germany. In this sense, transcontinental and long-term cooperation is lacking. The DS invites foreign researchers to serve as lecturers and members of evaluation committees, which is beneficial. Some faculty members are well-acquainted with the realities of international academic activity and strongly support doctoral candidates in this regard; however, systemic solutions and stronger financial and motivational support for presenting research results at leading international conferences outside the country are lacking. Some doctoral candidates have co-supervisors from foreign institutions, which is advantageous. Some classes are conducted in English, and the DS also runs an English-language website. Approximately 25% of doctoral candidates are foreigners, though mainly from Eastern Europe (Polish-speaking). There is no problem with preparing the doctoral dissertation in English, but this is not rewarded in any way. Foreign doctoral candidates receive integration support. Some doctoral candidates publish internationally in reputable journals indexed in SCOPUS and JCR, although the humanities are lagging behind in this respect. The needs for improvement include: introducing internal research grants for doctoral candidates within the DS, i.e., ensuring internal funding and strengthening autonomy within the university. Since the large number of disciplines belonging to various fields of science complicates the DS profile, it is essential to tailor the Individual Research Plans to their specific requirements. Administrative support for doctoral candidates from the DS is available; however, the current administrative process is too lengthy and should be streamlined. For the development and strengthening of internationalization, it is crucial to keep doctoral candidates informed on an ongoing basis through various communication channels. Existing cooperation with foreign co-supervisors also requires further development.

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

In the first full cycle of study (in 2023), almost all doctoral students completed their studies on time, demonstrating the high effectiveness of this criterion. In the second, incomplete cycle, almost half of the doctoral students completed their studies, and the other half submitted justified requests to extend the deadline for submitting their dissertations. This also maintains the high effectiveness of this criterion, especially since it applies to the incomplete second cycle.

The presented statistics indicate that 41% of doctoral students who completed their education at Doctoral School submitted applications to initiate the degree award process, and 23% of them have already received their doctoral degree, while none of the doctoral students were not denied a doctoral degree. These data demonstrate the high effectiveness of the institution's education. They indicate that the institution monitors and analyzes the effectiveness of its education, striving to respond and draw general conclusions in this regard.

In each discipline in which the institution provides education, the scientific or artistic achievements of selected doctoral students are specifically listed (from 3 to 5). Depending on the discipline, these include publications (monographs, scientific articles), including those in high-ranking scientific journals, lectures and participation in scientific conferences, including abroad, authorship of exhibitions, participation in implementation projects, dissemination of science, participation in concerts, competitive exhibitions, etc. Some of these achievements have been recognized and awarded (MKIDN scholarships, the Silesian Scientific Award, participation in the international SHENG2 research project, participation in the National Centre for Research and Development project, COST project, a scholarship from the German Hermann-Niermann-Stiftung foundation, the French Excellence Award, and an award from the Municipal Art Gallery in Częstochowa). This confirms the high quality and significance of the scientific and artistic achievements. The scope of the results and achievements achieved is clearly consistent with the topics of the doctoral students' research.

The self-assessment report on the effectiveness of doctoral education does not provide comprehensive information on how the institution enables doctoral students to assess the quality of education at the Doctoral School. During the visit, it was clarified that doctoral students assess the quality of education in two surveys: an evaluation survey (completed at the end of their studies, in the fourth year) and a survey assessing the quality of supervisory support at the PhD School (completed after the mid-term evaluation and at the end of their studies). The results of these surveys are published on the Doctoral School website. The institution also encourages students to report any comments or concerns to the management, who will take appropriate action if necessary.

The institution also monitors the professional careers of its graduates, indicating that some continue their research activities. Of the five graduates who earned a doctoral degree, two found employment at UJD, and one graduate works at a foreign university (Ukraine).

In summary, the effectiveness of education at the UJD Doctoral School in Częstochowa was assessed positively.

Under this criterion, it would be worthwhile to consider creating an additional mechanism (e.g., optional) enabling doctoral students to assess the quality of education at the Doctoral School before the mid-term evaluation.

V. FINAL OPINION AND RECOMMENDATIONS

The overall assessment of the Doctoral School is positive. The quality of University's collaboration with the PhD Candidate Self-Government and the quality of the Doctoral School recruitment process deserve to be mentioned as outstanding. International activities were assessed as average, which is described in detail in section 7 of the report.

Summary of recommendations for the Doctoral School:

- When introducing further changes to the curriculum, both the scope and the preparation process should be described in detail in the justification for the resolution introducing the changes.
- For scientific conferences, the option of confirming participation should be introduced by submitting the conference program along with the doctoral student's declaration of participation.
- Introducing training on the principles of verification of learning outcomes, possibly as an extension of the available online course.
- Introducing a principle that within each course, doctoral students acquire knowledge, skills, and competencies consistent with the requirements of Level 8 of the Polish Qualifications Framework.
- Sharing information on doctoral students' achievements and available infrastructure.
- Including doctoral students as observers in the mid-term evaluation process.
- Developing a procedure enabling advance reporting of potential conflicts of interest between doctoral students and members of the Evaluation Committee during the mid-term evaluation process.
- Introducing guidelines for reviewers to standardize mid-term evaluation criteria.
- Introducing systemic solutions and stronger financial and motivational support for presenting research results at leading international conferences in a given discipline.
- Introducing internal research grants for doctoral students within the Doctoral School, ensuring internal funding and strengthening autonomy within the University.
- Expanding existing collaboration with foreign co-supervisors.
- Creating an additional mechanism (e.g., optional) enabling doctoral students to assess the quality of education at the PhD School prior to the mid-term evaluation.

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

After analysing the Self-evaluation Report and conducting the inspection, the Evaluation Committee appointed by the Chairman of the Science Evaluation Committee has made a positive evaluation of the Doctoral School of Jan Długosz University. Accordingly, it is recommended to conduct another evaluation of this institution in 6 years, in accordance with Article 259, para. 2 of the Act of 20 July 2018 The Law on Higher Education and Science (Journal of Laws of 2024, item 1571, as amended).

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2023-2027



Minister of Science and Higher Education
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