

KEN

2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Szkoła Doktorska AWF Poznań

Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w
Poznaniu

Name and seat of the doctoral school

Szkoła Doktorska AWF Poznań

Evaluation period

10/1/19–5/11/25

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

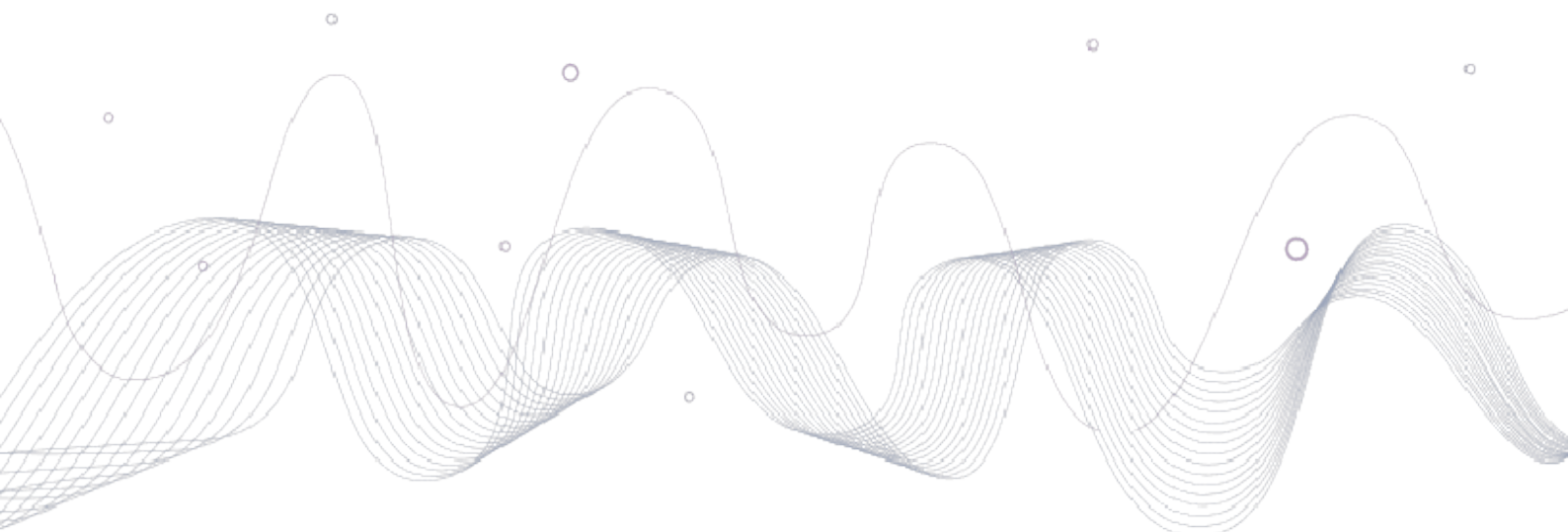
Akademia Wychowania Fizycznego im. Eugeniusza Piaseckiego w Poznaniu

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

-

Date of report

7/30/25



Composition of the evaluation team:

Chairman:

Małgorzata Pomorska-Mól

Secretary:

Anna Szumilewicz

Team members:

Magdalena Cerbin-Koczorowska

Paulina Góra

Kajetan Słomka

TABLE OF CONTENTS

I. General information on the doctoral school	5
II. Information on the inspection and its course	6
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	27
VI. Assessment and reason	29

I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Szkoła Doktorska AWF Poznań
Date of establishment	2019
Date of commencement of education at doctoral school	10/1/19
Entity cooperating in the conduct of education (this does not refer to entities co-founding a doctoral school)	-
Domains of study	Medical and health sciences (from: 01-01-2018)
Discipline(s) of science or art in which training is provided	physical culture science (from: 01-01-2018)
Name/scope of the education programme	The Doctoral School Program at the Poznań University of Physical Education
Number of instructors	11
Number of doctoral students undergoing training at the doctoral school (as of 7/10/25)	38
Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 7/10/25)	32
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 7/10/25)	9

II. INFORMATION ON THE INSPECTION AND ITS COURSE

On November 14, 2025, at the Doctoral School of the Eugeniusz Piasecki University of Physical Education (AWF) in Poznań (DS), an evaluation team (ET) appointed by the Science Evaluation Commission (SEC) at the Ministry of Science and Higher Education conducted an on-site visit. The purpose of the visit was a comprehensive assessment of the quality of education provided by the DS.

The ET consisted of the following members:

Prof. Małgorzata Pomorska-Mól – Chair

Assoc. prof. Anna Szumilewicz, AWFIS – Secretary

Assoc. Kajetan Słomka, AWF – Expert

Dr. Magdalena Cerbin-Koczorowska – Expert

Paulina Góra, MSc – Expert

The visit lasted one day and was carried out according to a previously agreed detailed schedule, which included both substantive meetings and an analysis of documentation provided by the DS. At 8:30 a.m., the first meeting between the ET and the University Authorities and DS management took place. The Chair presented the detailed schedule of the visit and discussed the key objectives and assumptions of the evaluation. The University Authorities presented data on the main areas of DS activity, with particular emphasis on current challenges and development plans.

Next, between 9:00 and 10:30 a.m., the ET reviewed documentation concerning the functioning of the DS, which had been requested prior to the visit. The documentation included, among others, course syllabi, individual research plans (IRPs), records of mid-term evaluations of doctoral students, progress reports, sample formal applications related to the doctoral education process, and a list of doctoral students' publications. A separate room was provided for the ET to review the documentation and conduct internal discussions in comfortable conditions.

From 10:30 to 12:00 p.m., a meeting was held with the team responsible for preparing the self-assessment report and the DS administration. The discussion focused on issues related to the quality of education, according to the eight criteria specified in the Regulation of the Minister of Education and Science of September 27, 2021, on the evaluation of education quality in doctoral schools. Topics included the adequacy of the DS curriculum to learning outcomes for qualifications at level 8 of the Polish Qualifications Framework (PQF), processes for verifying these outcomes, and procedures for ensuring the quality and effectiveness of education. Recruitment, academic supervision, internationalization, and the reliability of mid-term evaluations were also discussed.

The next stage of the visit, from 12:00 to 1:00 p.m., was a meeting with academic teachers conducting classes at the DS, supervisors, and members of the Scientific Council (SC) of the evaluated discipline of physical culture sciences. The aim was to obtain information on staff involvement in implementing the curriculum, organizing the teaching process, and the quality of scientific support provided to doctoral students. After this stage, the ET had a break from 1:00 to 2:00 p.m.

From 2:00 to 3:00 p.m., a meeting was held with doctoral students and the Doctoral Student Council. In accordance with established principles, the meeting was held without the

participation of staff or DS authorities, ensuring full freedom of expression for participants. The discussion concerned, among other things, the assessment of the quality of the education process, research conditions, availability of administrative and organizational support, as well as opportunities for scientific development and international mobility.

The next stage was an internal summary meeting of the ET, which began at 3:00 p.m. During this meeting, the members analyzed the information collected throughout the day, summarized key observations, and formulated preliminary conclusions regarding the quality of education at the evaluated DS.

The visit ended around 3:30 p.m. with a closing meeting with the DS authorities. During this meeting, the Chair presented a general summary of the visit and informed about the next steps in the evaluation procedure.

Throughout the day, the ET had access to all necessary documentation. An administrative staff member continuously supplemented documents deemed relevant by the ET for the course and outcome of the evaluation.

All activities planned in the schedule were carried out as intended, and the visit proceeded in an atmosphere of substantive cooperation. Both the University Authorities and DS representatives demonstrated full readiness to provide the ET with all necessary information.

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

The Doctoral School (DS) maintains ongoing and systematic cooperation with the Doctoral Student Council in areas relevant to the quality of education. Council representatives review documents concerning the organization and functioning of the DS, including the curriculum and regulations, before they are submitted to the Senate, thereby having a real impact on the adopted solutions. At the request of the DS Director, the Council appoints a doctoral student representative to recruitment committees, and in the future, it is planned to include a doctoral student representative as an observer in the open part of the mid-term evaluation procedure. Cooperation also covers issues related to improving the curriculum, supporting internationalization efforts, and initiatives aimed at enhancing communication and integration within the academic community. During the visit, solutions to strengthen the quality of supervisory support were also considered, including training for supervisors and the implementation of survey tools designed to assess the quality of supervision.

The Evaluation Team (ET) notes the positive atmosphere in relations between the Doctoral Student Council and DS authorities. Attention was drawn to the need to implement the Council's regulations in cooperation with the University. It is also recommended to introduce organizational solutions supporting the day-to-day functioning of doctoral students, including providing a dedicated space/office for the Council. Doctoral students confirmed that financial resources are allocated by the University to support the Council's activities. In their opinion, these amounts were modest, but they expressed confidence that they could be increased in the coming years. The Council is also active in regional and national structures (Poznań Doctoral Agreement, National Doctoral Council) with DS support; therefore, it is advisable for the Council to seek an increased budget to expand its local or national activities. A representative of the National Doctoral Council within the ET emphasized that ongoing dialogue with the Doctoral Student Council is a key element of the quality assurance system and effective response to the needs of the DS doctoral community. In accordance with Articles 215 and 110(9) of the Law on Higher Education and Science, the University is encouraged to support the Doctoral Student Council by providing the necessary organizational infrastructure, particularly a dedicated space/office enabling efficient management of council activities.

The ET positively assesses the activity of the Doctoral Student Council both within the University structures and beyond. Of particular note is the Council's maintenance of a bilingual website (in Polish and English), which facilitates communication with candidates and doctoral students and positively contributes to the internationalization of the Doctoral School. These actions demonstrate the high level of doctoral student engagement in the development of the school environment and significantly strengthen its image and organizational activity.

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:**

In accordance with the Regulation of the Minister of Education and Science of September 27, 2021, on the evaluation of education quality in doctoral schools, when assessing Criterion No. 1 concerning the adequacy of the curriculum and individual research plans to the learning outcomes for qualifications at level 8 of the Polish Qualifications Framework (PQF) and their implementation, the Evaluation Team (ET) considered five detailed sub-criteria:

a) **Adequacy of the learning outcomes defined in the curriculum to the learning outcomes for qualifications at level 8 PQF**

The curriculum has been properly developed, focusing on preparing doctoral students for scientific activity, including work on the doctoral dissertation. The learning outcomes defined in the program are adequate to those for level 8 PQF qualifications. Formal acts confirming this compliance include Senate resolutions introducing successive versions of the curriculum for education cycles, including documentation for the cycle starting in the current academic year 2025/2026. These documents link program learning outcomes to the universal first-degree characteristics for level 8 defined in the Act of December 22, 2015, on the Integrated Qualifications System (Journal of Laws of 2016, items 64 and 1010) and second-degree characteristics specified in the Regulation of the Minister of Science and Higher Education of November 28, 2018, on second-degree characteristics of learning outcomes for qualifications at levels 6–8 of the Polish Qualifications Framework. The program learning outcomes include six in the knowledge category, seven in skills, and seven in social competences. They cover areas such as research methodology and ethics, data analysis, scientific publishing, project management, and academic teaching. Some outcomes concern the development of transversal competences, such as critical thinking, responsibility, engagement, and teamwork. Achieving the learning outcomes set in the program ensures comprehensive preparation of doctoral students for independent and responsible scientific work.

b) **Adequacy of doctoral students' scientific or artistic activity and dissemination of its results, as defined in individual research plans (IRPs), to the learning outcomes for qualifications at level 8 PQF**

The research concepts presented in IRPs raise no doubts regarding achieving learning outcomes adequate to level 8 PQF. Doctoral students prepare IRPs in the first year of education in accordance with applicable regulations. IRPs include a schedule of research, publication, outreach, and project activities for the entire education period. IRP implementation is monitored and documented annually through doctoral students' reports, supervisors' opinions, and mid-term evaluations involving an external expert. Verification procedures are consistent and allow tracking progress in achieving learning outcomes. However, it is recommended to refine the IRP form so that it clearly indicates which learning outcomes from the curriculum can be confirmed through IRP preparation and implementation—analogue to individual courses included in the curriculum.

c) **Method of implementing the curriculum and IRPs to achieve learning outcomes for qualifications at level 8 PQF**

The program includes 661 hours of classes spread over eight semesters and a list of courses for each semester. Most classes are scheduled during the first two years of education. In the remaining two years, there is a focus on conducting research according to IRPs and on reporting and discussion-based classes. This distribution of content is justified in the context of timely submission of doctoral dissertations. The implementation of the curriculum is detailed in the course list with descriptions, course-specific learning outcomes, and methods

of verification. This list is Annex No. 2 to the curriculum and is available on the DS website in Polish and English. The documentation prepared by the DS includes sample anonymized IRPs, mid-term evaluation protocols, and templates of forms used in the process of verifying doctoral students' progress. Based on the presented documents and doctoral students' opinions, the ET concludes that the education process enables doctoral students to implement IRPs and thus submit their dissertations on time. A weakness identified by the ET is the limited number of classes conducted in English, which is discussed in more detail under Criterion 7 concerning internationalization.

d) Method of implementing interdisciplinarity in the education process to achieve learning outcomes for qualifications at level 8 PQF

The organization of education promotes interdisciplinarity. Doctoral students have access to the university's laboratory infrastructure regardless of their research topic, supervision by advisors from various specialties, and participation in doctoral seminars held regularly to present results and exchange experiences. The program also supports the development of universal academic competences related to doctoral students' publishing and project activities, skills in preparing grant applications, and research commercialization. Outreach activities and participation in scientific events are formally included as elements of professional practice. An interesting solution supporting doctoral students' responsibility for self-improvement is the inclusion in the curriculum of the possibility to attend any classes offered at AWF Poznań related to the doctoral research topic.

e) Reliability of the process of improving the curriculum aimed at enhancing its adequacy to learning outcomes for qualifications at level 8 PQF

The entity has not yet adopted procedures related to improving the curriculum to enhance its adequacy to learning outcomes for level 8 PQF qualifications. However, in the last two education cycles, the program has been significantly refined in formal terms, including linking program learning outcomes to level 8 PQF characteristics starting from the academic year 2024/2025. This indicates that the entity has identified the need and directions for improving the documentation of the education process in the DS.

The curriculum has not changed significantly in substance since the doctoral school was launched. In response to doctoral students' needs and scientific trends, the course "Artificial Intelligence (AI) in Scientific Research" was introduced. So far, proposals for improving the program have been informal discussions. Nevertheless, during the visit, the entity presented the results of the first quality assessment of education in the DS, in accordance with the university-wide system. It also developed a form specific to the needs of doctoral education.

Summary:

The ET considers Criterion 1 as met.

To further improve the quality of education in the DS, it is recommended to implement systematic procedures related to improving the curriculum, including the adequacy of introduced changes and the alignment of IRP implementation with learning outcomes for qualifications at level 8 PQF.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**
In accordance with the Regulation of the Minister of Education and Science of September 27, 2021, on the evaluation of education quality in doctoral schools, when assessing Criterion No. 2 concerning the method of verifying learning outcomes for qualifications at level 8 of the Polish Qualifications Framework (PQF), the Evaluation Team (ET) considered three detailed sub-criteria:

a) Availability and clarity of rules for verifying learning outcomes for qualifications at level 8 PQF

The education process at the DS demonstrates clear effectiveness in enabling doctoral students to achieve key learning outcomes related to conducting scientific research and preparing scholarly works. Evidence of this includes the high publication activity of doctoral students and their interdisciplinary social competences, visible in their engagement and responsibility for the functioning of the DS and in promoting scientific knowledge at outreach events. The entity uses diverse methods to activate doctoral students, giving the education and verification process a comprehensive and universal context, which indicates the DS's potential for effective education. Since the academic year 2023/2024, the process of documenting doctoral students' achievements has been digitized in the USOS system. Verification methods are collectively presented in Annex No. 2 to the DS curriculum, and verification criteria are included in syllabi. Syllabi contain learning objectives, assigned outcomes, teaching methods, and forms and criteria for verification. To improve accessibility of verification rules, it is suggested to publish syllabi on the DS website, also in English. The conditions and form of verification are defined by the course instructor and communicated to doctoral students before classes begin. The DS regulations specify the use of a six-point grading scale: 5, 4.5, 4, 3.5, 3, and 2 (failure to achieve learning outcomes) or "pass/fail." The ET notes insufficient refinement of verification criteria. Most course cards lack clearly defined criteria for individual grades in the approved scale. There is no indication of verification criteria for semester seminars and professional practice in each semester. Some criteria in course cards are vague (e.g., "pass based on activity," "participation in discussion," "partially able to analyze...") or incorrect (e.g., "scope and accuracy of knowledge in philosophy and ethics of science..."). These shortcomings weaken the clarity of confirming learning outcomes defined for individual courses in the curriculum.

b) Transparency and reliability of the process of verifying learning outcomes for qualifications at level 8 PQF

Final confirmation of achieving course-specific learning outcomes occurs through credits and exams. To enhance transparency and allow assessment of reliability, it is recommended to develop rules for archiving samples of doctoral students' work, observation sheets, tests, essays, and presentations, along with clearly defined evaluation criteria for each verification method used in a given course. It is also recommended to refine procedures related to verifying learning outcomes and documenting this process for outcomes defined for professional practice.

The entity also considers the preparation and implementation of IRPs, annual reports, and mid-term evaluations as confirmation of achieving learning outcomes. Evaluation of doctoral students' scientific output, particularly the series of publications supporting dissertation preparation, plays a key role. Available records confirm the use of various assessment methods tailored to the type of learning outcomes, including evaluation of practical research skills, critical analyses, and publication results. Templates for IRPs and reports enable monitoring doctoral students' activity and progress—especially research, publication,

conference, and outreach activities. All forms are available online (in Polish and English), and paper versions are archived in the DS office. The use of standardized tools ensures transparency in verifying learning outcomes related to IRP approval and implementation and mid-term evaluation. It is recommended to refine evaluation criteria in these tools.

Supervisors' involvement and reflective mechanisms in this process are emphasized, including public doctoral seminars and written responses by doctoral students to committee comments. It is recommended to develop a procedure for verifying learning outcomes related to social competences, including those acquired outside courses covered by the curriculum, e.g., through participation in conferences or science festivals. Some social competences (e.g., KSD_K01) could be documented more extensively in annual reports and IRPs and verified through specific evaluation criteria (e.g., requirement to document collaboration in research teams)

c) Reliability of the process for improving methods of verifying learning outcomes for qualifications at level 8 PQF

The entity does not currently have systemic rules for improving methods of verifying learning outcomes. However, based on the documentation provided, the Evaluation Team (ET) observes positive changes in this area, such as the implementation of standardized IRP forms and mid-term evaluation forms. It is recommended to involve doctoral students and academic teachers conducting classes at the DS in the process of evaluating verification methods. The quality assessment survey for DS education presented by the entity during the visit partially addresses this need. It is also suggested to use doctoral students' experiences from the process of approving IRPs or semester and mid-term evaluations. Currently, actions following negative IRP evaluations are limited to document corrections, without a broader analysis of how these experiences could improve the system.

Summary:

Due to the clear effectiveness in achieving key learning outcomes related to doctoral students' scientific activity and the absence of negative feedback regarding the accessibility, clarity, reliability, and transparency of the learning outcome verification process reported by doctoral students,

the ET considers Criterion 2 as met.

Nevertheless, the following recommendations are made:

- 1) Implement systematic procedures related to the formal aspects of the learning outcome verification process, particularly in refining the verification criteria defined in the curriculum and those related to IRP implementation, as well as procedures for archiving verified doctoral achievements;
- 2) Implement systemic solutions aimed at improving methods of verifying learning outcomes.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**
In accordance with the Regulation of the Minister of Education and Science of September 27, 2021, on the evaluation of education quality in doctoral schools, when assessing Criterion No. 3 concerning the qualifications of academic teachers or research staff conducting education in the doctoral school, the Evaluation Team (ET) considered three detailed sub-criteria:
a) Adequacy of scientific or artistic achievements and professional experience, as well as scientific or artistic activity and professional activity of these individuals, to the scope of doctoral education

Academic teachers and research staff possess scientific and professional achievements consistent with the field of education in the DS. They are recognized scholars with accomplishments in physical culture sciences and complementary disciplines. Education in the DS is provided by a small group of specialists (11 teachers), confirming the intimate character of the DS declared in the self-assessment report, aimed at individualizing the education process and ensuring high-quality teaching. Detailed profiles of five lecturers at the DS of AWF Poznań confirm the high competence of the staff and their international reputation and standing (numerous research projects, including international ones, internships at national and foreign institutions, membership in national and international organizations and associations). The presented profiles indicate that classes in the DS are conducted by Polish scientists and experts. Teachers represent various research areas, ensuring interdisciplinarity in education. Some staff members have experience working with doctoral students as supervisors in doctoral proceedings.

As established during the visit, staff conducting education in the DS are selected based on their competencies and teaching and practical experience relevant to the subject taught. The self-assessment report emphasizes that teachers are chosen according to transparent criteria, including scientific and teaching achievements, supervisory experience, and the ability to conduct advanced research aligned with the DS discipline. When selecting teaching staff, particular attention is paid to publication achievements, participation in externally funded projects, and international experience. Competence verification occurs both at recruitment and during ongoing activities. Candidates for teaching in the DS submit documents analyzed by the Scientific Council and the DS Director (list of scientific achievements, teaching experience, academic functions, etc.). According to information obtained during the meeting with teachers, the selection of instructors is made arbitrarily by DS authorities and the Scientific Council.

b) Quality of actions for the professional development of these individuals, particularly regarding the role of supervisor or assistant supervisor, undertaken by these individuals and by the entity operating the doctoral school

According to the self-assessment report and information obtained during the visit, the DS attaches great importance to training and improving the competencies of staff conducting classes. Some training sessions organized by the entity were university-wide, and each instructor was required to attend at least one during the evaluated period. Training topics were broad: from intellectual property rights to proper procedures for students with various disabilities or psychological issues. According to the DS declaration, staff also participated in training on data analysis, use of IT tools, e-learning, and teaching in English. This confirms the entity's commitment to developing both discipline-specific competencies and universal academic skills. However, there is a lack of training related to the role of supervisor or assistant supervisor, as confirmed by both teachers and doctoral students.

Discussions during the visit revealed that key qualifications for ensuring high-quality

supervision are perceived as teaching experience and research qualifications. A broader discussion, possibly at an inter-university level, is needed to clarify what constitutes “high supervisory competence.” From the conversations, it appears that the entity equates this concept with having scientific achievements, methodological expertise in a specific research area, and experience in securing funding. In the ET’s view, supervisory competence should also include basic pedagogical skills, particularly mentoring. It is recommended to organize training on these aspects of supervision, as well as on legal and organizational aspects of doctoral education. Doctoral students indicated that it would be helpful if supervisors were familiar with supervisory duties and the assumptions and schedule of key tasks for doctoral students in the DS, including submitting IRPs and reports for mid-term evaluation.

c) Reliability of actions undertaken by the entity to verify the qualifications of these individuals
Verification of DS teaching staff competencies has so far been indirect, e.g., through doctoral students’ progress in implementing IRPs. Staff are also assessed based on the quality of their performance in various DS tasks, such as participation in recruitment committees or mid-term evaluation committees. Since the academic year 2023/2024, a system for evaluating academic teachers by doctoral students (USOS) has been implemented. No evaluations were submitted in the winter semester; one instructor was evaluated in the summer semester. According to DS authorities, the survey process will be systematically promoted among doctoral students, and its results will be used to improve education quality, including staff qualifications.

According to the self-assessment report and the visit, no situations requiring intervention or disputes regarding duties were recorded during the evaluation period. Cooperation between staff and doctoral students was constructive and conflict-free. Both teachers and doctoral students stated that problematic situations are effectively resolved on an ongoing basis with the involvement of the DS Director. However, the ET notes the lack of established procedures for handling conflicts between staff and doctoral students.

Summary:

The ET considers Criterion 3 as met.

To further improve the quality of education in the DS, the following recommendations are made:

- 1) Implement systematic verification of staff qualifications, including evaluation by doctoral students of the quality of tasks performed;
- 2) Introduce training for supervisors and assistant supervisors in mentoring, as well as in current regulations regarding doctoral education and applicable procedures and deadlines related to supervisory duties;
- 3) Develop procedures for resolving conflicts between teachers and doctoral students and clearly define circumstances disqualifying staff from conducting education in the DS;
- 4) Increase the participation of foreign lecturers in staff selection.

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

In accordance with the Regulation of the Minister of Education and Science of September 27, 2021, on the evaluation of education quality in doctoral schools, when assessing Criterion No. 4 concerning the quality of the recruitment process, the Evaluation Team (ET) considered six detailed sub-criteria:

a) **Quality and accessibility of information and internal legal acts regarding the functioning of the doctoral school**

The recruitment procedure for the DS is regulated by resolutions of the Senate of AWF Poznań, and the recruitment rules, candidate guide, form templates, and schedule are published well in advance in Polish and English on the DS website and in the Public Information Bulletin. Additionally, a dedicated section for candidates provides a database of potential supervisors, also in Polish and English. The scope of information available to candidates is comprehensive, and its presentation is clear—particularly the candidate guide, which is an accessible summary of key facts.

b) **Accessibility, clarity, and openness of recruitment rules and timeliness of their publication**

In the ET's opinion, the recruitment process for the DS is designed to be transparent, open, and accessible to all candidates meeting statutory requirements, including candidates with disabilities and those from outside the University. Recruitment rules are announced on time—at least five months before the start of admissions.

c) **Method of conducting the competition referred to in Article 200(2) of the Act of July 20, 2018 – Law on Higher Education and Science**

Recruitment to the doctoral school is conducted through a competition in accordance with legal provisions. The competition criteria include verification of English language proficiency, assessment of publication achievements, and a multi-faceted evaluation of the research project intended to become the subject of the doctoral procedure. This project is developed in cooperation with a potential supervisor and assessed based on criteria described in Senate Resolution 210/2024.

Recruitment committees, appointed by the Scientific Council, consist of experienced academic teachers with diverse specializations and significant supervisory experience. The committee also includes a doctoral student representative designated by the Doctoral Student Council, which strengthens transparency and incorporates the doctoral community's perspective. The DS ensures equal opportunities for all candidates, regardless of affiliation, country of origin, or funding source.

Individuals conducting research projects at the University funded by external sources are admitted to the DS outside the limit based on the decision of the recruitment committee, following submission of a formal application.

d) **Consideration of the needs of candidates with disabilities during recruitment**

The recruitment process for the DS takes into account the needs of candidates with disabilities. For example, the candidate guide declares readiness to provide individual support tailored to the specific nature of the disability. The recruitment resolution allows for adapting the conditions of the procedure to the needs of persons with disabilities, including individualization of the process. Information about the recruitment process is posted on a website that can be adjusted to the needs of candidates with disabilities, e.g., by changing font size and contrast.

e) **Method of verifying candidates' predispositions for conducting scientific research**
Verification of predispositions for scientific activity is standardized and point-based; the research project is assessed for compliance with the discipline, originality, cognitive/

application value, level of advancement, and feasibility. The proportions between individual recruitment criteria are clear. Committee meetings are minuted. A practice that strengthens transparency is the preparation of written justifications for candidate evaluations and their delivery along with recruitment results. Candidates have the right to appeal.

f) Reliability of actions undertaken by the entity to improve the recruitment process

Based on the documentation provided and the course of the visit, the ET considers the recruitment process for the DS reliable. Between 2019 and 2024, interest in DS education remained stable. In recent years, one appeal against a recruitment committee decision was recorded and resolved in favor of the candidate.

The DS undertakes actions to improve the recruitment process, including clarifying requirements for supervisors, introducing a limit on the number of doctoral students under one supervisor, and developing increasingly objective scoring rules for research projects and achievements. However, the ET notes that the recruitment process is not currently subject to systematic evaluation by the DS. It is recommended that mechanisms for ensuring and improving education quality include a cyclical, standardized assessment of all aspects of the recruitment process, taking into account the opinions of both admitted and non-admitted candidates.

Summary:

The ET considers Criterion 4 as met.

To further improve the quality of education in the DS, it is recommended to implement systemic procedures for cyclical evaluation of all aspects of the recruitment process, including by DS candidates.

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

In accordance with the Regulation of the Minister of Education and Science of September 27, 2021, on the evaluation of education quality in doctoral schools, when assessing Criterion No. 5 concerning the quality of scientific or artistic supervision and support in conducting research activities, the Evaluation Team (ET) considered six detailed sub-criteria:

- a) **Method and criteria for appointing and changing the supervisor, co-supervisors, or assistant supervisor**

The rules for appointing and changing supervisors, co-supervisors, or assistant supervisors are regulated by Senate Resolution 208/2024 introducing procedures for awarding academic degrees at the Eugeniusz Piasecki University of Physical Education in Poznań (Annex No. 1). The supervisor and assistant supervisor are appointed in accordance with applicable law within three months from the start of education in the DS, upon the doctoral student's request submitted to the DS Director. Candidates for supervisors are approved by the Scientific Council (SC).

The ET raised no objections regarding the method and criteria for appointing or changing supervisors adopted by the entity. Doctoral students establish cooperation with a potential supervisor before entering the recruitment process. The application for admission to the DS, in addition to details of the proposed doctoral dissertation project, includes a declaration from the candidate supervisor confirming readiness to provide supervision. The wording of this declaration is regulated by Senate Resolution 210/2024 and includes the candidate's scientific achievements, employment status, confirmation of a positive periodic evaluation, and the number of doctoral students under their supervision. Based on this, the proposed supervisor is further verified mainly in terms of scientific competence, alignment of research achievements with the proposed topic, supervisory experience, and quality of supervision. To ensure proper supervision, one supervisor may oversee a maximum of four doctoral students. The SC may propose an alternative supervisor if deemed more appropriate.

A change of supervisor or assistant supervisor may occur at the request of either the doctoral student or the supervisor. The decision is made by the SC at its next meeting. Relevant application forms are available in Polish and English on the DS website.

- b) **Methods of ensuring high-quality cooperation between doctoral students and supervisors, including resolving conflicts**

Doctoral students report regular cooperation with the supervisory team, based on respect and partnership, with meeting frequency adapted to project requirements and individual circumstances. Conflicts have so far been resolved amicably. Although the DS lacks a formal process in this regard, doctoral students view the DS Director as a trusted contact point. It is suggested to strengthen the role of the Doctoral Student Council as a potential mediator in difficult situations and to raise awareness of external support mechanisms, such as the Ombudsman for Doctoral Students at the National Doctoral Council (KRD).

- c) **Methods of ensuring appropriate conditions and support for doctoral students, including those with disabilities and those who are parents, in implementing the curriculum and IRPs, as well as preparing dissertations, including access to necessary infrastructure**

The ET considers the allocation of relatively large financial resources for research projects, which doctoral students can obtain through competitive procedures, as good practice. Doctoral students are entitled to use infrastructure under general university rules, including research facilities, free access to sports infrastructure, and other support mechanisms available at the university. Currently, there are no doctoral students with disabilities in the DS. Nevertheless, DS authorities declare readiness to support such students in accordance with

university procedures and capabilities. The DS website includes contact details for the Rector's Plenipotentiary for Equal Treatment and a link to information (in Polish) on available psychological support.

Although the University has a "Parent's Guide," its provisions apply only to employees under employment contracts. No separate or additional measures were identified to support doctoral students who are parents in implementing the curriculum and IRPs, beyond compliance with statutory regulations. During the visit, doctoral students showed a lack of awareness of such mechanisms. However, they expressed confidence that in case of specific parental needs, they could count on DS authorities' support. It is recommended to consider supplementing the "Parent's Guide" with appropriate solutions developed in cooperation with the Doctoral Student Council.

d) Degree of involvement of outstanding specialists employed outside the entity in supporting doctoral students in research activities, including supervision

The DS declares cooperation with outstanding specialists employed outside the entity (e.g., University of Poznań, Medical University of Wrocław, Collegium Medicum of Jan Kochanowski University, and others, including from abroad—Greece, Germany, USA, Canada, Czech Republic, UK). These specialists represent diverse scientific fields within local and international environments. Cooperation mainly involves joint research, preparation of publications, and assistance in developing research methodologies. Staff from other universities also serve as assistant supervisors. Additionally, foreign researchers host DS doctoral students for research internships in their laboratories (e.g., Czech Republic).

Supervision in the DS is perceived as multi-faceted, involving the supervisor and a diverse group of specialists from various fields. During scientific seminars, doctoral students can also receive support from individuals outside research teams, including more experienced doctoral students. The ET assessed these activities as valuable for fostering a sense of community and facilitating integration into the academic environment.

e) Reliability of verification and evaluation of supervisors' and assistant supervisors' work, as well as actions taken by the entity to improve their quality

DS authorities declare continuous quality monitoring of supervisors' work. This includes analyzing supervisors' opinions in doctoral students' annual reports, mid-term evaluation results, regular meetings between the DS Director and Vice-Rector for Science with doctoral students, and reviewing supervisors' activity in seminars and co-authored publications. In the absence of previously formalized evaluation mechanisms, the entity developed a dedicated anonymous survey before the visit. The scope of questions is considered adequate and comprehensive for assessing supervisory quality.

Summary:

The ET considers Criterion 5 as met.

To further improve the quality of education in the DS, the following recommendations are made:

- 1) Implement systemic procedures for cyclical evaluation of all aspects of scientific supervision and support for research activities, involving both doctoral students and supervisors in the evaluation process;
- 2) Develop systemic mechanisms for resolving conflicts between doctoral students and supervisors.

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

In accordance with the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools, when assessing Criterion No. 6 concerning the reliability of conducting the mid-term evaluation, the Evaluation Team (ZO) considered four sub-criteria:

a) Selection of criteria and objective principles for conducting this evaluation, as well as the availability and clarity of these criteria and principles

The mid-term evaluation in the doctoral school (SD) is carried out after the completion of the fourth semester, in accordance with the applicable provisions of the Law on Higher Education and Science and the SD Regulations. Its principles were reviewed by the Scientific Council (RN) and published as an annex to the relevant Senate resolution. Information on the principles, criteria, and procedure is publicly available on the SD website in Polish and English. The evaluation concerns the degree of implementation of the Individual Research Plan (IPB), with particular emphasis on the adequacy and timeliness of research activities undertaken, progress in preparing the doctoral dissertation in the form of a series of publications, publication activity, and participation in projects, conferences, internships, training, and activities related to obtaining research funding.

b) Composition and competence of the committee conducting the evaluation

The committee for conducting the mid-term evaluation is appointed by the RN at the request of the SD Director. ZO states that the composition of the committees in individual years was appropriate in terms of competence and impartiality. According to legal regulations, the committee consists of three independent academic staff members (at least holding the degree of habilitated doctor), at least one of whom is employed outside the entity. The supervisor and auxiliary supervisor cannot be members of the committee.

c) Timeliness and manner of conducting the evaluation

The report on the implementation of the IPB is submitted by the doctoral student in the second year of education, no later than 15 September. During the analyzed period, four mid-term evaluations were conducted. All were carried out on time.

ZO considers the two-stage nature of the procedure a strong point. In the open part, as part of the semester seminar provided for in the curriculum, the doctoral student presents the research problem underlying the doctorate and reports on progress in implementing the IPB before the committee and seminar participants. The doctoral student is obliged to answer questions from the committee and seminar participants related to the research problem. In the closed part, the committee discusses and evaluates the implementation of the IPB, votes on the evaluation, and prepares a justification. The adopted procedure ensures reliability and a multi-faceted assessment of the IPB implementation. The SD Director participates as an observer in the closed part of the committee's deliberations, which strengthens oversight of impartiality and correctness of the process.

The evaluation results, along with the justification, are public in the adopted internal system, and doctoral students and supervisors receive detailed written feedback. According to ZO, the established practice of providing written feedback to the doctoral student and supervisor promotes better understanding of decisions and further planning of research work.

No cases of negative evaluation resulting in the removal of a doctoral student were recorded during the analyzed period. The adopted rules provide that an appeal against removal from the list of doctoral students due to a negative mid-term evaluation may be submitted for reconsideration under the principles set out in the SD Regulations. It is recommended to supplement the provisions so that, in the case of a positive reconsideration of such an appeal,

the mid-term evaluation is conducted by a committee with a different composition. This provision would aim to strengthen the objectivity of conducting the mid-term evaluation after the appeal procedure.

d) Reliability of actions taken by the entity to improve the evaluation process

After each cycle, the SD Director analyzes the process and invites committee members to share opinions, which translates into organizational improvements and document updates. Stability and predictability of the process positively affect its reliability and perception by doctoral students, as confirmed during the meeting with doctoral students during the site visit. The SD authorities plan to increase the transparency of the mid-term evaluation by allowing a representative of doctoral students to participate in the committee's work as an observer. Although actions aimed at improving the mid-term evaluation process are visible, the entity did not present detailed tools for identifying areas requiring improvement. Discussions on improvements within the committee were not recorded or collectively presented as material for analysis over the years. The report indicated that organizational changes are being introduced (e.g., updating forms or clarifying instructions for evaluators), but it does not provide specific examples of implemented modifications or their effects. Strengthening this part—by providing examples of changes introduced based on conclusions from previous evaluations—would improve the completeness of the self-assessment. So far, the entity has not used systematic forms of collecting opinions on the course of the mid-term evaluation, such as surveys of doctoral students or supervisors regarding the procedure itself. Despite the weaknesses indicated above, ZO states that the mid-term evaluation process in the evaluated SD is properly planned and reliably implemented. Organizational solutions, principles for appointing committees, the course of evaluation, and the form of feedback meet statutory requirements and good academic practices. The procedure is transparent and consistently applied.

Summary:

ZO considered Criterion 6 to be met.

To further improve the quality of education in the SD, it is recommended to implement systemic procedures for the cyclical assessment of all aspects of conducting the mid-term evaluation, involving both doctoral students and supervisors in the evaluation process.

- **Internationalisation:**

In accordance with the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools, when assessing Criterion No. 7 concerning internationalization, the Evaluation Team (ZO) considered four detailed criteria:

a) The degree of internationalization of the staff, including scientific or artistic mobility and activity in the international environment of academic teachers or researchers conducting education in the doctoral school

The doctoral school (SD) undertakes actions aimed at internationalizing the education process and supporting the international scientific activity of doctoral students and staff, adapted to the specifics of the discipline. However, based on the documentation provided and the site visit, ZO states that so far internationalization has not been treated as a priority area in the overall activities related to education in the SD.

The staff conducting education in the SD have scientific and outreach projects in their portfolio, including publications carried out in cooperation with the international academic community. Individual scientific activity and external funding obtained by staff often determine their ability to participate in international conferences or internships. In terms of internationalizing the academic environment and staff, the entity organized open lectures by foreign scientists, which doctoral students were also invited to attend. An important example of international research cooperation is the implementation of the JPND Call 2022 (DC4MND) project. Another relevant action toward internationalization is the employment of a foreign lecturer to teach the subject "AI in Scientific Research." A weak point of the SD's functioning is the lack of a formal system of incentives aimed at attracting outstanding foreign scientists. Current international cooperation seems to rely on individual partnerships built by staff within their research or teaching activities.

b) The degree of internationalization of the education process in the doctoral school and the scientific activity of doctoral students, particularly based on individual research plans, including scientific or artistic mobility of doctoral students

According to the SD authorities and the documentation provided, the official languages of instruction in the SD are Polish and English, and key information and documents concerning the functioning of the school are prepared and made available to doctoral students in both languages. The curriculum systematically includes activities to strengthen language skills and prepare students for functioning in an international academic environment. However, during the site visit, ZO found that only part of the courses in the curriculum are conducted in English (e.g., Journal Club and English language classes). Exceptions occurred when there was a foreign doctoral student in the cohort, but even then, not all courses were taught in English. Sometimes an individual learning program was introduced for foreign doctoral students. It is recommended to introduce English-language instruction for all courses included in the curriculum. This aims primarily to remove language barriers and build fluency in foreign language communication—key for further internationalization and undertaking scientific activities abroad.

During the evaluation period, doctoral students participated in international events funded from external sources (including conference trips in 2023 and 2024). Under the Erasmus+ program, doctoral student mobility was implemented (including short-term BIP trips and foreign internships). Additionally, study visits or internships under the PROM NAWA program to renowned centers in Europe and beyond were recorded during the evaluation period. The acquisition of NAWA funding under the PROM program deserves recognition, as it will enable

all doctoral students to participate in at least one foreign internship in the near future. This opportunity was communicated to doctoral students in advance. During the site visit, doctoral students expressed strong interest in foreign trips for research internships, practical training, or participation in international conferences, indicating their readiness to establish international scientific cooperation and conduct research aligned with global standards. According to the SD's rules for preparing doctoral dissertations, the doctoral student prepares the thesis in the form of a series of publications in indexed journals, which strengthens the international visibility of the SD. The list of doctoral students' scientific publications includes foreign journals—so far with a clear presence of MDPI and Frontiers publishers.

c) The way the needs of foreign doctoral students are addressed in the education process in the doctoral school

The SD provides full institutional support for foreigners, including assistance with residence legalization, accommodation, and adaptation, and administrative and teaching communication is conducted bilingually. The SD has met the formal conditions necessary for recruiting foreign doctoral students (including preparing recruitment documentation in two languages).

However, the course of the education process (after recruitment) is perceived by ZO as insufficient to address the needs of foreign doctoral students.

Although the teaching staff conducts additional individual classes with foreign doctoral students, there are doubts about their ability to achieve all learning outcomes specified in the curriculum. Most classes are conducted in Polish, which limits the ability of foreign doctoral students to fully engage in the teaching process. This is reflected in reports where foreign doctoral students indicate that learning Polish was a significant challenge in pursuing their education in the SD. Conducting all classes in English would enable fuller integration between Polish and foreign doctoral students.

ZO noted the lack of targeted actions to integrate foreign doctoral students with the rest of the doctoral community. Members of the Doctoral Student Council perceive the success of such integration as dependent on the amount of funding allocated to the Council by the SD authorities. During the site visit, none of the foreign doctoral students attended the meeting with ZO.

d) Methods of increasing the international visibility of the doctoral school and their effectiveness

ZO observed that methods of increasing the SD's international visibility are incidental and not subject to evaluation. Nevertheless, the staff and SD authorities demonstrate strong motivation to strengthen the SD's internationalization and its international position. This is an area requiring coordinated and strategic actions. During the evaluation, ZO found that internationalization is planned as a strategic area in the University Strategy currently being prepared for 2026–2030, and materials provided by the SD indicate that operational goals will include recruitment and academic exchange of doctoral students.

Summary:

Despite the lack of systemic solutions supporting the internationalization of education in the SD, due to the visible intensification of actions recently undertaken in this area, **ZO considered Criterion 7 to be met.**

To strengthen the internationalization of education in the SD, it is recommended to:

- 1) Implement a strategy aimed at strengthening international mobility of staff and doctoral students and systemic cooperation with foreign entities and partnership networks, including enhancing the SD's international visibility;
- 2) Implement intensive actions aimed at attracting foreign doctoral students;

- 3) Appoint a plenipotentiary for internationalization and establish an advisory team responsible for supporting foreigners in the education process;
- 4) Conduct all courses included in the curriculum in English, both to develop language skills of staff and doctoral students and to support international integration and academic cooperation.

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

In accordance with the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education in doctoral schools, when assessing Criterion No. 8 concerning the effectiveness of doctoral education, the Evaluation Team (ZO) considered five sub-criteria:

a) Timeliness of completing education in the doctoral school in accordance with the curriculum

Between 2019 and 2025, the SD completed its first full 4-year education cycle, with the possibility of extension by a maximum of 2 years. Most doctoral students from the 2019 intake received extensions and submitted their dissertations on time. They are currently awaiting reviews or defense dates. One doctoral student has successfully completed education with a positive defense. The information provided indicates the entity's effectiveness in managing the education process in the SD.

b) Percentage of individuals who obtained the doctoral degree after completing education in the doctoral school, in relation to the total number of doctoral students who completed education in the doctoral school during the evaluation period

Since, at the time of reporting, only one person had successfully defended their dissertation, and the remaining individuals are in the process of obtaining the doctoral degree, the entity reported an effectiveness rate of 100%. However, at this stage of the first extended education cycle (extended upon doctoral students' requests), this indicator should not be considered in assessing the effectiveness of education in the SD.

c) Level of scientific or artistic achievements of doctoral students, particularly related to the scientific or artistic activity specified in the individual research plan

Doctoral students demonstrate clear publication activity, participating in 76 scientific papers during the evaluation period (IF 225.575; 7,455 MNiSW points). Some have already published first-author papers intended to form part of the series of publications for the doctoral dissertation, in accordance with the IPB. Doctoral students' achievements also include participation in international projects, NCN grants, conference presentations, and mobility under Erasmus+ and PROM NAWA programs.

d) Evaluation of the quality of education in the doctoral school by doctoral students, the results of this evaluation, and how the entity uses them to improve the education process

So far, the evaluation of education quality has been informal, through discussions between the SD Director and doctoral students, teaching staff, supervisors, and RN members. It is recommended to refine the procedure for systematic evaluation of education quality in the SD by doctoral students. It is also advised to increase structured involvement of doctoral students in this process, both through anonymous surveys and active participation in bodies deciding on quality-improvement actions in the SD.

The report presented evaluations obtained from 5 doctoral students within the university-wide system for assessing study quality at AWF Poznań. Although the survey was not specific to the needs of doctoral education, high ratings were visible for administrative support and good ratings for general resources and learning conditions. In a study on remote learning, two respondents rated platforms and the organization of remote teaching positively. The presented survey evaluation by doctoral students is limited (few respondents and difficulty ensuring anonymity), which restricts the completeness of information about the quality of the education process.

It is worth noting that the entity has prepared a new tool for evaluating the quality of education in the SD by doctoral students, including questions on the curriculum, SD activities, and

preparation for academic and professional careers. Questions concerning doctoral students' well-being, including academic and social relationships, deserve attention. ZO recommends implementing doctoral student surveys as a permanent element aimed at improving education quality.

e) How the results of monitoring the professional careers of individuals who completed education in the doctoral school and those who obtained the doctoral degree after completing education in the doctoral school are used

The report indicates that the only person who completed the SD was employed at the University. Due to the insufficient number of SD graduates, monitoring their career paths has not yet been possible. To implement this task, the SD plans actions in cooperation with the Student Support and Career Section. The entity has also developed a career monitoring form for SD graduates, which it plans to implement after completing the first cycle.

Summary:

ZO considered Criterion 8 to be met.

To strengthen the effectiveness of education in the SD, it is recommended to:

- 1) Implement systemic procedures for cyclical evaluation of all aspects of education quality, involving both doctoral students and supervisors in the evaluation process;
- 2) Implement a process for monitoring the professional careers of SD graduates.

V. FINAL OPINION AND RECOMMENDATIONS

The assessment of the quality of education at the Doctoral School of the Eugeniusz Piasecki University of Physical Education in Poznań (DS) was carried out in accordance with the provisions of the Regulation of the Minister of Education and Science of September 27, 2021, on the evaluation of education quality in doctoral schools, issued pursuant to Article 263 of the Act of July 20, 2018 – Law on Higher Education and Science (Journal of Laws of 2021, items 478, 619, and 1630).

The evaluation process took into account the content of the self-assessment report prepared by the DS, information obtained during the visit, and the opinions of experts appointed to the Evaluation Team (ET).

As a result of the evaluation, the ET concluded that the assessed DS meets all eight mandatory criteria indicated in the regulation. The implemented procedures concerning the course of education are clear, transparent, and reliably executed. Where shortcomings were identified, the institution's authorities declared their willingness to systematically eliminate them. The DS demonstrates positive aspects and practices worth promoting in the academic environment, particularly the commitment to development and pursuit of the highest scientific standards, the ability for critical self-assessment, and positive relationships among various DS stakeholders based on mutual respect and cooperation.

Guided by the main objective of the evaluation procedure, which is the development of the assessed entity and the improvement of doctoral education quality, **the ET included a number of recommendations** in the final report, including:

Criterion 1: Implement systematic procedures related to improving the curriculum, including the adequacy of introduced changes and the alignment of IRPs with learning outcomes for qualifications at level 8 of the PQF.

Criterion 2: 1) Implement systematic procedures concerning the formal aspects of verifying learning outcomes, particularly refining verification criteria specified in the curriculum and related to IRP implementation, as well as procedures for archiving verified achievements of doctoral students; 2) Introduce systemic solutions aimed at improving methods of verifying learning outcomes.

Criterion 3: 1) Implement systematic verification of staff qualifications, including evaluation by doctoral students of the quality of tasks performed; 2) Introduce training for supervisors and assistant supervisors in mentoring, as well as in current regulations regarding doctoral education and applicable procedures and deadlines related to supervisory duties; 3) Develop procedures for resolving conflicts between teachers and doctoral students and clearly define circumstances disqualifying staff from conducting education at the DS; 4) Increase the participation of foreign lecturers in staff selection.

Criterion 4: Implement systemic procedures for periodic evaluation of all aspects of the recruitment process, including by DS candidates.

Criterion 5: 1) Implement systemic procedures for periodic evaluation of all aspects of scientific supervision and support for research activities, involving both doctoral students and supervisors in the evaluation process; 2) Develop systemic mechanisms for resolving conflicts between doctoral students and supervisors.

Criterion 6: Implement systemic procedures for periodic evaluation of all aspects of mid-term assessments, involving both doctoral students and supervisors in the evaluation process.

Criterion 7: 1) Implement a strategy aimed at strengthening international mobility of staff and doctoral students and systemic cooperation with foreign institutions and partnership networks, including enhancing DS visibility abroad; 2) Undertake intensive actions to attract foreign doctoral students; 3) Appoint an internationalization officer and establish an advisory team responsible for supporting foreign students in the education process; 4) Deliver all courses included in the curriculum in English, both to develop language competencies of staff and doctoral students and to support international integration and academic cooperation.

Criterion 8: 1) Implement systemic procedures for periodic evaluation of all aspects of education quality, involving both doctoral students and supervisors in the evaluation process; 2) Implement a process for monitoring the career paths of DS graduates.

Final Conclusion

Considering the overall course of the evaluation process and in light of the requirements set out in the Regulation of the Minister of Education and Science of September 27, 2021, the ET issues **a positive assessment** of the quality of education at the Doctoral School of the Eugeniusz Piasecki University of Physical Education in Poznań and recommends carrying out another evaluation in 6 years, in accordance with Article 259, item 2 of the Act "Law on Higher Education and Science of July 20, 2018 (Journal of Laws of 2024, item 1571, as amended)".

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

After completing the procedures related to the evaluation of the quality of education, the Evaluation Team recommends a positive assessment of the Doctoral School of the Eugeniusz Piasecki University School of Physical Education in Poznań. The implemented education process enables doctoral students to achieve the intended learning outcomes appropriate to Level 8 of the Polish Qualifications Framework (PQF). Consequently, the Evaluation Team recommends that the next evaluation be conducted in six years, in accordance with Article 259(2) of the Act of 20 July 2018 – Law on Higher Education and Science (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.

KEN

2023-2027



Minister of Science and Higher Education
Republic of Poland



**NATIONAL
INFORMATION
PROCESSING**
INSTITUTE