KEN

2023-2027

# DOCTORAL SCHOOL

## EDUCATION QUALITY REPORT

Szkoła Doktorska BioPlanet

Muzeum i Instytut Zoologii Polskiej Akademii Nauk

**Name and seat of the doctoral school**

Szkoła Doktorska BioPlanet

**Evaluation period**

5/28/19–5/11/25

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

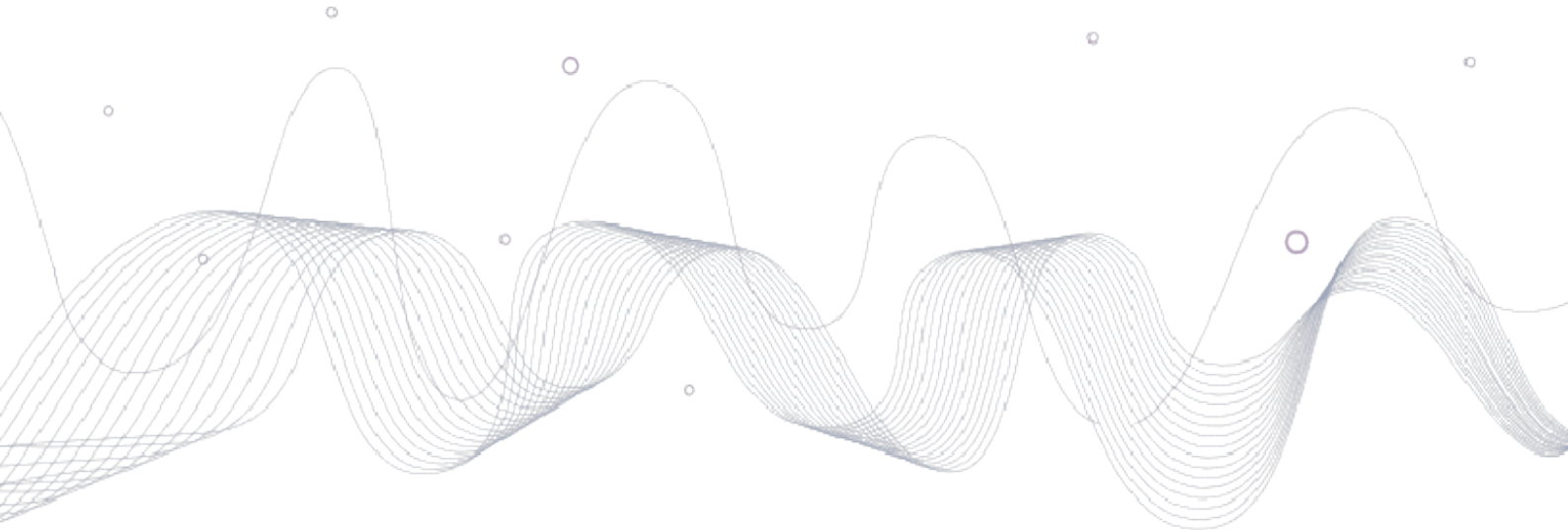
Muzeum i Instytut Zoologii Polskiej Akademii Nauk

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

Instytut Paleobiologii im. Romana Kozłowskiego Polskiej Akademii Nauk
Instytut Biologii Ssaków Polskiej Akademii Nauk

**Date of report**

8/4/25



Composition of the evaluation team:

**Chairman:**
Agnieszka Wolińska

**Secretary:**
Agnieszka Nawrocka

**Team members:**
Katarzyna Hrynkiewicz
Emilia Fornal
Aleksandra Mroskowiak

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# I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

| | |
|---|---|
| Name of doctoral school | Szkoła Doktorska BioPlanet |
| 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) |
| Discipline(s) of science or art in which training is provided | biological sciences (from: 01-01-2018)<br>earth and related environmental sciences (from: 01-01-2018) |
| Name/scope of the education programme | Biology and paleobiology |
| Number of instructors | 39 |
| Number of doctoral students undergoing training at the doctoral school (as of 8/1/25) | 37 |
| Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 8/1/25) | 26 |
| Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 8/1/25) | 14 |

# II. INFORMATION ON THE INSPECTION AND ITS COURSE

The Evaluation Team (ET) visited the BioPlanet Doctoral School (DS BioPlanet) on November 18, 2025, at the Museum and Institute of Zoology of the Polish Academy of Sciences and the Institute of Paleobiology of the Polish Academy of Sciences in Warsaw. All ET members participated in the visit.

The visit program was sent to DS BioPlanet in advance and was as follows:
-10.00 - 10.45 - Meeting with the DS Authorities.
-11.00 - 12.30 - Meeting with the team preparing the self-assessment report, Institutional Advisory Bodies, and the DS Administration, including the persons responsible for the evaluated assessment criteria.
-12.30 - 13.30 - Assessment of the Individual Research Plans and Mid-Term Assessment Documentation.
-13.30 - 14.30 - Lunchbreak for the Evaluation Team.
-14.30 - 15.30 - Meeting with the DS lecturers, academic supervisors and representatives of the Scientific Councils of the assessed disciplines represented in DS.
-15.30 - 16.30 - Meeting with PhD students and the PhD Students' Self-Government Council.
-16.30 - 16.45 - Evaluation team summary meeting.
-16.45 - 17.15 - Final meeting with the DS Authorities. Presentation of the course of further stages of the assessment procedure.

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

The PhD Student Council at DS BioPlanet rates its cooperation with the DS authorities positively. It emphasizes that it is based on dialogue and mutual respect. Should any issues arise regarding current matters, representatives of the PhD Student Council feel free to report them to the authorities and work together to develop a solution. Furthermore, members of the PhD Student Council are involved in the daily operations of individual Institutes by influencing the wording of regulations and serving as members of the School Council.

Despite the openness and good relations with the Institute authorities, the ET notes irregularities in the operation of the PhD Student Council in the DS BioPlanet. Currently, the PhD Student Council does not have its own budget. It is necessary to introduce a fixed pool of funds, known in advance to PhD students, which its representatives can use, for example, to increase mobility or participate in meetings of structures associating the doctoral community (such as the National Representation of PhD Students). PhD students also highlighted systemic difficulties, such as insufficient scholarship amounts and often prolonged wait times for visas for foreign researchers.

# 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 DS BioPlanet has a Framework Curriculum (RPK), which contains only information about the mandatory and optional courses that PhD students must complete to complete their studies at the DS. The RPK does not include a set of learning outcomes formulated for the aforementioned RPK, which are specified in the Regulation of the Minister of Science and Higher Education of November 14, 2018, on the characteristics of second-cycle learning outcomes for qualifications at levels 6–8 of the Polish Qualifications Framework (PQF). Learning outcomes are included in the syllabi developed for mandatory and optional courses.

  DS BioPlanet educates PhD students in two scientific disciplines (biological sciences and earth and environmental sciences), which is reflected in the RPK. In addition, the DS offers a block of classes related to the researcher's workshop, which includes classes in statistics, principles of experimental planning, preparing scientific publications, and presenting at conferences. DS conducts most of the classes scheduled for the RPK online, due to the geographical location of the institutes comprising DS. On-site classes are held twice a year in the form of winter and summer schools, organized at the Mammal Research Institute of the Polish Academy of Sciences in Białowieża, where DS PhD students have the opportunity to meet in person. All training at DS BioPlanet is conducted in English, allowing PhD students to acquire the skills to confidently present their research results.

  DS BioPlanet has a standardized Individual Research Plan (IRP) template in Polish and English. It includes information on the research schedule for the doctoral dissertation, planned scientific publications, conferences, research internships, collection research, and grant applications. The evaluation of the IRP presented in the Self-Assessment Report (SAR) and during the visit revealed minor deficiencies in the documentation, such as the lack of a date for submitting the IRP, the lack of information about the scientific field and discipline in which the doctoral degree will be awarded, and the archiving of only the updated version of the IRP in the documentation (when both/all versions should be included). The ET negatively assessed the fact that DS does not have a procedure for assessing IRP.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:** Learning outcomes at DS BioPlanet are verified through examinations and mandatory coursework, annual PhD student reports, a mid-term evaluation, and the presentation of research results obtained during the doctoral dissertation at doctoral seminars, institutional reporting sessions, and conferences. The ET criticizes the lack of a document containing criteria for the verification of learning outcomes for qualifications at PQF level 8.

  DS BioPlanet has a standardized template for exam score cards. Some courses are passed by PhD students based on class attendance records, which are not archived by DS. Some exam score

  cards contain a note that an exam in a given course for a given DS PhD student was postponed without a reason. The ET recommends that exam score cards include information regarding the reason for the postponement, to ensure transparency and equal treatment of DS PhD students.

  DS BioPlanet has a standardized template for the Annual Report of the PhD student in Polish and English, including the supervisor's opinion on the progress made in implementing the research schedule.

- **Qualification of academic teachers and academic staff employed at the doctoral school:** The scientific activity and achievements of the staff are adequate to the scope of education provided. The DS BioPlanet staff in Warsaw consists of 39 academic teachers with relevant scientific achievements and teaching experience. In addition, the staff includes 26 supervisors, 14 assistant supervisors, and the DS Manager. Most of the DS academic staff are actively involved in conducting and maintaining international cooperation. In addition to the employees of the three institutes that make up DS BioPlanet, some of the classes are also taught by invited scientists from other centers who are experts in the disciplines of biological sciences and Earth and environmental sciences.

  The DS research staff is very active in obtaining grants financed by the National Science Centre (OPUS, MAESTRO, SONATA BIS, SONATINA, PRELUDIUM, POLONEZ BIS, DAINA), ESRF, Ministry of Education and Science, NAWA, and NSF (China).

  The basic criteria for selecting researchers for the DS staff are: knowledge and scientific achievements, international cooperation, and knowledge of English (due to the fact that the language of education at DS BioPlanet is English). The final selection of a supervisor is also influenced by negative criteria, including a history of unsuccessful cooperation with PhD students in the past (e.g., resignation of a PhD student, failure to complete a doctoral program). Nevertheless, there is a lack of documented systemic and qualitative requirements regarding the competence of teaching staff.

  The ET gave a negative assessment of the fact that the DS does not conduct systematic evaluations of the quality of the work of its academic staff (during the evaluation period, only one survey was conducted on the quality of supervision provided by supervisors) or the quality of the classes that make up the core curriculum (no surveys have been conducted in the six years of the DS's existence).

- **The quality of the admission process:**
  The recruitment process at DS BioPlanet is characterized by high timeliness and excellent accessibility of information for candidates. All key information regarding recruitment procedures, required documents, and the recruitment schedule is clearly presented on the DS website. Information is available in both Polish and English, significantly increasing the internationalization of recruitment and ensuring effective access to doctoral education for foreign candidates.

  The recruitment regulations clearly outline candidate evaluation criteria, including a scoring system, a comprehensive list of required documents, and a clear division of the recruitment process into formal and substantive assessments of submitted applications. The recruitment rules are transparent and fair, and the conditions for participation in the recruitment process are the same for all candidates, which should be considered a significant advantage of the current recruitment system.

  Interviews are typically conducted remotely, significantly increasing the accessibility of the recruitment process, especially for candidates from outside Poland. For international candidates, interviews are conducted exclusively in English, and their dates are flexibly adjusted to accommodate time zone differences between Poland and the candidate's country of origin. This approach should be considered a good practice that promotes internationalization and equal opportunities in access to doctoral education.

  However, the ET emphasizes that recruitment to one of the disciplines is based solely on external research grants. This funding model could, in the long term, lead to a loss of continuity in doctoral education for students in that discipline, and consequently, limit development opportunities and even threaten the continued operation of the PhD Student Research Center across the full range of disciplines.

  Moreover, the recruitment regulations have been amended only once over the last six years and have not been subject to systematic evaluation, which limits the possibility of ongoing improvement of procedures in response to the changing needs of candidates and the academic market.

  Additionally, it is pointed out that there is no systemic solution for the event that multiple candidates receive the same number of points when only one place is allocated for a given research topic. The lack of clear regulations in this regard may lead to decision-making difficulties and potential doubts about the full transparency of the process.

  In summary, DS BioPlanet carries out the recruitment process well, ensuring its transparency, accessibility and openness, including for foreign candidates.

- **The quality of scientific or artistic guidance, and support in research:**
  DS BioPlanet employs a multi-stage supervisor appointment procedure, including a decision by the institute director based on the PhD student's application and the potential supervisor's consent, a mandatory opinion from the DS Scientific Council preceded by a presentation of the supervisor's profile, the thesis topic, and the PhD student, and a secret ballot, which allows for the submission of objections without the risk of conflict. This approach is consistent with guidelines emphasizing the need to ensure optimal matching of the supervisor to the research topic and reliable supervision over the quality of supervisory care.

  However, DS BioPlanet as a whole lacks unified codes and principles of good practice. One of the institutes (IP PAS) that constitute DS already has, or will soon implement, a Code of Cooperation between PhD Students and Supervisors, a Code of Ethics for PhD Students, a Code of Ethics for Researchers, and anti-mobbing procedures, including a disciplinary spokesman. These measures are consistent with good practice, and the ET recommends implementing these documents throughout DS BioPlanet.

  Mandatory and extensive individual work with the supervisor is implemented at DS BioPlanet through a high and systematic number of hours of specialized laboratory classes (50 hours per semester) throughout all four years of study. This approach is a significant advantage of DS BioPlanet.

  DS BioPlanet does not have standardized, formal procedures for conflict resolution that apply throughout DS. Resolving conflict situations primarily relies on an individual approach and dialogue. Therefore, there is a need to establish clear rules, including in a normative form.

  Supervisor-PhD student collaboration is rated positively by just over half of PhD students at DS BioPlanet, which—when compared to comparative data from the Polish Academy of Sciences (PAS) (69%)—indicates a significantly lower score and a systemic problem with the quality of supervisory support. Despite surveys and interviews, DS has not implemented a formal, periodic assessment of supervisors' work, measurable through indicators and criteria (e.g., availability, timeliness, quality of support). Therefore, regular supervisor evaluation and improvement activities are necessary.

  The documents presented by DS BioPlanet in the SAR and during the site visits did not include formalized procedures for adapting classes, information on infrastructure accessibility, support for PhD student parents, or solutions related to organizing the educational process for people with disabilities.

  DS BioPlanet's operating rules lack clear guidelines regarding the accessibility of research infrastructure (laboratories, equipment, software) and the principles of financing PhD students' research (grants, internal funds, co-financing).

DS BioPlanet's documentation lacks provisions or guidelines for activities supporting the development of research networks for PhD students, such as support in connecting PhD students to projects, support in applying for grants, organizing open seminars, or broader forms of integration within the scientific community. Such activities are expected as part of high-quality research supervision.

- **The reliability of the midterm evaluation:**
  The mid-term evaluation at DS BioPlanet takes place midway through the doctoral program, which is a fundamental requirement for positively assessing a PhD student's scientific achievements. DS appoints three-person committees to conduct mid-term evaluations of the PhD student's scientific achievements, with the participation of at least one independent researcher from outside the DS BioPlanet entity and excluding the supervisor and DS coordinators (to eliminate conflicts of interest). Furthermore, DS declares that in appointing members of these committees, it considers the candidates' competences in the project's subject matter, their experience working with PhD students, and their experience in conducting mid-term evaluations.

  The scope of the mid-term evaluation includes: an analysis of the IRP and the PhD student's annual reports, an analysis of discrepancies between the planned and actual implementation of the schedule presented in the IRP, and a discussion with the PhD student regarding the progress of the IRP, risks, and opportunities for catching up. This is in line with the guidelines, which emphasize that the evaluation must be limited to IRP elements and based on the research's merits. The mid-term evaluation committee makes recommendations for modifications to the work plan and assesses the risk of late completion of the dissertation, which is consistent with best practices.

  The DS BioPlanet documentation presented in the SAR and during the visits noted the lack of provisions regarding appeal procedures for PhD students, which are an element of reliability and transparency.

  Mid-term evaluation committees at DS BioPlanet are appointed by the director of the relevant institute within the DS being evaluated. The merit-based criteria used in this regard are not formalized. The DS administrative regulations do not describe a formal procedure for verifying the competence of committee members, their approval procedure, or how to document their qualifications. Although supervisors and coordinators are excluded from the mid-term evaluation committee, there are no regulatory mechanisms for raising concerns about the committee's impartiality, rules for excluding selected members in the event of a conflict of interest, or the possibility of observers from PhD students.

  The DS BioPlanet SAR mentions two areas where changes are planned to improve the mid-term evaluation process: the appeals procedure and the timing of mid-term evaluations. At the same time, the DS does not present a systematic approach to identifying process weaknesses or examples of regulatory modifications from previous years – there are no elements indicating how the entity has improved the mid-term evaluation process over the years.

  DS BioPlanet indicates that the rules and criteria for the mid-term evaluation are "known to PhD students," but it does not provide information on where these rules and criteria are posted, how PhD students are made aware of them, or whether they are easily accessible (e.g., on the

website). The guidelines call for openness and easy accessibility of the criteria and procedures.

- **Internationalisation:**
  DS has a high level of internationalisation in terms of PhD candidates' country of origin, with foreign nationals accounting for 46% of the PhD community. Eight PhD candidates (8/17, 47%) are citizens of EU countries, while the remaining ones are citizens of non EU countries, and four of them obtained higher education in the EU or the USA. All classes at DS are conducted in English, which is a major asset of DS.

  Foreign doctoral candidates (FDC) are supported by DS staff in finding flats/rooms on the open market, arranging health insurance, and opening bank accounts. Some PhD candidates receive support in the form of renting flats/rooms in properties managed by the institutes, on favourable terms.

  A key need of non EU FDC is to receive support in obtaining a residence permit in Poland. DS notes that the national offices issuing residence permits for the purpose of education in DS (departments for foreign nationals at voivodeships) apply procedures that are unclear, illogical and very lengthy. DS points out the necessity of introducing procedures at the national level that are adequate to the needs of doctoral education. In the opinion of ET, the comments raised are justified.

  Researchers working in foreign research institutions (PZON) are involved in the training process of PhD candidates. However, they have taken part in teaching to a limited extent, having delivered only 10 hours (2.7%) of classes: 3 inaugural lectures (3 h), a summer school (3 h), and semester long classes (4 h). In the opinion of ET, DS does not fully exploit the opportunities arising from the fact that English is the main language of instruction in DS.

  Four PhD candidates (10%) have auxiliary supervisors working at PZON, and two female PhD candidates receive consultative support. Fifteen PhD candidates have published 24 research papers co-authored with researchers working at PZON.

  The academic staff involved in training in DS are engaged in international cooperation; a significant proportion of their publications result from the work of international author teams. Both staff and PhD students (61%) present their research results at international conferences (some presentations have received awards or distinctions).

  Only half of PhD students plan, in their Individual Research Plans (IRP), to present the results of their research at international scientific conferences. In the opinion of ET, DS should strive for a situation in which every PhD student presents their research results in person at least once at an international conference, as this is a very important aspect of a researcher's work.

  The academic staff of DS demonstrate international academic mobility: they take part in

research visits, internships, training, and academic exchanges. 56% of PhD candidates have demonstrated international mobility, undertaking 61 trips. Of these, 20% were one or two day trips. Only half of the PhD candidates plan, in their IRP, visits to foreign research institutions, mainly to museum collections, in order to obtain data or materials for analysis. Few PhD candidates plan longer stays at foreign institutions. In the opinion of ET, DS should aim to increase PhD candidates' mobility, particularly for trips of at least three months. DS should take action to actively support doctoral candidates in this area, including through formalised procedures and funding. Support should include, among other things, identifying host institutions (agreements with foreign centres), applying for institutional funding as DS (e.g. NAWA STER), as well as supporting doctoral candidates in applying individually for funding (e.g. NAWA mobility scholarships).

DS has a website in English. However, it is not user friendly and contains only very basic information. DS does not run any social media accounts. In the opinion of ET, DS should take steps to increase its visibility among candidates from outside Poland and within the international academic community.

- **The effectiveness of the doctoral education:**
  Analyzing the effectiveness of doctoral education at DS BioPlanet, it can be concluded that the institution implements a range of activities that support the comprehensive development of PhD students' scientific, teaching, and presentation skills. PhD students express a high level of satisfaction with the teaching activities, emphasizing their substantive relevance, the timeliness of the topics discussed, and the practical dimension of the knowledge acquired. Another significant advantage is the opportunity to participate in selected classes organized by the University of Warsaw, allowing PhD students to develop their research interests according to their individual needs. Classes are conducted primarily remotely, significantly increasing their accessibility and organizational flexibility, in particular for PhD students on internships abroad and those combining their education with other professional commitments. This solution promotes the internationalization of education and enables PhD students to actively participate in the teaching process regardless of their location.

  DS BioPlanet also organizes mandatory integration and training field trips (summer and winter schools), which play an important role in building relationships within the doctoral community and developing soft skills, teamwork, and organizational skills. These activities are highly valued by PhD students.

  These development activities are complemented by regular seminars, during which PhD students have the opportunity to regularly practice public speaking, present their own research results, and discuss current and inspiring scientific work. These activities effectively prepare PhD students for active participation in academic life.

  The scientific activity of PhD students is reflected in their successes in the international arena, including awards received at scientific conferences, which proves that young scientists are properly prepared to function in the academic environment.

  At the same time, the ET sees significant challenges in the activities of DS BioPlanet, requiring further improvement measures. These include a very high drop-out rate from doctoral education, as well as a significant number of PhD students who decide to extend their doctoral dissertation completion period. These phenomena may indicate insufficient systemic support mechanisms at key stages of education, as well as the need to intensify motivational measures and monitor PhD students' progress.

  In summary, DS BioPlanet provides good-quality doctoral education, offering a wide range of forms of teaching support and the development of scientific and soft skills.

# V. FINAL OPINION AND RECOMMENDATIONS

Final opinion

The BioPlanet Doctoral School (SD), located at the Museum and Institute of Zoology of the Polish Academy of Sciences in Warsaw, offers education in the field of exact and natural sciences, in two disciplines: biological sciences and earth and environmental sciences. Education is based on the Framework Curriculum (RPK) and the Individual Research Plan (IPB). The SD operates under Regulations consistent with the Law on Higher Education and Science (PSWiN) and the Act on the Polish Academy of Sciences. The SD is headed by the Director, while the educational process is overseen by the School Council and the Scientific Councils of the individual institutes comprising the SD. Furthermore, a Coordinator has been appointed at each Institute. The responsibilities of the Director, Coordinators, and Scientific Councils are defined in the SD Regulations. The SD also has a School Council and a Doctoral Student Self-Government. Recruitment to the SD is conducted through a competitive process. Individual institutes conduct recruitment individually within their respective disciplines. The RPK is proprietary and includes mandatory and elective courses; however, it does not include a formally separated and described research component. The SD must establish a formal system for verifying learning outcomes and evaluating the quality of education in accordance with the Ministry of Science and Higher Education's (MNiSW) regulation. The IPB complies with the requirements of the PSWiN Act. The educational process at the SD is interdisciplinary, internationalized, and adapted to the diverse needs of doctoral students. The RPK is not periodically or formally updated. The research activity and achievements of the academic staff are highly regarded and are adequate to the scope of the education provided. The supervisor appointment process is regulated and compliant with the PSWiN Act. The timeliness of the IPB preparation and mid-term evaluation is compliant with the PSWiN Act. The composition and competences of the committees conducting the mid-term evaluation meet statutory requirements and are appropriate to the educational process being implemented. The mid-term evaluation criteria are tailored to assessing progress in the IPB. However, there are no formalized procedures governing the mid-term evaluation or IPB assessment process. Supervision is provided by a supervisor or a supervisor and an assistant supervisor. In many cases, the assistant supervisor is employed at a foreign research center. Doctoral students actively participate in decision-making regarding the operation of the PhD Student Council, including through the activities of the Doctoral Student Self-Government.

Strengths

- Education at the SD is conducted in English
- High staff and research potential
- High activity of the academic staff in securing projects financed from external funds
- Transparent, open, and formalized recruitment process for the SD
- Mandatory and extensive individual work between doctoral students and their supervisors within the Specialized Laboratory
- Internationalization of education and research
- High percentage of foreign doctoral students
- Doctoral students demonstrate high scientific mobility
- Good cooperation between the Doctoral Student Government and the PhD School authorities

Weaknesses

· Lack of a formalized system for verifying learning outcomes and evaluating the quality of education
· Lack of formalized procedures for resolving conflicts between supervisors and doctoral students
· Lack of formalized procedures for assessing IPB and mid-term evaluation
· Lack of mandatory and systematic quality assessment of all academic staff and courses included in the RPK
· Lack of unified codes and principles of good practice applicable throughout the entire SD
· Low-quality website and insufficient engagement in social media, resulting in limited recognition of the PhD program

Threats
· High dropout rate from PhD programs

Recommendations according to the criteria
K1_1. Develop a unified set of learning outcomes in accordance with the regulation of the Minister of Science and Higher Education of November 14, 2018, and include it in the RPK.
K1_2. Immediately implement a system for verifying learning outcomes and evaluating the quality of education, no later than the 2026/2027 academic year.
K1_3. Develop and implement a formalized IPB assessment procedure.
K2_1. Introduction of a system for documenting the implementation of classes and documenting the participation of PhD students in classes (e.g. attendance lists).
K3_1. Introduce mandatory and systematic quality assessment of all academic staff and classes included in the RPK.
K3_2. Introduce mandatory documentation of supervisor-doctoral student collaboration in the form of annual reports.
K3_3. Introduce transparent procedures for class observation.
K4_1. Implementation of improvement measures to systematically update regulations, diversify recruitment sources for individual disciplines, and clarify procedures for resolving disputes.
K5_1. Preparation of a uniform document for the entire SD BioPlanet entitled "Procedure for Resolving Conflicts and Changing the Supervisor" and the introduction of a doctoral student advocate.
K5_2. Creation of systemic support for doctoral students with special needs (description and implementation of accessibility procedures, designation of responsible individuals, infrastructure adaptation, and a support program for doctoral student parents).
K6_1. Creation of a formal appeals procedure for the mid-term evaluation results and its inclusion in the SD Regulations.
K6_2. Creation of formalized procedures for ensuring impartiality during the mid-term evaluation and for reporting objections; verification of the competences of the mid-term evaluation committee members; and making the mid-term evaluation principles and criteria available to doctoral students.
K7_1. Taking action to systematically support doctoral students in participating in international conferences and scientific mobility through formalized structures, procedures and financing, including the identification of host institutions and support in obtaining institutional and individual financing.

# VI. ASSESSMENT AND REASON

**Final assessment**
positive

**Reason:**
Following the completion of the evaluation of the education quality at SD BioPlanet, the Evaluation Team recommends granting a positive assessment and conducting a re-evaluation after two years, in accordance with Article 259, Section 2 of the Law on Higher Education and Science of July 20, 2018 (Journal of Laws of 2024, item 1571, as amended).

The decision to grant a positive assessment was made despite identified systemic deficiencies, particularly in the formalization of education quality assurance processes, IPB assessments, and mid-term evaluations, as well as the lack of unified codes and principles of good practice. At the same time, the Evaluation Team took into account the high scientific and staff potential of SD, the significant degree of internationalization of education, the high research activity of staff and doctoral students, and the realistic potential for implementing the corrective actions indicated in the recommendations.

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Minister of Science and Higher Education
Republic of Poland

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