

KEN

2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Szkoła doktorska Akademii Wychowania Fizycznego im.
Polskich Olimpijczyków we Wrocławiu

Akademia Wychowania Fizycznego im. Polskich Olimpijczyków we
Wrocławiu

Name and seat of the doctoral school

Szkoła doktorska Akademii Wychowania Fizycznego im. Polskich Olimpijczyków we Wrocławiu

Evaluation period

10/1/19–9/10/25

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

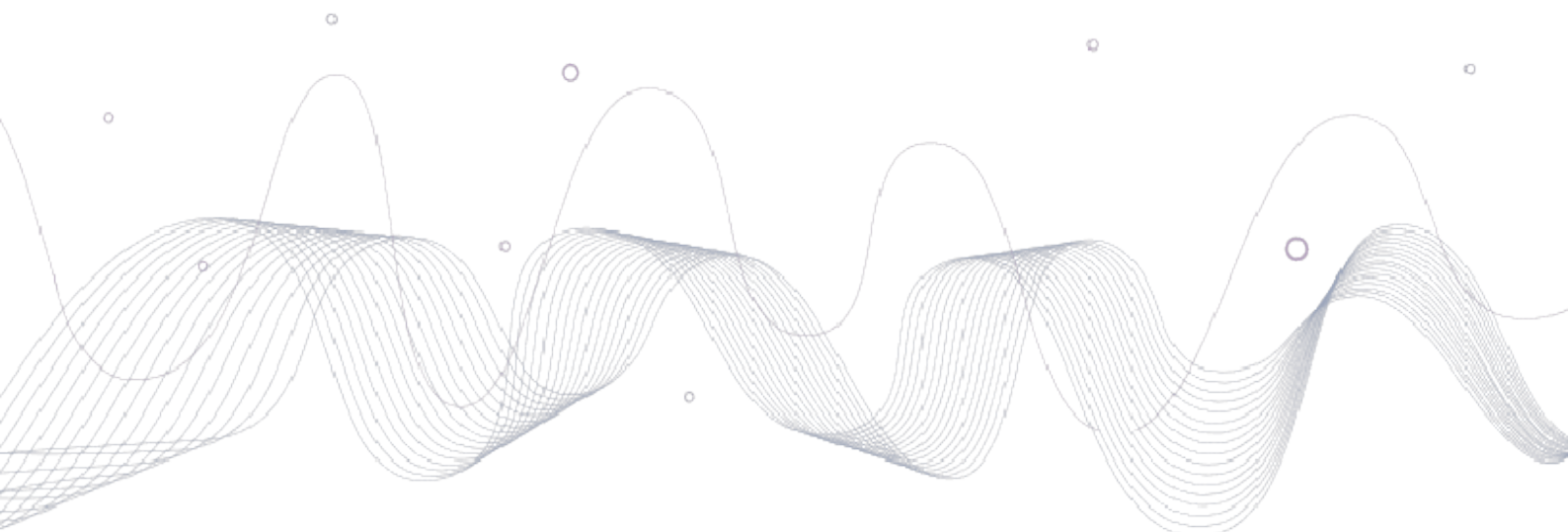
Akademia Wychowania Fizycznego im. Polskich Olimpijczyków we Wrocławiu

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

-

Date of report

12/1/25



Composition of the evaluation team:

Chairman:

Małgorzata Dajnowicz

Secretary:

Barbara Jundo-Kaliszewska

Team members:

Przemysław Wiszewski

Jolanta Urbanovic

Anna Nieczaj

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	7
IV. Information on the doctoral school to which the statutory criteria apply	9
V. Final opinion and recommendations	21
VI. Assessment and reason	22

I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Szkoła doktorska Akademii Wychowania Fizycznego im. Polskich Olimpijczyków we Wrocławiu
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	Framework education program Framework education program IV Framework education program V Framework education program VI
Number of instructors	27
Number of doctoral students undergoing training at the doctoral school (as of 11/19/25)	34
Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 11/19/25)	26
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 11/19/25)	7

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The site visit to the Doctoral School of the Wrocław University of Health and Sport Sciences named after the Polish Olympians was conducted in accordance with the following schedule:

- 1.a meeting with the University Authorities and the Authorities of the Doctoral School (DS);
- 2.a meeting with the team responsible for preparing the self-evaluation report and with the DS Council, including individuals responsible for the criteria under evaluation;
- 3.a tour of the DS infrastructure, including the library, reading rooms, lecture halls, and other facilities available to doctoral candidates;
- 4.a review of Individual Research Plans (IRPs), mid-term evaluation documentation, and other relevant materials;
- 5.a meeting with teaching staff, academic supervisors, and representatives of the discipline council(s) represented within the DS;
- 6.a meeting with PhD students and the Doctoral Students' Self-Government Council;
- 7.an internal wrap-up meeting of the Evaluation Team;
- 8.a final meeting with the University Authorities, including a presentation of the subsequent stages of the evaluation procedure.

The site visit to the DS was carried out in full compliance with the adopted schedule and took place in an atmosphere of constructive cooperation between the Doctoral School community and the Evaluation Team.

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

Based on the report analysis and findings from the visitation, it can be concluded that cooperation with the Doctoral Student Council at the Doctoral School of the University of Physical Education in Wrocław (Akademia Wychowania Fizycznego we Wrocławiu (AWF Wrocław)) is treated as a permanent systemic element that extends far beyond routine consultations. This partnership is manifested through the active participation of PhD candidates in the processes of reviewing and agreeing upon key documents, such as the Rules and Regulations of the Doctoral School and educational programs, as well as through their presence in bodies making strategic decisions regarding the doctoral community. A prime example of this is the participation of PhD candidates in Senate committees and the Council of the Doctoral School. Furthermore, the effective exercise of their prerogative to agree upon the appointment of the leadership within the Doctoral School serves as proof of their institutional autonomy and confirms the authorities' openness to the voice of the doctoral community. Despite this highly-regarded culture of cooperation, certain areas requiring administrative and legal formalization were identified. It was noted that there is a lack of appropriate documentation confirming the realization of the Doctoral Student Council's statutory right to agree upon the appointment of individuals to managerial positions within the educating entity specifically regarding Vice-Rector positions whose competencies include doctoral affairs. This issue is of particular importance given the division of responsibilities observed during the visitation between the Vice-Rector for Students Affairs and the Vice-Rector for Science. Additionally, there was a lack of documentation certifying that the Doctoral Student Council had reviewed the criteria for the periodic evaluation of academic staff, which is an essential element of participation in shaping the quality of the university's human resources. Nevertheless, it must be emphasized that both parties confirmed a positive and effective cooperation between the University Authorities and the Doctoral Student Council. It is clear that young researchers are treated as an investment and a vital group within the academic community. Regarding the financial sphere, it was noted that the Council has at its disposal funds amounting to 8 000 PLN, has been provided with dedicated office space, and enjoys declared financial support from the Vice-Rector for Students Affairs. Nonetheless, there is a clear need to present full documentation confirming the sources and principles for managing these funds in the future. Steps should be taken to formally confirm the provision of these resources and to document the Council's own decisions regarding their allocation for specific purposes in a given calendar or academic year, thereby ensuring the transparency of public spending. It is also worth highlighting that the ongoing support from the authorities and the efficiency of the Doctoral Student Council translate into tangible benefits for doctoral students. The unit exceptionally implements activities in the areas of well-being and accessibility, offering psychological support and infrastructure adapted to the needs of persons with disabilities. The commitment to transparency in quality processes was also highly rated, as exemplified by allowing a representative of the Doctoral Student Council to participate as an observer in the mid-term evaluation procedures. To complement this coherent support system, it is recommended to consider the appointment of an Academic Ombudsman. Such a solution would allow for even more effective handling of disputes and the creation of clear, secure channels for reporting problems, ultimately consolidating the professional model of cooperation developed at

the Doctoral School.

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:**

An analysis of the documentation related to the organisation of the education programme, in particular the framework study programme, detailed class schedule and learning outcomes coverage grid, indicates that the learning outcomes adopted by the Doctoral School of the University School of Physical Education in Wrocław are satisfactorily consistent with the requirements of level 8 of the Polish Qualifications Framework. The set of learning outcomes formulated for the education programme includes all the outcomes provided for in the Regulation of the Minister of Science and Higher Education. However, it should be noted that some learning outcomes are described in a general, evaluative manner (e.g. has advanced knowledge; is able to conduct classes in an exemplary manner'). As a result, it is difficult to verify the achievement of such learning outcomes in a transparent manner. The study programme specifies the teaching methods used during the course (lectures, exercises, etc.). The verification of the learning outcomes achieved, as well as the quality of the research conducted by PhD candidates, is carried out through a multi-level verification process in the course of semester, annual and mid-term evaluations. The materials do not specify the positive objectives of these procedures. A negative objective is indicated, i.e. control of the implementation of the Individual Research Programme. It was only during the interviews conducted during the visit that the committee-conducted evaluation procedures focused on supporting the tutoring provided by supervisors were presented. This also applies to support for PhD candidates in the event of insufficient assistance from supervisors. The procedure for selecting a supervisor is set out in the Regulations for conducting proceedings for the award of a doctoral degree at AWF Wrocław. It contains formal requirements for the supervisor. In practice, the director of the Doctoral School forwards the PhD candidates application for the appointment of a supervisor to the Scientific Discipline Council, which checks the validity of the request. If the supervisor's research was not consistent with the topic of the PhD candidates thesis, the request was refused. Individual Research Programmes are prepared on an individual basis, assuming a reasonable timetable for the research and preparation of the doctoral dissertation. All documents were prepared correctly, with a strong emphasis on the individual development of the PhD candidates. At the same time, both supervisors and PhD candidates independently emphasised the positive aspect of cooperation. PhD candidates emphasised the support they receive from their supervisors in preparing and conducting the research that forms the basis for their theses. However, the internationalisation of PhD candidates research and their research and teaching mobility are far from satisfactory. PhD candidates do not undertake internships abroad. Annual reports also clearly show that their activity in presenting research results focuses on participation in national conferences. Individual PhD candidates regularly participated in conferences organised outside Poland. The publication practice looks better, with PhD candidates publishing extensively in foreign journals. The availability of classes preparing PhD candidates to use English is poor. Until 2022/2023, such classes were not included in the curriculum, but from this year onwards they appear as 'literature studies' consisting of reading and preparing reviews of selected English-language articles. As part of this criterion, it is necessary to increase the emphasis on the internationalisation of research dissemination, increase the participation of international lecturers in regular courses, and at least expand the number of classes taught in English.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**
In the assessment conducted, verification of learning outcomes throughout doctoral education is carried out through multiple channels and covers both the completion of coursework and the conduct of research under supervisors' guidance. Verification of learning outcomes during doctoral education takes place as part of classes and research conducted under the supervision of supervisors, with semester, annual and mid-term evaluations of PhD candidates playing a key role. The measures for achieving the relevant outcomes are defined in general terms through evaluation forms and are verified by evaluation committees, also on the basis of research results, including a list of publications and participation in academic life (conferences, participation in research projects) and the popularisation of knowledge (participation in activities related to the third mission of a university). In addition to multi-level semester, annual and mid-term verification of PhD candidates' educational activity, an additional element of verification of their teaching activity (conducting and observing classes) are observation surveys carried out by supervisors and student surveys on classes conducted by PhD candidates. Since most research work is interdisciplinary and team-based due to the specific nature of the scientific discipline, PhD candidates implementing Individual Research Programmes not only acquire broad knowledge in at least 2-3 scientific disciplines, but also have the opportunity to gain valuable social skills - cooperation in a task group, including, in particular, changing roles within the group during the research process. Multi-level evaluation of PhD candidates, carried out in the short and medium term, ensures adequate control of learning outcomes. Supervisors prepare opinions related to evaluations, but they are also monitored in the performance of their duties by evaluation committees. Research results are presented at scientific conferences. The PhD candidates community of the Doctoral School also organises a regular nationwide conference on an interesting scientific topic. It is an opportunity for PhD candidates and young scientists from all over Poland to exchange experiences. Publication activity is at a relatively high level. PhD candidates receive support from a unit affiliated with the Academy library, which informs them about the nature of the journals in which they could publish their research results, the IF of these journals and the possible risk of publication quality in a given journal. This avoids publication in predatory journals. PhD candidates obtain funds from the rector's office to cover publication fees in journals. The situation is worse when it comes to teaching the skills of preparing applications for external research funding. Although PhD candidates are encouraged to submit applications in internal university competitions, the number of applications is insufficient. In turn, the few applications in external competitions are unsuccessful. PhD candidates also do not participate in research projects carried out with external funding at their home institution. Special classes are held to prepare PhD candidates for submitting applications, and there is an administrative unit responsible for supporting the preparation of applications, but this still does not bring satisfactory results. I believe it would be advisable to engage in broader cooperation with researchers who have experience in successfully preparing numerous grant applications, including team applications, in order to tutor the most promising PhD candidates. Their acquisition of funding for their research projects could show other PhD candidates the benefits of financial independence in conducting research. It would also dispel the opinion that it is impossible for them to obtain such funding.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**
The academic staff in the years 2019–2025 consisted of 29 employees with a recognized scientific record in the fields of medical sciences and health sciences. The staff remain professionally and scientifically active and participate in the education of doctoral candidates, serving as supervisors and assistant supervisors. The qualifications of the academic staff involved in the work of recruitment committees for the Doctoral School should be assessed positively. This is confirmed by the available documentation, including reports from successive stages of candidate evaluation. The recruitment process is formalized and documented, which enhances transparency and strengthens the credibility of decisions. Entry criteria for candidates are high – including the requirement of a Philadelphia-listed publication – which significantly raises the admission threshold to the Doctoral School. Candidates are also required to prepare a research essay, reinforcing the selective nature of the recruitment process. The competencies of lecturers conducting courses are verified at the level of disciplinary councils, where the primary criterion remains the academic staff member’s scientific output and research activity. The procedure for appointing supervisors is based on alignment between the supervisor’s achievements and the profile of the planned doctoral dissertation and is specified in the relevant regulations. Approximately six months before the start of recruitment, potential supervisors submit proposed research topics, which are then published on the university website. A candidate interested in a given topic contacts the prospective supervisor prior to recruitment, holds a substantive discussion, and obtains preliminary consent for supervision. This solution supports the alignment of research interests, although in practice it may limit flexibility in choosing a supervisor at a later stage. Staff performance is evaluated in accordance with formally adopted rules, primarily through anonymous evaluation surveys available in the USOS system. These surveys are not always mandatory, which may affect the representativeness of the results. Doctoral candidates can express their opinions on cooperation with their supervisor and assistant supervisor within the general procedures for course and education quality evaluation. Available information indicates predominantly positive mentoring assessments; however, the system does not always enable an in-depth qualitative evaluation of the supervisory relationship. Some doctoral candidates conduct research in close collaboration with their supervisors, while others work more independently. Doctoral mobility and international activity remain linked to supervisors’ scientific activity and collaboration networks, indicating the need for more systematic institutional support in this area. A significant issue remains the lack of a clearly defined number of hours that a supervisor should devote to working with a doctoral candidate. There is no formally established “contact hour” requirement nor a minimum standard of supervisor availability. Although supervisors are formally accountable for fulfilling their duties, the absence of precise time norms means cooperation is sometimes perceived mainly in terms of potential scientific benefits rather than as a defined teaching obligation. Supervisory work is currently not included in the official teaching workload, which weakens the systemic recognition of this role. It would be advisable to introduce clearly specified hours of work with doctoral candidates included in the lecturer’s teaching load, or to establish mandatory doctoral seminars as separate teaching activities. The review team additionally recommends greater attention to anti-mobbing procedures and their effective implementation at both the university and Doctoral School levels. What is crucial is not only the formal existence of such regulations but also their accessibility for the academic community.



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

The recruitment process to the Doctoral School is characterized by a high degree of formalization, transparency, and accessibility of information for candidates. Recruitment criteria are clearly formulated, publicly available, and understandable, and the full set of recruitment regulations is published well in advance. At least six months before the start of the recruitment period, the Doctoral School's website provides proposed research topics of prospective supervisors, a recruitment flowchart, required declarations, and a complete set of application forms facilitating candidates' navigation through all stages of the procedure. The Doctoral School provides full-time doctoral education financed both from the ministerial subsidy and from external funding sources. Education is conducted within the field of medical and health sciences, in the discipline of physical culture sciences. The full educational offer and organizational information are available on the university's website, in the Public Information Bulletin, and at the Doctoral School office. Recruitment information includes, among other things, general information about the Doctoral School, regulations adopted by the Senate and reviewed by relevant bodies, the composition of the Doctoral School Council, the rules of education, and detailed descriptions of recruitment procedures in force since the establishment of the School. Recruitment rules are published with appropriate advance notice, and any changes concerning entry requirements or formal and substantive aspects are adopted by the Senate after consultation with the PhD Doctoral Students' Council and relevant councils, which supports fair competition and contributes to raising the quality of admitted candidates. The recruitment process is open to both domestic and international applicants. Information on deadlines and recruitment procedures is published within statutory time limits. In the case of foreign candidates, national legal regulations and relevant ministerial ordinances apply, supplemented by internal university rules. Key recruitment information is also presented to final-year students of both university faculties during meetings with academic supervisors, as well as to external candidates during open days and academic outreach events. Among admitted doctoral candidates, there is a noticeable share of graduates from other universities, which indicates a moderate level of institutional openness; however, the overall level of internationalization remains an area requiring further development. Admission limits to the Doctoral School are established annually by the Rector's ordinance and, in the analyzed period, were fully utilized. The regulations allow for the admission of candidates beyond the official limit if they secure external research funding. The criteria applied in the recruitment process sufficiently verify candidates' competencies, and the appeal procedure is clear and genuinely accessible. All candidates are assessed using the same standards and tools. A representative of PhD candidates is appointed to the recruitment committee, and PhD candidates also act as observers during the recruitment process. The recruitment process is characterized by high substantive requirements, including, among others, the necessity of having a scientific publication and preparing a research essay presented before the university authorities. Candidates are also required to obtain prior consent from a prospective supervisor. Statistically, two to three candidates compete for one place, with a relatively small admission limit, which confirms the selective nature of the process. At the same time, a decline in the number of applicants and the limited availability of some documents in English – combined with a low level of internationalization – constitute challenges that require further organizational and promotional efforts.



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

The selection of a supervisor within the Doctoral School is a multi-stage process. Potential supervisors publicly present the topics of their research. On this basis, PhD candidates initiate a contact with them. After agreeing on a joint model of research cooperation, a student submits an application to the director of the Doctoral School for approval of the supervisor. The director forwards the application to the Scientific Discipline Council, which verifies the compatibility of the potential supervisor's research profile with the thesis topic. In the case of interdisciplinary doctoral research, a second supervisor from another institution is appointed. The Scientific Discipline Council may also indicate the need to select an assistant supervisor. The active participation of the Council in the supervisor selection process, as well as the prior presentation of research topics by potential supervisors, guarantee the appointment of a supervisor with the appropriate scope and level of research. PhD candidates with special needs are provided with basic architectural facilities, the scope of which is constantly expanding. The Library and the Central Research Laboratory also provide them with a set of technical aids and specialist support during their research and bibliographic studies. All forms of support provided for in the law for persons with special needs are implemented. To a moderate extent, eminent specialists from outside the Academy participate in the education of PhD candidates. However, it should be emphasised that PhD candidates have free access to all kinds of lectures and educational activities lead by visiting scholars which are addressed to PhD candidates. This significantly broadens the scope of support for the education of PhD candidates themselves. Due to the short-term nature of such initiatives (individual lectures and classes), it is difficult to clearly determine the extent to which such activities influence the development of PhD candidates' research skills. It should be emphasised that it would be advisable to ensure longer forms of cooperation between PhD candidates and researchers from outside the Academy. Given the significant involvement of supervisors in the education of PhD candidates, it should be noted that supervisors do not have a clearly defined number of hours in their job description for supervising PhD candidates. Nor are they remunerated for supervising PhD candidates. The benefit of supervising a PhD candidates is that the PhD candidates conducts classes as part of a practical training. These teaching hours performed by PhD candidates are counted as part of the supervisor's teaching load. However, this solution is legally questionable both in terms of the principle of adequate pay for work performed and the calculation of an academic teacher's teaching load. It should also be noted that PhD candidates do not have the opportunity to evaluate the supervision provided by their supervisor. There is no procedure or simpler form of evaluation of the supervisor's support for the PhD candidates. It is difficult to consider the evaluation by PhD candidates of classes conducted for them by Academy staff to be an appropriate form of supervisors' evaluation in a situation where the study plan does not include formalised seminars or hours of supervision of PhD candidates by their supervisors. The lack of a procedure for resolving disputes between a PhD candidates and their supervisor or between a PhD candidates and another academic teacher requires urgent rectification. Contrary to the declaration, anti-discrimination and anti-mobbing procedures or a whistleblower box do not play such a role. When asked about their existence and use, PhD candidates proved that they had no idea that these tools existed. The lack of an academic ombudsman also requires urgent remedy.

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

The reliability of the mid-term evaluation is a key element subject to assessment within the functioning of the Doctoral School. Based on the analysis of documentation and interviews conducted during the site visit, it can be concluded that the evaluation system is generally assessed positively, although certain areas requiring further clarification and strengthening have also been identified. The system of supervision over doctoral candidates' progress currently operates primarily as a well-organized ongoing monitoring mechanism, and to a lesser extent as a clearly formalized summative assessment. Until 2024, substantive supervision and reporting issues were within the competence of the Scientific College Council. At present, the supervisory model relies mainly on the Doctoral School Director reporting directly to the Rector, which formally fulfills quality monitoring obligations but limits the collegial nature of control. The university authorities have announced the introduction of an additional procedural stage intended specifically for a comprehensive evaluation of the quality of education, with detailed solutions to be specified in the current year. The substantive basis for assessing doctoral candidates' progress is provided by the Individual Research Plans (IRP/IPB), which serve as the main reference point for monitoring academic development. The mid-term evaluation refers directly to the level of implementation of the IRP as well as to the consistency of research activities with the adopted schedule. The rules for conducting the mid-term evaluation are defined in the Doctoral School Regulations approved by a Senate resolution and its subsequent amendments, agreed upon with the PhD Doctoral Student Council. In addition, detailed annual guidelines regarding the evaluation procedure are published on the Doctoral School's website. The evaluation itself is carried out halfway through the education cycle, during the fourth semester, and its purpose is to verify the actual research progress of the doctoral candidate. The assessment is conducted by a three-member committee currently appointed by the relevant Scientific Discipline Council, and previously by the Scientific College Council, at the request of the Director of the Doctoral School and following an opinion issued by the Doctoral School Council. Since 2022, the composition of the committee has been selected with regard to the alignment of the members' scientific achievements with the subject of the dissertation, which significantly increases the substantive accuracy and reliability of the evaluation. In subsequent years, an increase in the number of appointed committees has been observed, indicating a distribution of responsibility and a reduction of the risk of excessive concentration of decision-making within a single body. At least one committee member must be employed outside the university, which strengthens the independence of the assessment. All committee members are required to hold a habilitated doctoral degree or the title of professor, and the supervisor or assistant supervisor of the evaluated doctoral candidate is excluded from participation in the committee. The evaluation schedule is established by the Director of the Doctoral School and published on the website at least thirty days in advance. Additionally, the Doctoral School Office sends email notifications regarding the date of the committee meeting to all relevant parties. Prior to the evaluation, committee members receive complete documentation, including the Individual Research Plan, semester reports, the doctoral candidate's self-report, supervisors' opinions, and a standardized evaluation form, which ensures comparability of results and limits discretionary decision-making. In summary, the mid-term evaluation system is based on solid regulatory foundations, a transparent organizational structure, and clearly defined substantive criteria, and in this respect it is assessed positively.



- **Internationalisation:**

The institution's report presents internationalization as a strategic component of the School's development and of PhD Candidates' competencies, linked to the development strategy and implemented through organizational and substantive measures. Internationalization is also addressed at the individual level by including development activities in the Individual Research Plan (including academic mobility and participation in specialized courses), together with a plan and identified funding sources, which supports accountability for these activities and their linkage to learning outcomes. At the same time, the findings from the site visit indicate significant limitations in the practical dimension of internationalization, primarily in terms of information accessibility and openness of recruitment to international candidates. A key issue is the lack of an English-language version of the Doctoral School's website, which significantly limits access to basic information for candidates from outside Poland. English-language documents that should support recruitment and inform international candidates were available only for on-site review during the visit and are not published on the institution's website, which reduces the transparency and accessibility of the admissions process. The Doctoral School website is currently under development. During the visit, attention was also drawn to the system's limited openness toward international candidates, in particular the lack of communication and organizational solutions facilitating entry into Doctoral School education. In the teaching dimension, only one class conducted in English was identified. The lack of a broader offer of courses taught in English at the Doctoral School, as well as the lack of program adaptation to the needs of international PhD Candidates i.e., educational elements and organizational support enabling full participation in training without advanced Polish-language proficiency, does not encourage non-Polish-speaking candidates to undertake education in the School. Consequently, despite the activities and internationalization intentions indicated in the report, the current solutions are largely declarative and do not translate into real accessibility of the School for international PhD Candidates or into genuine internationalization of the education process. It is recommended to develop and continuously maintain an English-language version of the Doctoral School website, publish key recruitment and organizational documents in English, including the Doctoral School Regulations and admissions rules, and implement a minimum package of courses in English (at least in scientific communication, research presentation, and publishing). At the same time, it should be noted that increasing the number of subjects in the Doctoral School curriculum that could be delivered in English was received favorably during the meeting with representatives of the PhD Candidate community, which may be an important factor supporting implementation of corrective measures and strengthening the School's internationalization. It is also recommended to prepare organizational solutions supporting international candidates and international PhD Candidates, including clear process instructions, contact points, information on administrative support, and program adjustments necessary to ensure full participation in education.

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

The effectiveness of doctoral education in the Doctoral School is reflected in several key areas, including completion rates, scientific activity, and the professional outcomes of graduates, while at the same time certain barriers limiting the full potential of the programme have been identified. With regard to statistics and progress in education, a relatively high level of effectiveness in recruitment and retention of doctoral candidates can be observed, ranging from approximately 57% to 93%. Small admission limits (around five persons per year) foster more individualized supervision and continuous monitoring of academic progress. The turnover of doctoral candidates remains low – since the establishment of the Doctoral School, only a few individuals have been removed from the programme, including cases of voluntary resignation at an early stage of education. Professional outcomes of graduates are also assessed positively, as alumni find employment not only in academia but also in the business sector, including analytical and managerial positions, which indicates the practical applicability of the competences acquired during doctoral training. In the area of scientific output and research activity, a moderately high level of publication activity is observed. A significant proportion of doctoral candidates possess scored scientific achievements, often exceeding the minimum formal requirements, although in some cases this activity is limited to co-authorship of book chapters. Effectiveness in obtaining external funding is mixed. On the one hand, there are positive examples of full success in internal grant competitions; on the other hand, the number of individually obtained external grants remains limited. Doctoral candidates largely rely on internal research funds and projects conducted by their supervisors. At the same time, several factors limiting the effectiveness of education have been identified and require systemic support. The most significant of these is the low level of internationalization, reflected in the absence of international research placements despite the existence of formal procedures and exchange agreements. Language competence also constitutes a barrier – doctoral candidates report regular use of foreign-language literature but indicate insufficient opportunities to develop practical communication skills in English. Financial issues represent an additional constraint, affecting both the number of applicants and the scope of research activities. There is currently no comprehensive systemic solution guaranteeing a minimum level of individual research funding for each doctoral candidate. The effectiveness of the educational process is positively supported by auxiliary institutional activities, in particular those of the academic library, which provides training in research ethics, academic integrity, and the identification of predatory publishing practices. Overall, the effectiveness of doctoral education may be assessed as stable and satisfactory; however, it requires further strengthening, especially in the areas of internationalization, research funding, and the development of doctoral candidates' language competences.

V. FINAL OPINION AND RECOMMENDATIONS

The verification of the self-evaluation report, the review of the documentation, and the information obtained during the site visit to the Doctoral School (DS) confirm that the educational process at the DS complies with the criteria established for Level 8 of the Polish Qualifications Framework (PQF). The remaining criteria have likewise been met, as described in detail by the Evaluation Team in this report.

Detailed comments are provided in the respective sections of the report.

Particular attention should be given to measures aimed at improving the doctoral training process at the evaluated DS in the following areas:

- cooperation with the socio-economic environment – the documentation does not sufficiently evidence cooperation with external stakeholders; such cooperation should be comprehensively documented;
- international cooperation – this area requires enhancement, including opening the Doctoral School more broadly to the recruitment of international PhD students candidates;
- external communication – this should be improved by ensuring access (e.g. via the website, also in English) to the current documentation concerning PhD students' rights and obligations;
- introduction of dedicated seminar hours, which should be reflected in the schedule and indicate the workload of supervisors working with PhD students;
- strengthening the funding of doctoral research projects by securing dedicated research funds for each PhD student;
- initiation of a support programme for PhD students applying for external funding for their research.

Taking the above into account, we assess the visited SD positively and recommend carrying out another SD evaluation in 4 years, in accordance with art. 259, point 2 of Law on Higher Education and Science of Poland of 20 July 2018 (DU2024, item 0.1571).

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

The verification of the self-evaluation report, the review of the documentation, and the information obtained during the site visit to the Doctoral School (DS) confirm that the educational process at the DS complies with the criteria established for Level 8 of the Polish Qualifications Framework (PQF). The remaining criteria have likewise been met, as described in detail by the Evaluation Team in this report. Taking the above into account, we assess the visited SD positively and recommend carrying out another SD evaluation in 4 years, in accordance with art. 259, point 2 of Law on Higher Education and Science of Poland of 20 July 2018 (DU2024, item 0.1571).

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