
KEN


2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Szkoła doktorska Akademii WSB

Akademia WSB



Name and seat of the doctoral school

Szkoła doktorska Akademii WSB

Evaluation period

10/1/19–5/11/25

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

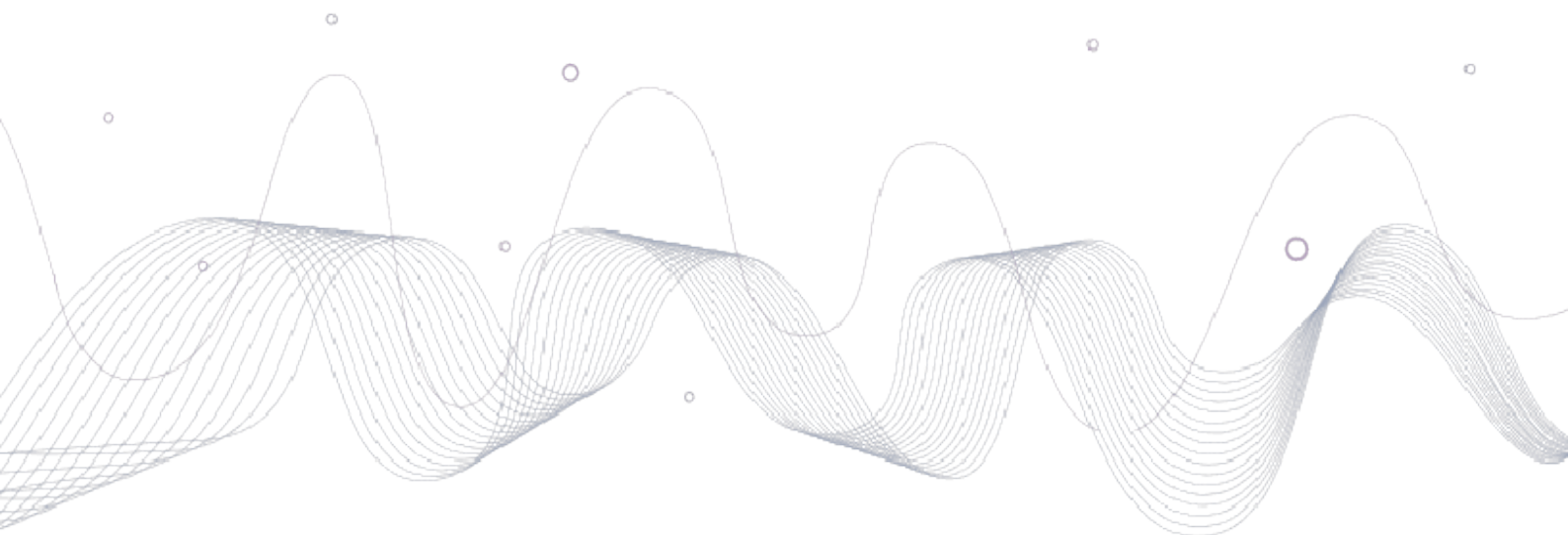
Akademia WSB

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

-

Date of report

8/4/25



Composition of the evaluation team:

Chairman:

Wojciech Zyzak

Secretary:

Marcin Dorochoewicz

Team members:

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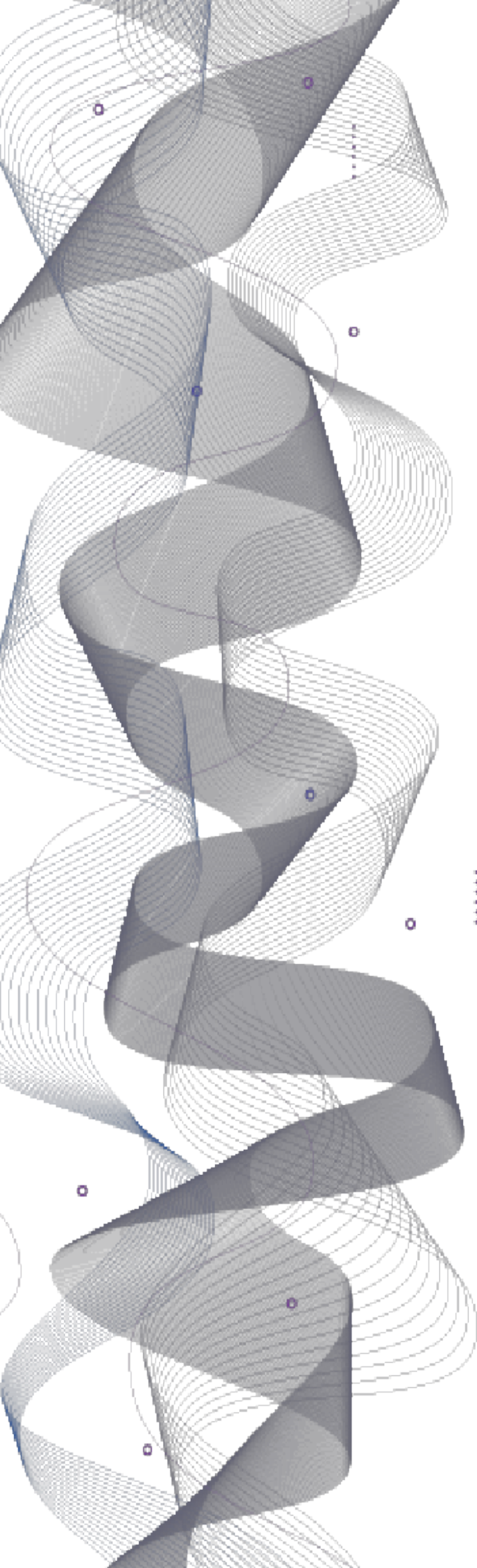


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I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Szkoła doktorska Akademii WSB
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	Engineering and technology (from: 01-01-2018) Social sciences (from: 01-01-2018)
Discipline(s) of science or art in which training is provided	civil engineering, geodesy and transport (from: 11-11-2022) security studies (from: 01-01-2018) management and quality studies (from: 01-01-2018) educational sciences (from: 01-01-2018)
Name/scope of the education programme	Framework curriculum at the WSB University Doctoral School Curriculum at the AWSB Doctoral School Curriculum at the Doctoral School Curriculum at the WSB University Doctoral School
Number of instructors	23
Number of doctoral students undergoing training at the doctoral school (as of 8/1/25)	26
Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 8/1/25)	18
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 8/1/25)	4

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The visit to the Doctoral School (hereinafter: Doctoral School, DS) of WSB University (hereinafter: Entity) took place on October 9, 2025 at 9:00 a.m. The evaluation team met with the authorities of the Entity and Doctoral School: His Magnificence Rector Zdzisława Dacko-Pikiewicz, PhD, DSc, Vice-Rector Katarzyna Szczepańska-Woszczyna, PhD, DSc, Vice-Rector Sabina Ratajczyk, PhD, DSc Head prof. Łukasz Sułkowski, PhD, DSc Deputy Head dr hab. Joanna Kurowska-Pysz and the Chair of the Doctoral School Scientific Council prof. Danuta Strahl. From 9:30 a.m. the Team assessed randomly selected individual research plans, mid-term evaluation documentation, reports of the education quality committee, documentation confirming the qualifications of persons conducting education at Doctoral School, opinions on supervisors and other relevant documents. At 10:30 a.m. a meeting was held with the team preparing the self-assessment report, the administration, and the SD Council: the Chair of the RDN for Management and Quality Sciences, dr hab. Katarzyna Szczepańska-Woszczyna, the Head of SD, prof. dr hab. Łukasz Sułkowski, the Deputy Head of SD, dr hab. Joanna Kurowska-Pysz, the Chair of the DS Council, prof. dr hab. Danuta Strahl, the Head of the Office for Doctoral Education and Scientific Advancement, mgr Magdalena Rzebko, the Expert on Project Implementation, Milena Krupa, the International Project Manager, Ewelina Widderska, the Specialist in Doctoral Education, mgr Natalia Stręk, and the Chair of the Doctoral Students' Self-Government, mgr Aleksandra Samira-Gajny. Then, at 12:30 p.m. the Team met with the DS instructors, supervisors, and representatives of the scientific discipline boards: the Chair of the RDN for Safety Sciences, dr hab. Paulina Polko, the supervisors' representative, prof. dr hab. Zbigniew Makiela, and representatives of the DS staff: prof. dr hab. Mirosława Nowak-Dziemianowicz, dr hab. Jacek Bendkowski, dr hab. Joanna Dzieńdziora, dr hab. Barbara Piontek. At 1:15 p.m., the Team met with seven representatives of the doctoral students (all from the management and quality science discipline) and two representatives of the graduates (one from the management and quality science discipline and one from the safety science discipline). The visit concluded with a meeting with the Entity's Authorities and DS, during which the Team Chair presented the next stages of the evaluation process. The Entity's authorities declared their readiness to improve the areas of education that require it.

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

The Doctoral Student Council of the Academy is small (7 doctoral students as of the date of the report). The Council approved the entry into force of the Doctoral School Regulations and the appointment of its Director, and also positively reviewed the draft curriculum and the rules for the periodic evaluation of academic staff. The Council also expresses its own commitment in this regard, which is taken into account by the Academy. The representative of the doctoral students is an active member of the Senate.

According to the Doctoral Student Council's financial report published on the Public Information Bulletin (BIP), the Rector allocated PLN 57,100 to the Council, enabling its operations. Within this budget, the Council conducts its own activities and also decides on the allocation of funds allocated for doctoral studies.

During the meeting with the Team, doctoral students and alumni of the Doctoral Student Council positively assessed the cooperation between the Academy and the Doctoral Student Council.

No areas of cooperation requiring improvement were identified.

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 curriculum includes a significant number of classes (49 ECTS points over the 4-year cycle), which are delivered on-site or remotely. This number even exceeds the maximum allowable number of classes during the doctoral program (30-45 ECTS points), while the goal of the change in the doctoral education model was to enable students to conduct independent research.

The learning outcomes defined in the curricula are aligned with the learning outcomes for the PQF level 8 qualification. The curriculum enables doctoral students to acquire transversal skills. It addresses both the knowledge, skills, and social competencies that doctoral students acquire during their education. These outcomes have been properly assigned to specific classes. The IRP also assigns learning outcomes to specific research tasks.

Individual research plans specify, in particular, the research topics, the timeline for preparing the doctoral dissertation, including its submission deadline, the deadline for submitting at least one scientific article, a scientific monograph, or a chapter in such a monograph, and active participation in a national or international scientific conference (§ 21 of the Doctoral School Regulations).

Although the School formally encompasses the academic disciplines of pedagogy, civil engineering, geodesy and transportation, safety sciences, and management and quality sciences, it actually educates only doctoral students assigned to the latter two academic disciplines.

The institution declares that it systematically monitors, evaluates, and consults with doctoral students, the Scientific Council, and academic staff regarding the educational program.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:** Verification of PQF Level 8 Learning Outcomes at the Doctoral School takes place at every stage of education: subject, coursework, semester, year, midterm assessment, and the end of the learning process. It encompasses knowledge, skills, and social competence outcomes. This is achieved through the Learning Outcomes Matrix, which maps learning modules to specific PQF Level 8 outcomes. Each subject has a syllabus specifying the relevant learning outcomes and methods for their verification.

Contrary to the statements contained in the report, a detailed description of the procedures contained in the dedicated "PhD Student's Guide" is not available in the Public Information Bulletin (PIP).

When assessing the methods for obtaining credit for courses, it should be noted that the curriculum also allows for this beyond the traditional form of teaching: through the development and submission of an application for research funding, authorship or co-authorship of a scientific article, active participation in an international scientific conference, and a foreign internship. It also authorizes the Head of the Doctoral School to designate alternative forms of credit for courses. The Doctoral School Management (Head and Deputy Head of the Doctoral School) supervises the progress of each doctoral student on an ongoing basis through semester and annual assessments. The mid-term assessment is conducted midway through the doctoral training cycle (after the fourth semester) and is a key moment in the verification of learning outcomes. At the end of the training, the doctoral student completes a comprehensive self-assessment of the degree to which they have achieved the required learning outcomes, preparing a portfolio of their achievements. This portfolio is then assessed by the candidate's supervisor (or supervisors). The final stage of confirming the achievement of learning outcomes at PQF level 8 is a formal assessment by the relevant Discipline Council. Before allowing the doctoral student to defend their dissertation, the Discipline Council verifies whether the candidate has met all the requirements for the PQF level 8 qualification. For this purpose, a three-person Ad hoc Team is appointed, composed of independent researchers from a given discipline, selected from among the members of the Discipline Council's scientific committee. The Ad hoc Team independently evaluates the doctoral student's overall achievements and the submitted documents.

At the same time, university authorities ensure the program's compliance with the PQF requirements: The Doctoral School Council periodically reviews whether the program and syllabi are aligned with the learning outcomes at PQF level 8. The Doctoral School Council for the Quality of Education monitors the outcome verification process, providing opinions on the methods for assessing doctoral students' achievements and recommending improvements.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**
The qualifications of academic teachers teaching at DS are consistent with the University's mission and the teaching objectives set out in the DS program, which are aimed at achieving learning outcomes for qualifications at PQF level 8. The University conducts continuous, multi-criteria assessment of academic teachers, encompassing in particular the relevance of their academic and professional achievements and research and professional activity to the scope of doctoral education provided in their respective disciplines. The transparent and widely adopted criteria for assessing academic teachers' qualifications implemented by the DS Management also allow for a reliable assessment of individual staff's commitment to doctoral education and promotional and organizational activities. As a result of these solutions, academic teachers teaching at DS possess significant and current scientific achievements in the disciplines in which they are taught. The teaching staff demonstrates above-average research and publication activity, both nationally and internationally, consistent with the profile and scope of education at DS. Furthermore, Academic teachers teaching at DS, in addition to fulfilling their formally assigned duties, undertake activities related to the role of supervisor or assistant supervisor, in particular through: periodic participation, together with the individuals they supervise, in research summer schools, research and teaching study visits, and training courses enabling the development of key competencies in the educational process aimed at achieving learning outcomes for qualifications at PQF level 8.

The quality of professional development activities for academic teachers teaching at DS deserves high praise. The institution has launched, among other things, the Pro-Quality Fund, which funds activities aimed at improving the quality and effectiveness of research and teaching, publishing research results, and implementing innovative teaching methods. The university also supports staff in developing competencies necessary to obtain research grants, including: The Office for Scientific Development assists in the development of applications for the National Science Centre (NCN), National Centre for Research and Development (NCBiR), National Agency for Academic Exchange (NAWA), and Horizon Europe. During project implementation, it supports project reporting and accounting, as well as training staff (e.g., R&D Project Manager training 2020-2024). The Authority's support for academic teachers teaching at DS in the area of international cooperation is also appreciated, including: mentoring from scientists representing renowned global research centers (e.g., Harvard, Oxford, Cambridge), participation in research groups within the Q-Helix Alliance of European Universities, participation in the SHORE project and Horizon Europe, and opportunities for exchanging knowledge and experiences internationally (online meetings with representatives of other doctoral schools, e.g., University of the Basque Country, Kaunas University of Technology, and study visits to other doctoral schools, e.g., University of Debrecen).

DS management regularly conducts classroom observations and surveys among doctoral students, and their results form an important element of formal teacher evaluation and form the basis for actions to improve the quality of education at DS. The classroom observation sheet allows for the clear verification of the results of teaching activities and the quality of education at PQF level 8.

The reliability of the actions undertaken by the Entity's Authorities and the DS Management to verify the qualifications of academic teachers teaching at DS raises no concerns. The procedures developed and implemented enable transparent, multi-criteria verification of the qualifications of those teaching. They are consistent with the University's education quality policy and are subject to continuous improvement.

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

The recruitment rules are defined by Resolution No. 2.2024/2025 of the Senate of the WSB University. They provide for a thorough verification of candidates' skills and aptitudes for conducting scientific activity, conducted through an open competition.

The internal regulations governing the operation of the Doctoral School are of acceptable quality. It should be noted that § 23, Section 1 of the Doctoral School Regulations does not correspond to Article 203, Section 1 of the Law on higher education and science, in force from February 15, 2023.

The recruitment rules, the curriculum, the Doctoral School Regulations, and the resolution on the procedure for awarding the doctoral degree were published in the Public Information Bulletin (BIP) beyond the deadlines specified in Article 358, Section 2 of the Law on higher education and science.

The entity should provide potential candidates with better opportunities to familiarize themselves with the doctoral school's staff, its achievements, available infrastructure, research catalog, scientific collaborations with other centers, and the achievements of doctoral students and alumni.

The admissions policy is clear. The Doctoral School is open to candidates from various centers in Poland and abroad. The school is focused on implementing the Implementation Doctorate program, but the admissions policy does not take into account the schedule and funding rules for other projects involving research or development work conducted by doctoral students. The recruitment process is based on the academic level of the candidates. The process is transparent, non-discriminatory, and merit-based.

Although there are no doctoral students with disabilities, the entity declares that it considers the needs of these individuals in the recruitment process. It is recommended to intensify efforts to inform potential candidates about possible accommodations. The entity declares that it is working on a mobile application enabling a virtual tour of the building.

The candidate's suitability for scientific activity is verified in a standard manner.

The entity declares that after the recruitment process is completed, it collects comments from members of the Recruitment Committee and other individuals involved in the organizational process.

Recommendations:

- 1) Providing candidates with better opportunities to familiarize themselves with the Doctoral School's staff, their achievements, available infrastructure, the catalog of ongoing research, scientific collaborations with other institutions, and the achievements of doctoral students and alumni (e.g., on the School's website).
- 2) Including in the recruitment policies schedules and funding rules for projects other than the Implementation Doctorate, involving research or development work conducted by doctoral students.
- 3) Incorporating information and comments from candidates, both admitted and rejected, into the recruitment policy process.
- 4) Aligning § 23, section 1 of the Doctoral School Regulations with the current wording of Article 203, section 1 of the Law on higher education and science.
- 5) Publishing the recruitment rules, the curriculum, the regulations of the doctoral school and the resolution on the procedure for awarding the doctoral degree within the time limit specified in Article 358 paragraph 2 of the Law on higher education and science.

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

The method and criteria for appointing and replacing the supervisor, supervisors, and assistant supervisor are specified—in accordance with Article 205, Section 1, Item 1 of the Law on higher education and science—in the Doctoral School Regulations.

A supervisor may be a person holding a postdoctoral degree or the academic title of professor, or a person holding a doctoral degree but not a postdoctoral degree or the title of professor, who is an employee of a foreign university or research institution, if the University Senate determines that the person has significant achievements in the scientific issues covered by the doctoral dissertation (§ 7, Section 2 of the Regulations). This authorization by the Academy Senate, rather than the academic discipline council, is inconsistent with Article 190, Section 5 of the Law on higher education and science, in conjunction with Article 178, Section 1 of the Law on higher education and science in conjunction with Article 10, Section 1 of the Statute of the WSB Academy.

The Academy has added to the statutory negative criteria for supervisory work the lack of scientific achievements published within the last five years or at least five years of experience in scientific research (§ 8.3 of the Regulations), which is a quality-oriented solution.

The initiative to appoint a supervisor is given to the doctoral student themselves, who can choose whom they wish to collaborate with. Within three months of commencing their studies, they apply to the Head of the PhD School for the appointment of a supervisor, supervisors, or an auxiliary supervisor (§ 9.2 of the Regulations). This deadline is equal to the deadline for appointing a supervisor specified in Article 201.2 of the Law on higher education and science, and therefore jeopardizes its adherence. The application includes a proposal for the supervisor or auxiliary supervisor, consent to assume the supervisor's role, and the thematic area of the doctoral dissertation (§ 9.3 of the Regulations). However, the Regulations do not provide for emergency procedures. However, the specific nature of the School should be noted again, as it is primarily focused on the implementation of the Implementation Doctorate program, where the supervisor, along with a description of their scientific achievements, is designated in the admission documents.

Changes to the supervisor, supervisors, or assistant supervisors are regulated by the decision of the Head of the Doctoral School (§ 9, section 5 of the Regulations).

The Academy also invites specialists employed at other Polish research centers to teach classes.

The entity declares that supervisors and assistant supervisors are evaluated by surveys, and the results are used in the process of appointing supervisors and for periodic staff evaluations.

Recommendations:

- 1) Shorten the deadline for a doctoral student to submit an application for the appointment of a supervisor (§ 9, section 2 of the Regulations).
- 2) Establish emergency procedures in the event that a doctoral student fails to designate their expected supervisor.
- 3) Adaptation of § 7 section 2 of the Regulations to art. 190 section 5 of the Law on higher education and science in connection with art. 178 section 1 of the Law on higher education and science in connection with § 10 section 1 of the Statute of the WSB Academy.

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

The mid-term evaluation at the Doctoral School took place during the evaluation period, at the statutory deadline, midway through the study period, i.e., at the end of the fourth semester. The evaluation principles are clearly defined in the Doctoral School Regulations and the Doctoral School Regulations for Mid-Term Evaluation.

The mid-term evaluation is based on the following criteria for assessing the doctoral student's research achievements:

- consistency of the research topic with the IPB;
- timeliness and quality of completion of tasks related to preparing the doctoral dissertation, in accordance with the IPB and the research schedule;
- progress in research activities other than the preparation of the doctoral dissertation, in accordance with the IPB and the research schedule, including an assessment of participation in national and international mobility, research, and application projects, and research groups;
- in the case of a doctoral student participating in the Implementation Doctorate program, progress in implementation activities;
- significance of the research and implementation results in the opinion of the supervisor or assistant supervisor.

Due to the implementation of most procedures within the Implementation Doctorate (IPD) format, the evaluation focuses on verifying progress in implementation activities. The mid-term evaluation criteria and procedure are publicly available to all interested parties. They have been formulated precisely, based on substantive assumptions and generally accepted principles of integrity. Doctoral students are informed of the mid-term evaluation rules at the time of commencement of their studies, including during a meeting with the SD Management. These rules are also included in the Doctoral Student Guide.

The composition and competences of the committee conducting the mid-term evaluation comply with statutory requirements. The evaluation is conducted by the Mid-term Evaluation Committee, appointed by the Rector. The committee consists of three individuals with a minimum of a postdoctoral degree, including the chairperson, secretary, and a committee member from outside the institution with an established academic standing, who represent and possess recognized scientific achievements in the discipline in which the doctoral education is provided. The entity has a practice of verifying the competence of committee

members, based on a detailed analysis of the candidate's scientific achievements and the collective decision-making process regarding the selection of a given candidate by the DS authorities.

The DS comprehensively identifies elements of the mid-term evaluation process that remain insufficient, focusing on the implementation of the provisions included in the IRP.

The committee prepares a written justification for the final mid-term evaluation for each candidate, which is signed by the committee chair, and the evaluation results, along with the justification, are made public. The DS has developed a procedure for handling objections to the results of this evaluation. A doctoral student dissatisfied with the final mid-term evaluation may submit an appeal to the DS Head. The deadline for filing an appeal, along with the justification, is seven days from the date the evaluation results are made available.

The reliability of the mid-term evaluation is further guaranteed by the participation of an impartial committee member with recognized scientific achievements who is not employed by the DS, and by the presence of the supervisor during the public portion of the meeting. The integrity and transparency of the process are also ensured by a secret ballot of committee members.

The mid-term evaluation process is subject to periodic internal evaluation and improvement, including through changes to the formal documents that form the basis for the evaluation and by inviting individuals with increasing international research and teaching achievements to serve as committee members.

Recommendation:

Ensuring the participation of a representative of doctoral students as an observer in the mid-term evaluation process – increasing openness.

- **Internationalisation:**

Internationalization is one of the pillars of the AWSB Strategic Roadmap 2021-2025, with a 2030 outlook. The university is successfully achieving this goal: the university ranked first in the Perspektywy Ranking in the internationalization category in 2023, 2024, and 2025 (it was second in 2022 and 2020, fourth in 2021, and seventh in 2019).

An analysis of internationalization activities reveals their diversity and multifaceted nature. One direction is the exchange of experiences and establishing international contacts. The university is a leader of the Q-Helix Alliance of European Universities and a member of the BOTREX consortium of doctoral schools. Doctoral students actively participate in international conferences. The organization also organizes numerous international conferences, including regular ones (e.g., "International Conference on Territorial and Inter-Organizational Cooperation" and "Innovation and Entrepreneurship. Theory and Practice"). It should be noted that doctoral students also undertake longer (month-long) research trips (e.g., as part of the bilateral cooperation between Poland and the Czech Republic - NAWA).

By participating in national projects (e.g., "Science4Business - Science for Business") and international projects (e.g., SHORE - Horizon Europe, "Be smart" - the international Visegrad Fund), doctoral students gain the opportunity to conduct interdisciplinary and intercultural research (developing competencies in analysis, identification, initiation, and application of solutions tailored to the specific needs of interested entities).

Another area of focus is expanding knowledge and teaching skills. The organization invites scientists and researchers from the TOP 20 universities according to the Shanghai Ranking, who not only lecture but also hold consultation meetings with doctoral students. Doctoral students discuss their doctoral dissertation concepts with world-renowned scientists and researchers (Dr. E. Moncada, Dr. M. Kamargianni, Dr. M. Hopkins). This activity allows them to learn about scientific development trends and broaden their perspectives through scholarly discussions. Not only scientists and lecturers, but also doctoral students are trained in new and innovative teaching methods based on the micro-credential system and the COIL (Collaborative Online International Learning) method. By establishing contacts with doctoral schools in other countries (e.g., Lithuania, Czech Republic), doctoral students share their experiences during organized meetings (e.g., the Cross-Border Summer School 2020-2021). It should be noted that the Entity is active in obtaining funds that contribute to the development of internationalization (INTERREG Czech Republic-Poland 2021-2027; KOMPAS - European Funds for the Silesian Voivodeship 2025-2026; Metropolitan Fund for Supporting Science of the Silesian Voivodeship; Excellent Science, Ministry of Science and Higher Education; European Funds for Modern Economy - FENG; Support for European Universities Q-Helix, 2025). As a member of the BOTREX SD consortium, it has repeatedly applied for research projects to develop cooperation between doctoral schools under the HORIZON-MSCA (Doctoral Networks) program. Additionally, through grants (e.g. PERFEKT - Excellence Initiative, 2019-2023, Ministry of Science and Higher Education), doctoral students receive support for conducting scientific research as part of their doctoral dissertations. The purpose of awarding grants is to improve the quality of research and prepare for publication or the next

stage of a doctoral dissertation.

The self-assessment report also highlights two new planned initiatives: the University of Warsaw is applying to join the international association of doctoral schools, EDAMBA. It also intends to participate in the European Doctoral Day celebrations. Today, the University of Warsaw is proud of the scope of its Science Festival, where doctoral students play not only a role in the process but also as co-creators.

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

Since its inception, the DS has educated 26 doctoral students at the WSB University. Almost all participate in the Implementation Doctorate program, organized by the Ministry of Science and Higher Education. The institution actively develops cooperation with the socio-economic community. Almost all doctoral students are pursuing doctoral degrees in management and quality sciences (one in security sciences).

Quantitative data indicate a relatively high quality of education. During the period under review, seven doctoral students were awarded doctoral degrees. There were no refusals to award doctoral degrees. However, it should be noted that as many as 12 doctoral students were removed from the list. If a conflict arises between the supervisor and the doctoral student, the DS Director acts as a mediator to resolve the conflict. This situation has never led to a doctoral student withdrawing from their studies.

Both supervisors and doctoral students describe education at the SD as active (classes, workshops, doctoral conferences, summer schools, and others) and effective, emphasizing its focus on the doctoral student (there are opportunities to participate in workshops and meet regularly with the supervisor online). Doctoral students are mentored not only by their supervisor but also by a supporting supervisor. Annual research seminars for supervisors are also organized, which fosters improved collaboration.

It is clear that doctoral student feedback is an important indicator of effectiveness. After classes and during semester-long consultations between the doctoral student and the DS management, the doctoral student has the opportunity to share their opinion on the quality of education and supervisory support, and to submit recommendations—anononymously (via surveys) and non-anonymously. Education quality is also assessed through the results of class observations, assessment of doctoral students' progress based on IPB analysis, and achievement of learning outcomes according to PQF level 8. Based on the quality assessment results, the DS management formulates recommendations for program changes; improves the competencies of academic staff; and It takes corrective action in terms of organization and communication; it updates procedures and regulations.

The achievements of doctoral students can be presented on three levels. Primarily, it is important to emphasize the practical application of the research conducted and the proposed solutions (e.g., "implementation of the results of an implementation doctorate on mobility using a business ecosystem approach in a municipal enterprise [...], New Zealand"). The achievements of doctoral students also concern their research activities – collaboration on national and international projects (e.g., participation in the "Bramka" project [development of an innovative system for detecting trace amounts of explosives], funded by the National Centre for Research and Development as part of programs for national security and defense / participation in the "Safe Stadium – CBRN Security of Mass Event" project under the European Commission Internal Security Fund Police). Doctoral students collaborate not only on the implementation of projects but also participate in the preparation of prestigious international

research projects funded by the Horizon 2020 and Horizon Europe programs. It's also worth noting their achievements in teaching practice: PhD students conduct classes (e.g., as part of the "Practical Training Program for Personnel Developing a Low-Emission Economy on the Borderland II" project) in Polish and English, serve as Open Calls mentors for schools across Europe, and co-organize events promoting the topic of "Ocean Literacy" (as part of the SHORE project). They even co-authored an academic textbook.

V. FINAL OPINION AND RECOMMENDATIONS

The curriculum, as well as individual research plans, are aligned with the learning outcomes for PQF level 8 qualifications. The research activity of doctoral students and the dissemination of their results, as defined in the IRP, are also aligned with the learning outcomes for PQF level 8 qualifications. Implementation of the curriculum and the IRP facilitates the achievement of these outcomes. Education is interdisciplinary. The process of improving the curriculum, aimed at improving its alignment with the learning outcomes for PQF level 8 qualifications, is reliable.

The principles for assessing learning outcomes for PQF level 8 qualifications are clear, and this process is transparent and reliable. Improving the methods for assessing learning outcomes for PQF level 8 qualifications is also reliable.

The scientific and professional achievements and research and professional activity of academic teachers teaching at the DS are aligned with the scope of their education. The institution and the individuals involved undertake sufficient professional development activities, particularly in the capacity of a supervisor or assistant supervisor. The entity reliably verifies the qualifications of academic teachers teaching at the DS.

The internal regulations governing the operation of the DS are of satisfactory quality. Their accessibility is limited due to their delayed publication in the Public Information Bulletin (BIP). The recruitment policy is clear and open. The entity takes into account the needs of people with disabilities, especially potential candidates, but insufficient information is provided about possible accommodations. The entity diligently takes steps to improve the recruitment process.

The method and criteria for appointing and replacing the supervisor, supervisors, or assistant supervisor, as well as ensuring high-quality collaboration with doctoral students, including resolving conflicts, raise no objections. The degree to which outstanding specialists employed outside the entity are involved in activities supporting doctoral students in their research is sufficient. The verification and evaluation of the work of supervisors and assistant supervisors, as well as the activities undertaken by the entity to improve the quality of their work, are reliable.

The mid-term evaluation is conducted reliably. The criteria and objective principles for conducting this evaluation are sound. The composition and competence of the evaluation committee raise no concerns, nor does its timeliness or the manner in which it was conducted. Efforts are being made to improve the evaluation process.

The level of internationalization of the staff, including the scientific mobility and international activity of academic teachers teaching at the DS, is high, as is the level of internationalization of

the education process at the DS and the research activities of doctoral students, particularly those conducted under the IRP (including their research mobility). The DS is prepared to educate foreigners. The institution effectively strives to increase the recognition of the DS abroad.

The doctoral education is effective. Doctoral students complete their studies on time and receive their doctoral degrees – during the evaluation period, there were no refusals to award a doctoral degree. The level of scientific achievement of doctoral students, particularly those related to the research activities defined in the IRP, is above average. Doctoral students evaluate the quality of education at the DS, and the results of this evaluation are used by the University to improve the educational process.

Recommendations:

- 1) Providing candidates with better opportunities to learn about the DS's staff, their achievements, available infrastructure, a catalog of ongoing research, scientific collaborations with other institutions, and the achievements of doctoral students and alumni (e.g., on the School's website).
- 2) Including in the admissions policy schedules and funding rules for projects other than the Implementation Doctorate, involving research or development work conducted by doctoral students.
- 3) Incorporating information and comments from candidates, both those accepted and those denied admission, into the recruitment process.
- 4) Aligning § 23, section 1 of the Doctoral School Regulations with the current wording of Article 203, section 1 of the Law on higher education and science.
- 5) Publishing the admissions policy, curriculum, doctoral school regulations, and resolutions on the procedure for awarding the doctoral degree within the timeframe specified in Article 358, paragraph 2 of the of the Law on higher education and science.
- 6) Shortening the deadline for a doctoral student to submit an application for the appointment of a supervisor (§ 9, section 2 of the Regulations).
- 7) Defining emergency procedures in the event that a doctoral student fails to designate the expected supervisor.

8) Aligning § 7, section 2 of the Regulations with Article 190, section 5 of the Law on higher education and science, in conjunction with Article 178, section 1 Law on higher education and science, in conjunction with Article 10, section 1 of the Statute of the WSB Academy.

9) Ensuring the participation of a representative of doctoral students as an observer in the mid-term evaluation process – increasing openness.

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

Pursuant to § 8 section 3 of the Regulation of the Minister of Education and Science of 27 September 2021 on the evaluation of the quality of education at a doctoral school (Journal of Laws of 2021, item 1847), no justification was prepared, because the assessment is positive and the Evaluation Team does not recommend conducting another evaluation earlier.

The System of Evaluation of Doctoral Schools is financed by
the Minister of Science and Higher Education.

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