
KEN


2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Szkoła Doktorska Uniwersytetu Medycznego we Wrocławiu

Uniwersytet Medyczny im. Piastów Śląskich we Wrocławiu



Name and seat of the doctoral school

Szkoła Doktorska Uniwersytetu Medycznego we Wrocławiu

Evaluation period

4/23/19–12/18/24

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

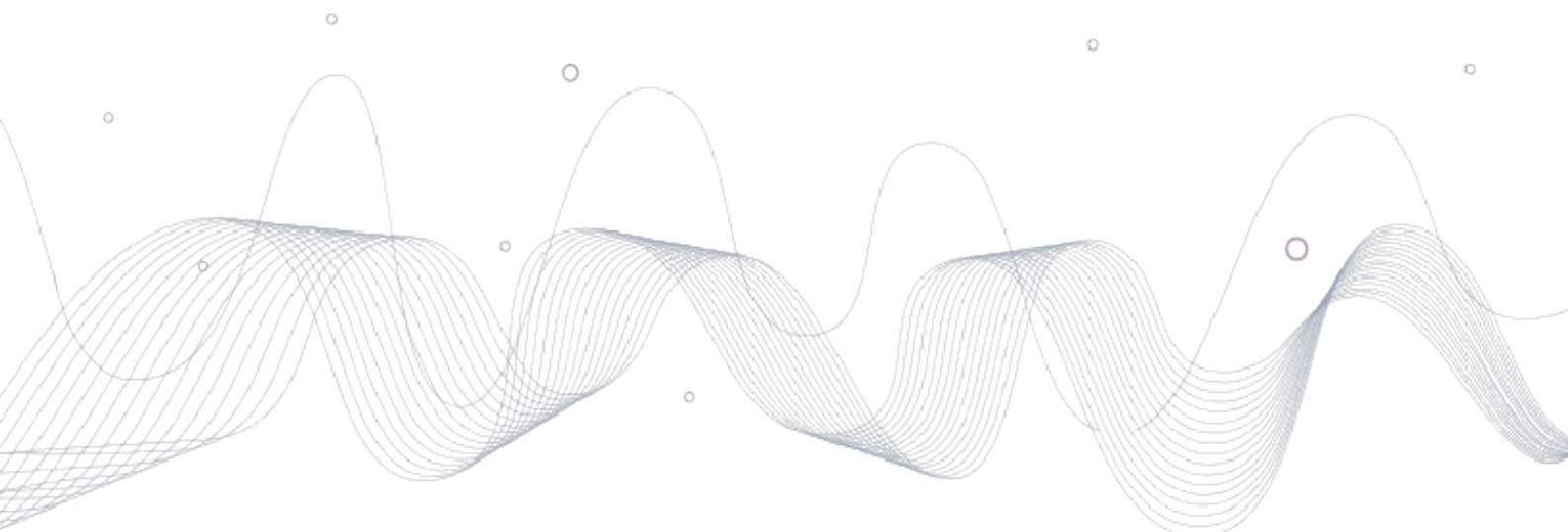
Uniwersytet Medyczny im. Piastów Śląskich we Wrocławiu

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

-

Date of report

3/11/25



Composition of the evaluation team:

Chairman:

Beata Giergielewicz

Secretary:

Paweł Zalewski

Team members:

Alicja Dębska-Ślizień

Iwona Dobrucka

Joanna Smolarczyk



TABLE OF CONTENTS

I. General information on the doctoral school	5
II. Information on the inspection and its course	6
III. Collaboration between the entity and the doctoral student self-government	8
IV. Information on the doctoral school to which the statutory criteria apply	10
V. Final opinion and recommendations	27
VI. Assessment and reason	29

I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Szkoła Doktorska Uniwersytetu Medycznego 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)	Uniwersytet Przyrodniczy we Wrocławiu
Domains of study	Medical and health sciences (from: 01-01-2018)
Discipline(s) of science or art in which training is provided	pharmacology and pharmacy (from: 01-01-2018) health sciences (from: 01-01-2018) medical sciences (from: 01-01-2018)
Name/scope of the education programme	The curriculum of the Doctoral School run by the Wrocław Medical University The curriculum of the Doctoral School run by the Wrocław Medical University ProHum
Number of instructors	51
Number of doctoral students undergoing training at the doctoral school (as of 3/11/25)	187
Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 3/11/25)	139
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 3/11/25)	54

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The external evaluation of the Doctoral School at Wrocław Medical University took place on Tuesday, 15 April 2025, in accordance with the institutional evaluation schedule. The visit consisted of a series of meetings as outlined in the official agenda.

The evaluation panel was welcomed in the Senate Hall by the Rector, Prof. Piotr Ponikowski, along with the Vice-Rectors, particularly Prof. Piotr Dzięgiel, Vice-Rector for Research. Opening remarks were also delivered by Dr hab. Aleksandra Królikowska, University Council representative. The ceremony was attended by members of the Doctoral School Council and the doctoral student representative, Dr Justyna Pilch. In his opening speech, the Rector emphasized the strategic importance of doctoral education for the development of future academic staff. Established as part of the 2019 reform of higher education, the Doctoral School is an interdisciplinary unit offering a four-year, full-time doctoral programme in medical, pharmaceutical, and health sciences. Its mission is to prepare doctoral candidates for independent research careers through advanced methodological training and development of research and teaching competences.

The School is led by Director Prof. Mirosław Banasik and Deputy Director Prof. Justyna Rybka. The Doctoral School Council comprises ten members (including the Director, Deputy Director, and doctoral student representative), appointed for the 2023–2028 term.

The evaluation panel was formally introduced as follows:

- Dr hab. Beata Januszko-Giergielewicz, Prof. UMK – Chair (medical sciences expert)
- Prof. Paweł Zalewski – Secretary (logistics and procedural coordination)
- Prof. Iwona Dobrucka (USA) – international expert in medical sciences
- Prof. Alicja Dębska-Ślizień – national medical expert
- Dr Joanna Smolarczyk – expert nominated by the National Association of Doctoral Students (KRD)

The visit proceeded in several stages:

Meeting with university leadership: Participants included the Rector, Vice-Rectors, and School leadership. The university's doctoral strategy, structure, and objectives were discussed. Institutional priorities and financial matters were addressed.

Meeting with the Self-Assessment Report (SAR) team: The team presented the School's SAR, including key data on educational outcomes, doctoral publications, and research projects. Questions focused on SWOT analysis, strategic goals, and lessons learned.

Meeting with the administrative staff: The panel reviewed recruitment, enrolment, and document management procedures. The administrative team demonstrated well-structured systems and clear workflows.

Meeting with academic staff and supervisors: The curriculum and supervisory practices were presented. Staff outlined support for doctoral research and highlighted infrastructure accessibility. The panel noted a strong mentoring culture.

Meeting with doctoral students: Doctoral candidates from various cohorts shared positive experiences regarding supervision, programme structure, and academic support. A culture of openness and mutual respect was evident.

Review of Individual Research Plans (IRPs) and mid-term evaluations: The panel found the

documentation well-organised and in line with regulations. Only minor improvements to archiving systems were suggested.

Final meeting and conclusions: The panel presented preliminary findings, praising the professionalism and transparency of all stakeholders. School and university leadership expressed appreciation and commitment to continuous improvement.

Concluding Observations

The evaluation panel highlighted the following strengths:

- Highly qualified and engaged faculty and supervisors
- Full availability and transparency of documentation
- Professionalism and responsiveness of administrative and academic teams
- Positive, collaborative atmosphere during the visit
- Exemplary documentation and institutional readiness

In summary, the Doctoral School of Wrocław Medical University operates at a high academic and organisational standard. The visit left a strongly positive impression, and the unit is well-positioned to implement recommendations and pursue further development aligned with the University's strategic goals.

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

The Doctoral School of the Wrocław Medical University (named after the Piast Dynasty of Silesia) maintains an active and multi-dimensional collaboration with the Doctoral Student Government, ensuring that doctoral candidates have a tangible impact on the functioning of the institution, the educational process, and the conditions for conducting both academic and community-oriented activities. The model of cooperation developed in recent years (2019–2024) is grounded in the principles of partnership, transparency, and respect for the autonomy of the doctoral community. This collaboration, as confirmed both by the self-evaluation report and by meetings with doctoral representatives during the expert site visit, is widely regarded as effective and satisfactory.

The governing body of the Doctoral School guarantees doctoral students' representation in the key decision-making structures of both the School and the University. According to the Statute of the Doctoral School (§3, section 4, point 5), a representative of the Doctoral Student Government is a standing member of the Doctoral School Council. This role is typically fulfilled by the Chair of the Doctoral Student Government, who also presides over the Doctoral Student Council—a collegiate body representing the interests of the doctoral student community. The presence of a doctoral representative on the Council enables meaningful participation in decisions concerning, among other areas, the organization of education, the review of internal regulations, and the joint development of policies that support the scientific advancement of doctoral candidates.

According to the regulations of the Doctoral Student Government, one of its statutory responsibilities is to review and provide opinions on the Statute of the Doctoral School and its amendments, as well as on the rules for awarding doctoral scholarships. This consultative role—based on dialogue and a commitment to cooperation—strengthens the legitimacy of decision-making processes and promotes a shared responsibility for the quality of education. It is noteworthy that representatives of the doctoral community emphasized that their opinions and recommendations are taken seriously, and that the School's leadership remains open to jointly addressing any concerns raised.

Within the broader structure of the University, doctoral students also have the opportunity to delegate representatives to other key collegial bodies—such as the University Senate, Scientific Discipline Councils, and Scholarship Committees. The participation of doctoral students in these governing bodies not only ensures involvement in institutional decision-making processes but also enables the strategic representation of doctoral interests across the University. According to the Doctoral Student Government, the number of representatives and the procedures for their election are appropriate and effectively meet the needs of the community. No concerns have been raised regarding the transparency or functionality of these procedures.

A particularly important area of cooperation between the Doctoral School administration and the Doctoral Student Government is effective communication and the exchange of information. At the request of the Doctoral School Office, the Doctoral Student Government regularly disseminates announcements to the doctoral community concerning lectures, training sessions, research grant competitions, recruitment opportunities for research projects, and academic or integrative events. These communications are delivered through digital channels as well as during in-person meetings with students. Conversely, the Doctoral School provides organizational and technical support for initiatives led by the Doctoral Student Government, particularly during

elections, Council meetings, and events that foster academic engagement and community building.

A tangible outcome of this close collaboration is the establishment of a mechanism that allows doctoral candidates to apply for increased doctoral scholarships based on documented scientific achievements. This measure, jointly developed by the Director of the Doctoral School and representatives of the Doctoral Student Government, is of particular importance in supporting the scientific development of early-career researchers. According to the Doctoral Student Government, the Wrocław Medical University is among the most pro-doctoral institutions in the region, which translates into a high level of student satisfaction and growing involvement in both academic and institutional life.

During the site visit, doctoral students confirmed that they are provided with adequate conditions for the autonomous operation of their representative structures, including access to appropriate facilities, technical resources, and funding for statutory activities. The collaborative environment with the School's leadership was also highlighted—characterized by mutual trust and respect for institutional roles. The Director of the Doctoral School regularly attends meetings with representatives of the Doctoral Student Government and demonstrates a consistent willingness to address emerging needs. This relationship allows for the timely identification of potential issues and the effective resolution of challenges in a manner that respects the voice and agency of doctoral students.

According to the external evaluation experts, the cooperation between the Doctoral School and the Doctoral Student Government is efficient, transparent, and grounded in a spirit of partnership. Doctoral representatives expressed satisfaction with the current model and reported no objections regarding its functioning. The experts recommended maintaining the existing framework for collaboration and continuing to incorporate the feedback and suggestions provided by the Doctoral Student Government into future modifications of the educational programme, School operations, and scholarship policies.

It is also important to note that the activities of the Doctoral Student Government extend beyond formal representation and include the organization of integrative, outreach, and soft-skills development events. The Doctoral School remains supportive of such initiatives, offering both logistical and promotional support, and recognizes their significance in fostering a cohesive academic community.

In conclusion, the collaboration between the Doctoral School and the Doctoral Student Government at the Wrocław Medical University reflects high standards of quality, inclusiveness, and transparency. The relationship is based on mutual trust, open communication, and a shared commitment to creating optimal conditions for doctoral students' academic and professional development. The partnership model developed over recent years may serve as a best-practice example for other academic institutions in Poland. Its continued evolution, with due respect for the autonomy of the doctoral community and within the framework of constructive dialogue, is both justified and strongly encouraged.

IV. INFORMATION ON THE DOCTORAL SCHOOL TO WHICH THE STATUTORY CRITERIA APPLY

- **The adequacy of the education programmes and individual research plans with respect to the learning outcomes for qualifications at level 8 of the PQF and their implementation:**

The Doctoral School of Wrocław Medical University conducts its educational and scientific activities in full compliance with the applicable legal regulations and the learning outcomes defined for Level 8 of the Polish Qualifications Framework (PQF), as set out in the Regulation of the Minister of Science and Higher Education of 14 November 2018 (Journal of Laws 2018, item 2218). These outcomes encompass advanced knowledge leading to original scientific solutions, the ability to independently formulate and address complex research problems, and the social competences required to responsibly perform research and expert roles both nationally and internationally.

According to the provisions of the School's Statute and Regulations, the education of doctoral candidates is based on a curriculum (PK) approved by the University Senate following consultations with the Doctoral Student Government. The curriculum is developed by the Doctoral School Council, comprising representatives from all scientific disciplines offered at the University (i.e. medical sciences, pharmaceutical sciences, and health sciences) as well as a representative of the doctoral student community. The Council conducts regular evaluations and updates of the curriculum to reflect the evolving needs of science and education, as well as feedback from programme participants. Internal documentation (e.g. Council meeting minutes) confirms that the programme assumptions are revised systematically, indicating a coherent approach to maintaining academic quality and relevance.

The curriculum comprises both mandatory and elective components, including lectures, seminars, workshops, training sessions, and individual consultations. All subjects are described in detailed syllabi, which indicate learning outcomes aligned with Level 8 PQF, as well as the corresponding verification methods and assessment formats. Since the academic year 2023/2024, the Electronic Syllabus Repository and the learning outcome coverage matrix have been implemented, enhancing transparency and system-wide monitoring of curriculum delivery.

A key feature of the programme is its strong emphasis on the development of transversal and research skills. Modules such as research methodology, statistical analysis, Evidence-Based Medicine, scientific writing and communication, research law and ethics, research commercialisation, and interpersonal communication enable doctoral students to acquire both specialised and cross-disciplinary competencies necessary for conducting research in multidisciplinary and international contexts.

An integral component of the training system is the individual research plan (IPB), developed by each doctoral student in collaboration with their supervisor(s) and approved by the Director of the Doctoral School. The IPB includes a schedule for the preparation of the doctoral dissertation as well as a plan of research, publication, grant-related and dissemination activities. It is subject to a mid-term evaluation conducted halfway through the scheduled duration of doctoral training. Experts underline that this process—fully aligned with Article 201 of the Act on Higher Education and Science—supports individualisation of learning and enables systematic monitoring of academic progress.

The high quality of doctoral training is further evidenced by the establishment of the Centre for Quality Culture in Education and the implementation of the University Quality Assurance System (USZJK). This system encompasses teaching, research, management, and cooperation with external stakeholders. Under the USZJK framework, teaching quality is monitored, didactic classes are regularly reviewed (teaching observations), and supervisors and academic staff are evaluated using clear criteria, with feedback from doctoral candidates

taken into account. The School has also introduced a transparent procedure for supervisor assessment and clear criteria for evaluating doctoral students' progress.

One of the major strengths of the programme is its interdisciplinary character, which is achieved through: (a) courses that integrate knowledge across disciplines, (b) supervisory teams composed of academics from multiple scientific fields, (c) collaboration with industry, research institutions, hospitals, and socio-economic partners, (d) publication of research results in interdisciplinary journals, (e) seminars featuring external experts, and (f) participation in research projects funded through interdisciplinary grant schemes. These activities significantly contribute to achieving the learning outcomes corresponding to Level 8 PQF.

The expert (KEN) positively assessed the completeness and coherence of the programme documentation, including syllabi, outcome matrices, individual research plans, and mid-term evaluation reports. Dissertation timelines were found to be realistic and aligned with Article 189 of the Act, and the University provides conditions to complete doctoral theses in all statutory formats. Doctoral candidates are actively engaged in academic research, as evidenced by publications, conference participation, project involvement, as well as dissemination and implementation activities that reflect the expected social competences of Level 8 PRK.

The expert recommendations include the following: (1) further digitalisation of tools used to monitor learning outcomes, such as the implementation of interactive evaluation platforms; (2) consideration of introducing an initial evaluation of the IPB within six months of enrolment; (3) development of a detailed procedure for doctoral thesis submission; (4) implementation of an anonymised system for supervisor evaluation; and (5) ongoing optimisation of teaching staff allocation to reflect the changing educational needs and profiles of doctoral candidates.

In conclusion, the Doctoral School of Wroclaw Medical University effectively implements its educational programme and individual research plans in alignment with the qualifications framework defined for Level 8 PQF. The structure and implementation of the programme foster the development of advanced knowledge, research capabilities, and social competences essential for the autonomous role of a researcher and expert. The didactic and organisational processes are well-documented, transparent, and subject to continuous quality analysis. The School provides a supportive environment for doctoral development, in line with the highest academic standards and statutory requirements.

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

The Doctoral School of the Wrocław Medical University (Szkoła Doktorska Uniwersytetu Medycznego im. Piastów Śląskich we Wrocławiu, hereinafter referred to as “the School”) implements the verification process of learning outcomes for qualifications at level 8 of the Polish Qualifications Framework (PRK) in a comprehensive, systematic manner, fully compliant with legal regulations and academic best practices. This process is carried out both at the level of individual courses and within broader activities related to quality assurance in education, individual research plans (IPB), and mid-term and final evaluation procedures. The foundation of the learning outcomes verification system in the School is the education programme (Program kształcenia, PK), which is approved by the Senate of the University following consultation with the Doctoral Students’ Council (Samorząd Doktorantów). Developed by the Council of the Doctoral School (Rada Szkoły Doktorskiej), the programme provides a detailed description of the types of courses (mandatory and elective), their content, teaching methods, and the methods of verifying learning outcomes. Each course concludes with an examination, a pass, or a graded pass, based on the applicable grading scale. The principal tool for communicating the learning outcomes verification methods for each course is the course syllabus, which defines the assigned learning outcomes, methods of their verification, and assessment criteria in the areas of knowledge, skills, and social competences. Since the academic year 2023/2024, these syllabi have been available in the Electronic Syllabus Database (Elektroniczna Baza Sylabusów), significantly enhancing their transparency and accessibility. The syllabi are updated annually using university-issued guidelines, instructional materials, and official procedures.

An additional instrument enhancing the quality of the learning outcomes verification process is the learning outcomes coverage matrix (matryca pokrycia efektów uczenia się), implemented in the academic year 2024/2025. This matrix provides a visual representation of the relationships between courses and intended learning outcomes, supporting the elimination of redundancies, identification of gaps, and optimisation of the education programme in line with the requirements of PRK level 8. It enables both academic teachers and doctoral students to precisely identify which activities support the achievement of specific learning outcomes, thereby improving didactic planning and instructional effectiveness.

The learning outcomes verification process also includes the development and implementation of Individual Research Plans (IPB), in which doctoral candidates—in consultation with their supervisors—define the schedule for preparing their doctoral dissertation, research objectives, and planned scientific, publication, and dissemination activities. The implementation of the IPB is subject to a mid-term evaluation, which enables early identification of potential difficulties and the application of corrective measures. Experts have recommended that the first IPB evaluation should take place six months after the start of the doctoral training.

The School also conducts classroom observations (hospitacje zajęć dydaktycznych) according to an established schedule and procedure. These constitute an essential component of enhancing learning outcomes verification methods. The results of observations are analysed and translated into remedial or improvement actions. Furthermore, the University’s Centre for the Culture of Quality in Education (Centrum Kultury Jakości Kształcenia) and the University Quality Assurance System (Uczelniany System Zarządzania Jakością Kształcenia, USZJK) provide strategic and operational oversight of the quality of teaching and learning outcomes verification processes.

The KEN Expert positively evaluated the completeness of documentation, the clarity of

procedures, and the compliance of the learning outcomes verification process with level 8 PRK. The Expert highlighted the reliability and transparency of syllabi, the effectiveness of the learning outcomes coverage matrix, and the high standards of quality implemented by the Centre for Quality. Recommended areas for further development include: implementation of interactive digital tools to support doctoral candidates' self-assessment and ongoing feedback; refinement of supervisor evaluation procedures; and increased diversification of learning outcomes verification methods.

In conclusion, the learning outcomes verification process in the School constitutes a coherent, integrated system aligned with the requirements of PRK level 8 and the highest academic standards. The School demonstrates the capacity to dynamically adapt its teaching and assessment methods to evolving scientific and doctoral needs, creating an environment conducive to the development of research, social, and methodological competences.

A final recommendation is to continue quality-enhancement activities while simultaneously developing digital tools that support the learning outcomes verification process. In particular, it is advised to develop a platform for the real-time self-assessment of scientific progress, allowing doctoral students to track the implementation of individual research plan components and to document the achievement of intended learning outcomes. These proposals are in line with current trends in data-informed education and will help sustain high standards of academic quality in a rapidly changing scientific and societal context.

- Qualification of academic teachers and academic staff employed at the doctoral school:**
 The Doctoral School of the Wrocław Medical University (Szkola Doktorska UMW) conducts the doctoral training process based on an academic faculty with exceptionally high scientific, didactic, and organizational qualifications. The composition of the faculty, along with the procedures for verifying academic achievements and competencies, ensures full compliance with the requirements set out in the Act of 20 July 2018 – Law on Higher Education and Science, as well as the Regulation of the Minister of Education and Science of 27 September 2021.
 The teaching staff of the Doctoral School at UMW consists of distinguished scholars representing medical, pharmaceutical, and health sciences. Among the teaching personnel are numerous professors and habilitated doctors with substantial academic achievements, which directly translates into the high quality of education delivered. Faculty members are actively engaged in international and national research, implementation, and expert projects; they serve on editorial boards of scientific journals, review panels, and scientific committees, and are also involved in organizing scientific and educational conferences.
 Evidence of the academic excellence of the faculty includes the presence of lecturers and supervisors from the Doctoral School in prestigious scientific rankings such as the “List of One Hundred” most influential figures in Polish medicine (2023), “Highly Cited Researchers Top 1%” (multiple recognitions of Prof. Piotr Ponikowski), and the “World’s Top 2% Scientists” rankings (2022 and 2023). Faculty members conduct numerous research projects funded by the National Science Centre (NCN), the Foundation for Polish Science (FNP), and the Medical Research Agency (ABM), and maintain active international collaboration, notably within ERASMUS+ and the P-CSRT programme (Harvard Medical School).
 The selection of academic staff for the Doctoral School follows a set of transparent and quality-driven procedures. Each faculty member undergoes a regular evaluation of their academic record, documented in the so-called “Lecturer’s Profile,” which includes data on the quantity and quality of publications (including impact factor – IF), citations, participation in research projects, acquired grants, expert activities, and didactic performance. These evaluations are conducted by field-specific expert committees and form the basis for teaching assignments.
 The quality of education at the Doctoral School is continuously monitored using various evaluation tools. Doctoral candidates participate in regular surveys (Evaluation of Classes and Academic Staff – OZIKA), which assess the teaching competencies, consultative availability, and engagement of instructors. Survey results are analyzed by academic committees and serve as the basis for faculty development actions (e.g., directing staff to training or mentoring). In parallel, teaching observations (classroom audits) are conducted according to a defined schedule and institutional quality assurance procedure.
 Faculty members at the Doctoral School are actively involved in both scientific and pedagogical professional development. Between 2019 and 2024, they have undertaken a wide range of training in areas such as academic tutoring, mentoring, sign language, research commercialization, interpersonal communication, and project management. Notably, staff participate in international development programmes such as the Polish Clinical Scholars Research Training (P-CSRT) organized by Harvard Medical School. The university also promotes a culture of academic mentoring and provides systemic support for the didactic and organizational development of its teaching staff.
 According to the expert panel, the Doctoral School at UMW benefits from a faculty of high scientific advancement and pedagogical professionalism. Staff remain actively involved in

both research and professional practice, engage doctoral students in research projects, co-author publications, and support the preparation of grant applications. The review team confirmed that the quality of supervisor–doctoral candidate relationships can be considered exemplary. Particular commendation was given to initiatives aimed at improving the competencies of supervisors and assistant supervisors, as well as to the openness of the faculty to innovative teaching approaches.

Experts noted that the effectiveness of doctoral training at UMW is reflected in quantitative indicators: 94% of doctoral candidates submit their dissertations within the standard timeframe, and 60% of them obtain the doctoral degree within the prescribed period. Individual achievements such as national and international awards, scholarships (e.g., TopMinds, WCA), high-IF publications, and patent applications are direct outcomes of robust academic supervision and faculty support.

The visiting team identified the School's coherent system for faculty recruitment and evaluation as a particular strength. This system includes: (1) assessment of academic output, (2) evaluation of teaching performance, (3) review of organizational engagement, (4) tracking of professional development, and (5) alignment of academic specialization with the thematic focus of doctoral research tracks. Furthermore, the panel acknowledged the mentors' supportive attitude and personalized approach to doctoral candidate development.

The experts' recommendations include: further formalization of supervisor-to-research-track assignment based on detailed analysis of research themes; enhancement of the documentation system for international academic activity of supervisors, to be included as an additional criterion in periodic evaluations; and strengthening the internationalization of the training process through the expansion of partnership and scholarship programmes.

In summary, the qualifications of the faculty at the Doctoral School of UMW, as well as the procedures implemented to ensure their continuous assessment and development, support the delivery of the highest standards of doctoral education. The School effectively integrates scientific, educational, and mentoring activities, thereby fostering an environment conducive to the development of early-career researchers. The training model implemented at the Doctoral School – rooted in the high competence of supervisors and a systemic approach to quality – may serve as a best practice at the national level.

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

The Doctoral School of Wrocław Medical University (SD UMW) conducts its recruitment process in a transparent, organized, and quality-oriented manner that ensures equal access for both domestic and international candidates, while fully complying with national legislation and academic standards.

Admissions to Doctora; School UMW include doctoral programmes funded by subsidies from the Ministry of Education and Science (MEiN), doctoral projects carried out under externally funded research initiatives, as well as industrial doctorates. Recruitment information is disseminated via multiple communication channels: the School's official website, the Doctoral School Office, university conferences, presentations by the School's Director, and distribution of informational brochures. The website serves as the primary information platform, providing detailed and up-to-date resources on the School's operations, including its Statute and Regulations, syllabi, recruitment calendars, ranking lists, and links to the Online Candidate Registration (IRK) platform.

The Terms and Procedures of Admission, adopted by the University Senate and published at least five months before the start of each recruitment round, clearly outline the competition stages, formal and substantive eligibility criteria, admission and rejection conditions, and the appeals process. Candidates are provided with templates for required documents, lists of research topics, guidelines for research topic proposals from prospective supervisors, and sample discipline-specific exam content. Recruitment documentation is also available in English, ensuring accessibility for international applicants.

The School follows an open information policy and applies uniform admission standards for all candidates, regardless of nationality. A notable example of this inclusivity is the admission of a doctoral student in 2022 through an industrial doctorate programme conducted entirely in English. SD UMW also accommodates the needs of candidates with disabilities by offering individualised support, specialised equipment, and accessible examination venues.

The recruitment process consists of two stages. Stage I involves the evaluation of the candidate's academic record and scientific activity (Criterion I), including GPA, research experience, scientific publications (especially those with an Impact Factor – IF), grant participation, internships, and involvement in scientific societies. These elements are scored according to a standardized Candidate Assessment Questionnaire. Candidates with the highest aggregate scores and top scores within their proposed research topics advance to Stage II (up to twice the number of available slots).

Stage II comprises an interview, assessment of the research project proposal, a discipline-specific examination, and evaluation of general competencies. The research project is assessed across five dimensions: originality, innovativeness, scientific merit, feasibility, and presentation skills. The total score from both stages determines the candidate's position on the ranking list. In the event of a tie, the discipline-specific exam result serves as the tiebreaker, followed by the GPA.

Recruitment committees are appointed annually via Rector's ordinance and consist of scholars with significant academic achievements, as evidenced by high IF and h-index scores, national and international awards, and supervisory experience. Appeals are adjudicated by a second-instance committee composed of different members, ensuring objectivity. Data indicates substantial improvement in the effectiveness of the process: appeals dropped from 60% in 2019 to 0% in 2023–2024, with successful appeals decreasing from 75% to 25%.

The School also employs dedicated recruitment procedures for externally funded projects (e.g., NCN), adapting to grant-specific timelines and requirements. Between 2019 and 2023,

1/0/3/5/2 doctoral candidates were admitted through such projects. SD UMW collaborates with institutions such as the Łukasiewicz Research Network and the University of Environmental and Life Sciences under initiatives like the ProHum programme.

Admission criteria have evolved to favour prestigious scientific achievements. Points awarded for IF-indexed publications and competitive grants have increased, while the weight of conference abstracts and non-indexed publications has diminished. First authorship, project leadership, and the quality of the publication venue are additionally rewarded. A mandatory pre-application interview with the prospective supervisor allows for early evaluation of the candidate's motivation and research readiness.

The eligibility of supervisors and the quality of submitted research topics are formally assessed by a dedicated committee, which reviews supervisory experience, current supervision load, and the relevance and quality of academic output.

After each recruitment cycle, the Doctoral School Council, in collaboration with the University authorities and doctoral representatives, reviews and analyses the recruitment process to identify areas for improvement and assess the effectiveness of implemented solutions.

Proposals for modifications, including those from doctoral students, are considered by the Doctoral Student Council, the University Science Committee, and the Senate.

According to external expert evaluations, the recruitment process at SD UMW is open, transparent, non-discriminatory, and quality-driven. Experts commended the effectiveness of information dissemination, the robust system for evaluating scientific achievements and candidate potential, support for applicants with disabilities, and the international orientation of the process. Continued development of digital tools for candidate evaluation and research topic review is recommended.

In summary, the recruitment process at SD UMW adheres to the highest academic standards, emphasizing quality, equal opportunity, and the development of candidates' research potential. The School continuously refines its procedures in response to the evolving research environment, resulting in a steadily increasing number of highly qualified and motivated doctoral candidates.

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

The Doctoral School of Wrocław Medical University (SD UMW) has implemented comprehensive, multi-tiered mechanisms to ensure high-quality academic supervision and robust support for doctoral research activities. This system encompasses the verification of supervisors' scientific competence and the quality of proposed research topics, ongoing monitoring of research and educational progress, structured supervisor training, as well as extensive academic, organizational, and financial support instruments for doctoral students:

1. **Verification of Supervisors' Research Output and Quality of Research Topics;**

According to the "Regulations for Submitting Research Topics at the Doctoral School," candidates for the role of doctoral supervisor are required to submit their scientific achievements from the past three calendar years. This includes a list of up to five publications with cumulative Impact Factor (IF) values and citation metrics (e.g., Hirsch index).

Furthermore, data are verified on the number of doctoral students successfully supervised, currently supervised candidates, and cases of doctoral students dismissed following negative mid-term evaluations.

Applications from prospective supervisors are reviewed by the Research Topic Evaluation Committee (RTEC), appointed by the Doctoral School Council. The committee comprises discipline coordinators and representatives from the relevant discipline councils. RTEC assesses the objectives, assumptions, and methodology of each submitted topic and either approves, recommends revisions, or rejects proposals based on the presence of conceptual or methodological flaws or insufficient innovation. Once approved by the Rector, topics are published and made available for future recruitment. In the case of interdisciplinary projects, the appointment of an auxiliary supervisor from another discipline is possible.

2. **Monitoring Research Progress and Quality of Education;**

Direct oversight of the doctoral student's research is the responsibility of the supervisor, and each student is required to submit an annual progress report, reviewed by their supervisor. An innovative component of the monitoring process includes structured meetings between the doctoral student, supervisor, and two discipline coordinators to jointly review the Individual Research Plan (IRP). The mid-term evaluation represents a key checkpoint and determines whether the student continues or is removed from the program.

A new tool – the "doctoral meeting log" – is planned to be implemented, aimed at documenting cooperation between student and supervisor and tracking IRP execution.

Teaching activities conducted by doctoral students are regularly observed and evaluated each semester using the OZIKA system (Evaluation of Teaching and Academic Staff). The results are analyzed by the Doctoral School leadership and may lead to personnel changes or the initiation of additional training sessions. These quality assurance mechanisms were highly rated by external experts.

3. **Supervisor Training;**

The Doctoral School Office and the Director of the Doctoral School organize regular training for supervisors. These sessions cover key aspects of doctoral education, including the structure of doctoral seminars, mid-term evaluation procedures, dissertation planning, and the importance of applying for external research funding. Participation in the academic year's inaugural meeting is mandatory for all supervisors of newly admitted doctoral candidates.

4. **Support for Research Activities;**

Under the Doctoral School's internal regulations, doctoral students are required to apply for competitive research funding during the first two years of their program. The University's Project Management Centre provides expert guidance in preparing grant proposals.

Additionally, the Doctoral School maintains a dedicated pool of internal funding, and research units are encouraged to financially support doctoral projects. The effectiveness of acquiring external funds is taken into account during the mid-term evaluation process, alongside IRP implementation.

Doctoral students with disabilities are guaranteed full access to research and teaching infrastructure and receive support from the Rector's Plenipotentiary for Students and Doctoral Candidates with Disabilities.

According to the evaluation carried out by KEN, the mechanisms implemented at DS WUM for appointing supervisors ensure that doctoral candidates are assigned mentors with appropriate scientific qualifications and research alignment, while also facilitating conflict resolution. The verification of research topics by RTEC and the possibility of appointing auxiliary supervisors for interdisciplinary projects were noted as strengths.

Monitoring of research progress is conducted effectively through supervisor oversight, annual reports, IRP meetings, and a comprehensive mid-term evaluation process. The planned implementation of the doctoral meeting log was positively noted. Experts also emphasized the effective institutional response to complaints or irregularities in the doctoral process, including direct communication channels and documented corrective actions.

The experts acknowledged strong support for doctoral students in preparing externally funded research projects, including a dedicated pool of internal subsidies and financial incentives for outstanding performance (e.g., publications, grant acquisition, positive mid-term evaluations). Collaboration with external supervisors and the inclusion of specialists from other institutions (e.g., Dr. Robert Prill, Germany) further enhance the research environment.

The cooperation between the Doctoral School and the Doctoral Student Council was deemed effective. Experts also appreciated the strategic focus on industrial doctorates and interdisciplinary projects, including collaborations with the Łukasiewicz Research Network and the ProHum initiative.

In summary, the Doctoral School of Wrocław Medical University provides doctoral candidates with comprehensive, high-level support for research and education. This is evidenced by a high completion rate and an impressive cumulative Impact Factor (IF > 3500) achieved by doctoral graduates.

Conclusion

The academic supervision and doctoral support system at DS WUM is coherent, high-quality, and efficient. The School fosters an environment conducive to conducting ambitious research projects, ensures a high standard of supervisor competence, offers a wide array of organizational and financial support mechanisms, and responds actively to the needs of doctoral students. The solutions implemented may serve as a model for other doctoral schools across the country.

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

The system of mid-term evaluation at the Doctoral School of the Wrocław Medical University has been designed and is implemented in a manner that ensures high levels of transparency, procedural consistency, and full compliance with applicable legal regulations and the School's internal policies. An analysis of the available documentation—including internal regulations, committee protocols, and doctoral students' individual research plans—combined with the findings of the expert review, clearly indicates that the Doctoral School places particular emphasis on ensuring the integrity and reliability of this stage of doctoral assessment.

The mid-term evaluation represents a critical milestone in the doctoral training process, serving as a formal mechanism for verifying progress in the implementation of the Individual Research Plan. The outcome of the evaluation is decisive for the continuation of doctoral training: it may lead either to further advancement within the program or to removal from the register of doctoral candidates. In this context, the organizational and procedural framework of the evaluation must meet the highest academic and administrative standards.

In accordance with the Doctoral School's Regulations, the mid-term evaluation is conducted halfway through the training period, as defined in the curriculum approved by the University Senate following consultation with the doctoral student government. The Evaluation Committee is appointed by the Director of the Doctoral School and consists of three members: a representative of the School's management (the Director, Deputy Director, or another authorized individual), a member of the Doctoral School Council, and an external expert in a scientific discipline relevant to the doctoral thesis, employed outside the University or meeting the criteria set out in Article 190, paragraph 5 of the Law on Higher Education and Science (Ustawa 2.0). Committee members are selected based on their academic achievements, teaching experience, and representation of the appropriate scientific discipline, thereby ensuring both substantive adequacy and impartiality.

Experts emphasize that the formalized procedures—confirmed through internal normative acts, including Rector's Order No. 189/XVI R/2021—ensure a uniform and transparent process. The transparency of proceedings is further enhanced by the open availability of evaluation protocols, which doctoral candidates may access upon request.

The evaluation is based on documentation submitted by the doctoral candidate: a progress report on the implementation of the IRP, as well as supporting materials confirming the declared research and academic activities. Committee members are given the opportunity to review these documents in advance, which enables substantive preparation for the evaluation session. During the meeting, the doctoral candidate presents the progress of their research, discusses any encountered challenges, and outlines strategies for overcoming them. The presence of the supervisor and/or auxiliary supervisor adds further academic depth to the discussion.

Throughout the evaluation process, the Committee assesses the degree of implementation of the IRP against specific criteria: research progress, adequacy of applied methods, scientific value of the results obtained, coherence of the research hypothesis, feasibility of remaining tasks, and realism of the projected timeline. The supervisor's opinion is also taken into account. The final decision is made through a closed vote and results in either a positive outcome (continuation of training) or a negative one (removal from the doctoral register). Candidates have the right to appeal the Director's decision to the Rector.

Between 2021 and 2024, a total of 130 mid-term evaluations were conducted. All were completed within the statutory timeframe, with the exception of one case where the deadline was postponed due to health-related circumstances. The absence of appeals against

Committee decisions attests to the high level of acceptance and credibility of the procedures among doctoral students.

According to expert evaluation, the high rate of successful IRP implementation and the absence of negative outcomes can be attributed in part to the early intervention system introduced by the Doctoral School. Since 2021, an innovative support mechanism has been in place whereby doctoral candidates, following submission of their IRPs by 30 September of their first year, are invited to individual meetings held in November. These sessions—attended by disciplinary coordinators from the School Council—facilitate early identification of potential challenges and offer guidance for corrective action prior to the mid-term evaluation. To date, 160 such meetings have taken place. These proactive measures, combined with the University's informational campaign regarding external funding opportunities, have significantly enhanced the effectiveness of research project implementation.

During the site visit conducted by the Evaluation Team of the Polish Accreditation Committee, complete documentation of the mid-term evaluation process was presented. No objections were raised with regard to either the formal aspects of the procedure or the substantive content of the documentation. Experts recognized that the selection of doctoral dissertation topics reflects a well-grounded research strategy formulated within the IRPs, demonstrating a deliberate and coherent approach to doctoral education at the Wrocław Medical University's Doctoral School.

In conclusion, the mid-term evaluation system at the Doctoral School of Wrocław Medical University meets the highest procedural and academic standards. It safeguards the interests of doctoral candidates, ensures transparency and objectivity, and supports the high quality of doctoral research projects. The effectiveness of this system—substantiated by both quantitative indicators and expert judgment—warrants a clearly positive assessment of the School's performance under this criterion.

- **Internationalisation:**

The internationalisation process at the Doctoral School of Wrocław Medical University is implemented in a systematic and multifaceted manner, encompassing academic mobility, the internationalisation of curricula, teaching staff, and the institutional environment. These efforts have been assessed by external experts as consistent, well-conceived, and aligned with the European strategy for the internationalisation of higher education.

Since the 2021/2022 academic year, the Doctoral School at Wrocław Medical University has offered the possibility of doctoral education in English within the fields of medical sciences, pharmaceutical sciences, and health sciences. The establishment of an English-language education pathway is contingent upon the enrolment of at least five admitted candidates. Selected courses are delivered entirely in English by international lecturers, ensuring that doctoral candidates engage directly with a global academic environment. Notable examples include courses such as *Intellectual Property Protection*, *Research Commercialisation and Technology Transfer*, and *Research Methodology*, taught by lecturers including Dr R. Prill and Professor E. Jankowska, a recognised expert in clinical research with a Master of Science in Clinical Trials from the University of Oxford.

Experts have also highlighted the implementation of innovative education models, such as the individualised doctoral path undertaken by a candidate from Turkey within the framework of an industrial PhD. International engagement is further evidenced by staff and doctoral mobility facilitated through Erasmus+ (KA 131, KA 171, KA 220), NAWA, the Fulbright Program, and the Kosciuszko Foundation. A key initiative is the implementation of the PRO-HUM project, which requires doctoral candidates to complete at least a three-month international research placement. So far, destinations have included the United Kingdom, Spain, and the United States.

The Doctoral School has intensified its international promotion strategy through active use of social media (LinkedIn, Facebook, Instagram) and educational platforms. Professional promotional materials (brochures, presentations, videos) in multiple languages are produced and disseminated during international academic events. The School's recruitment strategy includes full English-language documentation, thereby facilitating applications from international candidates.

Experts have particularly commended the establishment of the Wellcome Center UMW (WCUMW), a support structure for international students, faculty, and staff. WCUMW functions as an integration and information hub, enhancing the experience of international stakeholders within the University. This initiative aligns with UMW's participation in the NAWA-funded "Support for European Universities" programme, aimed at strengthening collaboration within the EUGLOH (European University Alliance for Global Health) consortium.

The outcomes of the School's internationalisation are also visible in scientific activities. Doctoral candidates and supervisors publish in high-impact English-language journals, participate in joint projects with foreign institutions, and actively contribute to international conferences. In 2023, the Doctoral School organised the *Inventio* conference focused on enhancing the international visibility of the University, followed by *International Day* in March 2024, which promoted intercultural integration and exchange.

The Doctoral School's international potential is reflected in global rankings. In the latest edition of the Center for World University Rankings (CWUR), Wrocław Medical University ranked first among Polish medical institutions and placed within the top 4.3% of universities worldwide. Concurrently, in the 2023 Global Ranking of Academic Subjects (GRAS) – a prestigious component of the Shanghai Ranking – UMW was ranked second nationally in the category of

Medical Sciences – Clinical Medicine.

In 2024, the Doctoral School conducted a survey among its candidates concerning internationalisation. The results revealed a high level of awareness regarding the importance of internationalisation (73.3%), with 36.7% having participated in international research projects and 26.7% in academic exchanges. A notable proportion (69%) reported attending international conferences, while 86.7% identified internationalisation as a key factor in the future development of the Doctoral School.

The survey also identified significant barriers to international mobility, including financial constraints (36.7%), time limitations due to academic or professional obligations (33.3%), and a lack of accessible information about available programmes (10%). In response, experts recommend continued efforts to reduce these barriers through initiatives such as intercultural competence training, enhanced informational campaigns, and the expansion of financial and organisational support mechanisms.

Experts also commend the active engagement of doctoral candidates in promoting internationalisation and their openness to international collaboration. According to the evaluation team, future success will depend on strengthening partnerships with institutions in Asia and South America through strategic collaborations and increased participation in regional educational fairs.

Further expert recommendations include establishing a permanent mechanism for monitoring the quality of international cooperation. This should comprise project evaluations, periodic reporting, and participant surveys. Additionally, the development of a structured support system for incoming international doctoral candidates is advised. This could include appointing an adaptation mentor, organising regular integration and information meetings, and preparing a bilingual *Welcome Booklet* covering academic, cultural, and organisational matters.

In conclusion, internationalisation constitutes a key pillar of the Doctoral School's strategic development. Existing initiatives demonstrate growing engagement, effective implementation, and a high level of awareness within the academic community.

Simultaneously, areas requiring further structural, financial, and organisational reinforcement remain. Continued implementation of the identified development directions will further strengthen the international profile of the Doctoral School and ensure a comprehensive environment for research aligned with global standards.

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

The effectiveness of doctoral education at the Doctoral School of the Wrocław Medical University (UMW) has been unequivocally assessed as positive by external experts. The primary indicators of educational efficiency include the proportion of doctoral candidates who complete their training within the timeframe specified in their Individual Research Plans, as well as the scientific and professional quality of their research outcomes and skill development. The experts emphasize both the high organizational and academic standards of the training process and the School's ongoing efforts to support doctoral candidates in their academic development.

During the evaluation period, two cohorts completed their training at the Doctoral School—those admitted in 2019/2020 and 2020/2021. As many as 94% of doctoral candidates submitted their dissertations within the timeline defined in their Individual Research Plans. The experts also commend the corrective measures implemented by the School in cases requiring an extension of the training period. In each instance, meetings were convened with the participation of the Director of the School, the Deputy Director, and a member of the School Council. Together with the doctoral candidate and the supervisor, they analyzed the feasibility of completing the doctoral process in the shortest possible timeframe. These individual consultations were recognized as an effective instrument for reinforcing doctoral progress and increasing completion efficiency.

According to the data provided in the self-assessment report, 60% of doctoral candidates who completed their training have, to date, been awarded the doctoral degree. In the 2019/2020 cohort, all candidates who completed training submitted a formal request to initiate the doctoral degree conferral process. No cases of rejection of a doctoral degree application have been recorded. These figures attest to the School's capacity to meet its educational objectives and to adequately prepare candidates for independent scientific activity.

Experts also positively evaluate the monitoring mechanisms introduced for tracking the publication and project achievements of doctoral candidates. The cumulative Impact Factor points accrued during the evaluation period reached approximately 3500, while ministerial points totaled 104,000. These figures reflect not only the high scientific quality of the projects but also the organizational support offered by the University. The Doctoral School actively promotes the achievements of its candidates through a dedicated website and university-wide communication channels. An alumni platform is also in place, designed to enhance graduates' visibility on the labor market and facilitate professional networking. Approximately 30% of graduates have continued their academic careers at Wrocław Medical University.

The School actively supports doctoral candidates in securing research funding—36 projects involving doctoral candidates were completed during the assessment period. This institutional support significantly expands the candidates' opportunities for conducting independent research and building competitive academic portfolios. Experts regard this component as pivotal for the development of research competencies and the long-term academic success of the candidates.

The high quality of doctoral outcomes is further corroborated by numerous awards, distinctions, and participation in prestigious programs. Notable examples include doctoral candidates who:

received scholarships from the Ludwik Hirszfeld Foundation, the "Talents of Tomorrow" initiative, the Empiria i Wiedza Foundation, and the Foundation for Polish Science; secured funding for research projects under national and international programs, including NCN Preludium and Opus grants, as well as projects funded by the PACTT Foundation;

undertook international research fellowships at prestigious institutions such as the Institute of Cancer Research in London and University College Cork; were appointed members of the Academy of Young Scholars and Artists or affiliated with international organizations such as the JBI Evidence-Based Healthcare Group.

The high standard of education is further evidenced by the interdisciplinary and applied nature of doctoral research. The PROHUM programme—conducted jointly with the Wrocław University of Environmental and Life Sciences—enabled the realization of dissertations integrating competences across medical and life sciences disciplines. Several PROHUM projects received commendations for their innovation and academic quality.

In the domains of pharmaceutical sciences and health sciences, doctoral candidates demonstrated remarkable research activity. Highlights include participation in international conferences (e.g., 5th World Congress on Electroporation), recognition for studies on pharmaceutical cocrystals, infertility biomarkers, environmental health risks such as smog, and the application of artificial intelligence in diagnostics and therapy.

Particular attention was paid by the experts to industrial PhD projects. At present, five such projects are being conducted in collaboration with research and industry partners, including the Łukasiewicz Research Network – PORT, the Institute of Mother and Child, and private sector entities. Topics range from the application of AI in pediatrics, cancer treatment, and depression research, to the use of biotechnological tools in modern medicine. These initiatives are viewed as vital in strengthening university–industry collaboration and increasing the competitiveness and relevance of the Doctoral School's training programme.

Experts also positively assess the School's responsiveness to doctoral candidates' needs and feedback. Regular meetings between the Director and the Doctoral Candidates' Council are a central feature of this strategy, along with mechanisms for submitting anonymous suggestions via surveys and dedicated communication channels. The leadership of the Doctoral School demonstrates a high level of responsiveness and a commitment to implementing improvements. Maintaining the practice of consulting with doctoral candidates and their supervisors in cases of training extension is strongly recommended.

Furthermore, the experts suggest considering the implementation of an internal supervisory evaluation system—such as an anonymous feedback questionnaire completed by doctoral candidates and graduates. This would enhance the quality of academic mentorship and foster the development of constructive supervisory relationships.

In summary, the effectiveness of doctoral education at the Doctoral School of Wrocław Medical University is demonstrated not only by quantitative indicators—such as the high rate of on-time dissertation submission—but more importantly by the academic merit of the dissertations, the interdisciplinary and applied character of doctoral research, and the strong national and international presence of the doctoral candidates. The School's supportive environment, individualized approach, and strategic partnerships with external institutions consolidate its position as a modern, efficient, and distinguished center for doctoral training.

V. FINAL OPINION AND RECOMMENDATIONS

The Evaluation Visit of the Polish Accreditation Committee (KEN) at the Doctoral School of Wrocław Medical University (UMW), conducted on 15 April 2025, proceeded in accordance with the predetermined schedule and encompassed all key aspects of the unit's operations. The series of meetings held throughout the one-day visit enabled the expert panel to undertake a comprehensive assessment of the quality of doctoral education, the organization of the educational process, and the functioning of the School in the context of the University's strategic objectives.

During the visit, the evaluation team met with the University authorities, the team responsible for the self-evaluation report, the Doctoral School's administrative staff, the teaching faculty and doctoral supervisors, and the doctoral candidates. In addition, the experts reviewed documentation related to individual research plans (IRPs) and mid-term evaluations. These meetings were characterized by a high level of substantive engagement, openness of dialogue partners, and an organizational culture conducive to constructive academic discourse.

The visit commenced with a formal welcome delivered by the Rector, the Collegium of Vice-Rectors, and the Council of the Doctoral School. The centrality of doctoral education to the University's development strategy was emphasized, along with the institution's readiness to collaborate and implement recommendations resulting from the evaluation process. University leadership and academic staff demonstrated extensive knowledge of the Doctoral School's operations and a clear awareness of the challenges inherent in ensuring quality at the third cycle of higher education.

The evaluation panel commended the high quality of the self-evaluation report and noted the School's alignment with the qualifications descriptors of level 8 of the Polish Qualifications Framework (PRK). The document analysis and interviews with staff confirmed that the programme structure fosters the acquisition of advanced knowledge, research competencies, and social skills. The School undertakes systematic, quality-oriented activities, aligns its curriculum with the University's research profile, and provides doctoral candidates with access to modern research infrastructure.

The meeting with the administrative staff confirmed the School's high level of organizational professionalism and efficiency in supporting doctoral candidates. The presented IT systems, archiving procedures, and administrative workflows facilitate smooth admissions, document management, and day-to-day communication with doctoral students. The experts highlighted the transparency of procedures and the competencies of the support staff as particularly commendable.

The cooperation between the School and doctoral supervisors and course instructors was also evaluated positively. The curricula are regularly updated, interdisciplinary, and reflect current advances in medical sciences. Supervisors exhibit a high degree of commitment and provide effective support for doctoral candidates in carrying out their research projects. Meetings with doctoral students confirmed a well-organized educational process, the availability of academic consultations, a collaborative atmosphere, and strong student motivation.

The analysis of documentation related to Individual Research Plans and mid-term evaluations showed that the School conducts these processes in a manner that is systematic, transparent, and fully compliant with formal requirements. All IRPs are approved by the School Council, and mid-term evaluations are conducted in accordance with applicable regulations. The

documentation reviewed confirms the consistency of the School's actions and the effectiveness of tools for monitoring doctoral progress.

In its summary, the evaluation team from KEN clearly emphasized the following strengths:

- high level of competence and engagement demonstrated by the School's leadership and doctoral supervisors;
- transparency and systematic nature of administrative processes;
- quality of educational programmes and their alignment with level 8 of the PRK;
- effectiveness of doctoral support systems and the School's openness to doctoral candidates' needs;
- exemplary cooperation with the Doctoral Students' Union;
- credibility and transparency of the mid-term evaluation system;
- advancement of internationalization and the involvement of doctoral students in international research projects;
- effectiveness of the doctoral training process, confirmed by a high rate of on-time thesis submissions and significant scientific achievements by the doctoral candidates.

The panel also offered several development-oriented recommendations:

- implementation of digital tools for self-assessment of learning outcomes and progress tracking within Individual Research Plans;
- development of a support platform for international doctoral candidates and further strengthening of internationalization efforts;
- consideration of introducing mechanisms for evaluating the quality of doctoral supervision;
- continuation of structured meetings with doctoral candidates and supervisors in cases where programme extensions are granted.

In conclusion, the evaluation team determined that the Doctoral School of Wrocław Medical University represents a modern, efficient, and well-managed academic unit, offering a high-quality research and training environment for doctoral candidates. The actions undertaken to date reflect a commitment to excellence and compliance with European academic standards. We recommend that the next evaluation of the Doctoral School of Wrocław Medical University be carried out in 6 years' time, in accordance with Article 259(2) of the act of 20 July 2018 "The Law on Higher Education and Science" (OJ of 2024, item 1571 with subsequent amendments).

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

The analysis of the self-evaluation report submitted by the Doctoral School of Wrocław Medical University and verification with the information obtained during the visit in the evaluated entity lead the experts to formulate the following conclusions:

The education process in the Doctoral School meets the criteria set for level 8 of the Polish Qualification Framework. This applies to the individual criteria, described in detail in the report, along with an assessment of the cooperation with the Doctoral Student Council and the verification during the visit.

The comments made by the Evaluation Team in the Doctoral School's evaluation report concerning the procedures, solutions and practices implemented by the School are only leads offered by the Evaluation Team, aimed at stimulating further development of the School and its young academic staff.

The Evaluation Team unanimously assessed the level of education offered by the School as very high, and the procedures and achievements presented by the School may become a model and a guideline for other doctoral schools in Poland.

We recommend that the next evaluation of the Doctoral School of Wrocław Medical University be carried out in 6 years' time, in accordance with Article 259(2) of the act of 20 July 2018 "The Law on Higher Education and Science" (OJ of 2024, item 1571 with subsequent amendments).

The System of Evaluation of Doctoral Schools is financed by
the Ministry of Science.

KEN

2023-2027

