
KEN


2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Akademia Muzyczna im Karola Lipińskiego we Wrocławiu

Akademia Muzyczna im. Karola Lipińskiego we Wrocławiu



Name and seat of the doctoral school

Akademia Muzyczna im Karola Lipińskiego we Wrocławiu

Evaluation period

5/24/19–5/11/25

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

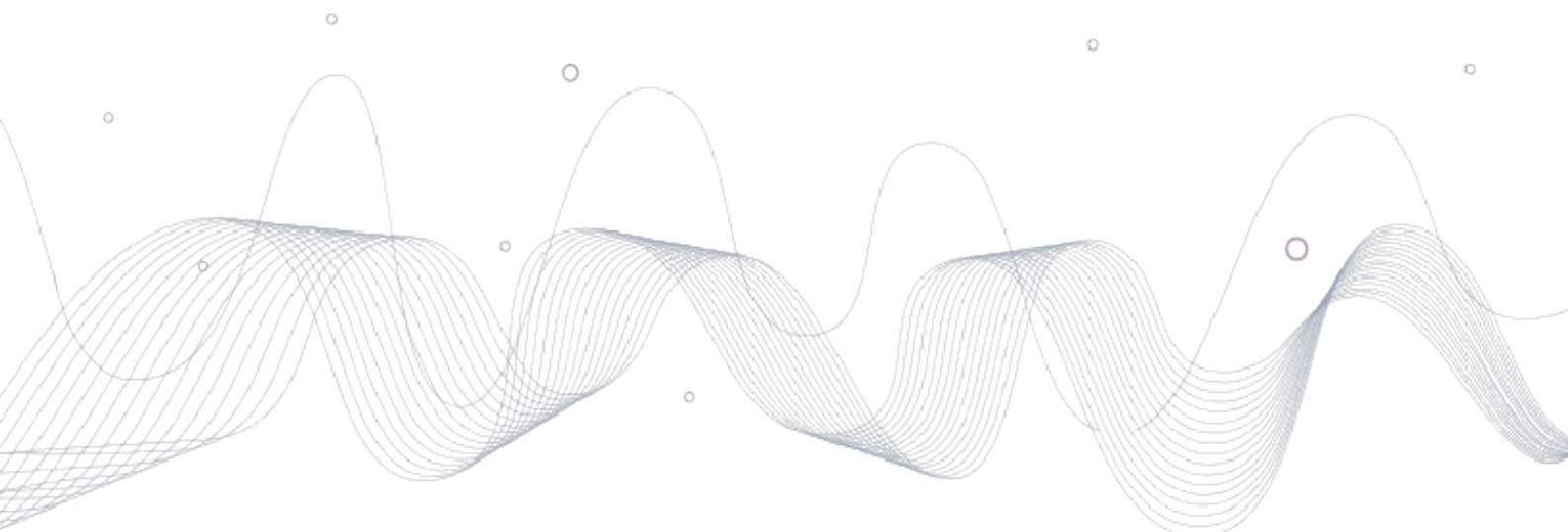
Akademia Muzyczna im. Karola Lipińskiego we Wrocławiu

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

-

Date of report

7/28/25



Composition of the evaluation team:

Chairman:

Grzegorz Biegas

Secretary:

Kamila Kułakowska

Team members:

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I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Akademia Muzyczna im Karola Lipińskiego we Wrocławiu
Date of establishment	2019
Date of commencement of education at doctoral school	10/1/19
Entity cooperating in the conduct of education (this does not refer to entities co-founding a doctoral school)	-
Domains of study	The arts (from: 01-01-2018)
Discipline(s) of science or art in which training is provided	music (from: 01-01-2018)
Name/scope of the education programme	artistic field of conducting artistic field of composition artistic field of performance artistic field of music theory
Number of instructors	32
Number of doctoral students undergoing training at the doctoral school (as of 7/17/25)	12
Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 7/17/25)	9
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 7/17/25)	2

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The visitation took place on 21 October 2025 with the participation of all members of the evaluation team. The visitation schedule had been previously provided to the authorities of the Doctoral School of the Karol Lipiński Academy of Music in Wrocław. The visitation program proceeded as follows:

10:00 - Meeting with His Magnificence the Rector, Prof. Krystian Kiełb, D.Mus.Art., Vice-Rectors: Dr Aleksandra Pijarowska, Prof. Julita Przybylska-Nowak, D.Mus.Art., Dr Amelia Golema, and the Director of the Doctoral School, Dr habil. Tomasz Kienik, regarding the detailed course of the visitation.

10:30 - Meeting with the team preparing the self-evaluation report and the Administration of the Doctoral School, consisting of:
Dr habil. Tomasz Kienik, Prof. AMKL – Director of the Doctoral School,
Prof. Julita Przybylska-Nowak, D.Mus.Art. – Vice-Rector for Artistic and Scientific Affairs,
Dr Aleksandra Pijarowska, Prof. AMKL – Vice-Rector for Evaluation and International Cooperation,
Prof. Urszula Marciniak-Mazur, D.Mus.Art.,
Prof. Piotr Łykowski, D.Mus.Art.,
Dr Jakub Olejnik.

Familiarization with the documentation provided by the Doctoral School. ****

Discussion of individual evaluation criteria and a Q&A session concerning the Self-Evaluation Report.

Collection of missing information relating to individual criteria.

Familiarization with the documentation provided, including:

- the Individual Research Plan form,
- sample Individual Research Plans,
- certificates confirming achievement of learning outcomes for level 8 PRK qualifications,
- reports of the Quality Assurance Committee,
- the system for evaluating academic supervisors,
- mid-term evaluation results,
- reports of the Director of the Doctoral School,
- documents confirming the number of defended doctoral dissertations,
- documentation concerning resignations and appeals,
- internship regulations,
- syllabi,
- the list of questions from the second stage of the 2025/26 admissions process.

12:00 - Meeting with teachers conducting classes in the Doctoral School and academic supervisors, consisting of:

Prof. Anna Granat-Janki, D.Mus.Art.,
Prof. Tomasz Hajda, D.Mus.Art. / online,
Prof. Piotr Łykowski, D.Mus.Art.,
Prof. Jacek Meira, D.Mus.Art.,
Prof. Jarosław Pietrzak, D.Mus.Art.,
Prof. Jakub Stankiewicz, D.Mus.Art.,
Prof. Agata Zubel-Moc, D.Mus.Art.,
Dr habil. Dariusz Kaliszuk,
Dr habil. Michał Moc, Prof. AMKL,
Dr Jakub Olejnik,
M.A. Katarzyna Kamola-Łukasik,
M.A. Anna Karaś,
Dr Marcin Marek.

Conversation with academic staff regarding work with doctoral students, the time allocation of classes, implementation of the educational program, and the artistic development of doctoral students.

13:15 - Meeting with doctoral students and the Doctoral Student Council, consisting of:

M.A. Olgierd Juzala-Deprati / online,
M.A. Jakub Kołodziejczyk,
M.A. Karolina Podorska,
M.A. Wojciech Prokopowicz,
M.A. Paweł Szlachta,
M.A. Adam Wójcik,
M.A. Grzegorz Ziółek.

14:00 - Summary meeting of the KEN evaluation team with the team preparing the Self-Evaluation Report. Q&A session regarding the documentation submitted.

14:30 - Final meeting with the Authorities of the Doctoral School of the Karol Lipiński Academy of Music in Wrocław.

Summary of the evaluation process.

Presentation of further stages and the schedule of the evaluation procedure.

End of the visitation.

The authorities of the Karol Lipiński Academy of Music in Wrocław ensured comfortable working conditions for the evaluation team, enabling the proper and efficient course of the visitation. The

evaluation team wishes to emphasize the very good organization of the entire day, as well as the full readiness and openness of all individuals involved in the visitation. The meetings took place in a friendly atmosphere conducive to substantive information exchange and constructive dialogue.

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

At the Doctoral School, a Doctoral Students' Council operates, whose rights – in light of the presented documents – are respected. The Council has a clear structure, and its scope of competencies is defined in the Regulations of the Doctoral Students' Council. The Council serves as a representative body before the University authorities and the Director of the Doctoral School. A representative of the Council participates as an observer in the meetings of the relevant bodies (e.g., the Doctoral School Council), may take part in the work of the Recruitment Committee and the Mid-term Evaluation Committee, which ensures the formal involvement of doctoral students in the quality assurance system.

The Doctoral Students' Council exercises its consultative powers. The Council adopted resolutions regarding the approval of a candidate for the Director of the Doctoral School, issued opinions on education plans and programmes, and, among other things, nominated candidates for the Disciplinary Committee for Doctoral Students. In 2025, the Council actively engaged in work on amendments to the Regulations of the Doctoral School. Relations between the Chairs of the Council and the University and School authorities are assessed as harmonious and based on dialogue; important decisions are consulted, and the position of doctoral students is taken into account.

The cooperation is ongoing in nature. Regular working meetings with the Director of the School are held, and the Council uses a dedicated email address, which facilitates communication with doctoral students and the authorities. In interviews, doctoral students repeatedly emphasised the role of a dedicated administrative staff member who supports them in organisational matters, which should be considered good practice contributing to efficient service and a sense of care. At the same time, the documentation does not clearly indicate whether the Council has a permanent, guaranteed budget for its activities. The provision regarding the possibility of applying for financial resources and using the University's infrastructure and support from the Director does not determine that the Council has been provided with a stable financial base. From the perspective of good practice, it is advisable to clarify the rules for financing the Doctoral Students' Council and to guarantee funds enabling independent planning and implementation of initiatives (scientific, integrative, informational). During the evaluation, it was also noted that the Council's opinions sometimes appear at a later stage of work on documents than would be optimal; strengthening the role of the Council at the initial phase of administrative and internal-legal processes could further increase its influence on the shape of solutions. In a longer-term perspective, it is also important to systematically document the Council's involvement in consultative processes. From the standpoint of transparency and building a quality culture, it is advisable to maintain full documentation of the Council's resolutions and other positions regarding education programmes, regulatory changes, the appointment of the Director, and other internal legal acts, and to make it available – to an appropriate extent – to the doctoral student community.

It is recommended to further strengthen the role of the Doctoral Students' Council in the quality assurance system, including through the formal inclusion of its representatives in the work of all key bodies designing programme changes, evaluating the functioning of the School, and analysing the results of surveys and graduate career monitoring. Maintaining and developing the

current model of cooperation – based on dialogue, easy access to authorities and administration, and shared responsibility – can be considered a strong point of the evaluated unit.

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 learning outcomes have been properly assigned to the discipline of musical arts and fully reflect the scope of qualifications at level 8 of the Polish Qualifications Framework (PQF). The education programmes have evolved toward alignment with the individual artistic and academic development paths of doctoral students, among other things through the possibility of proposing elective courses. Classes, assessments, and examinations may be conducted in a foreign language, which supports the internationalisation of the Doctoral School of the Karol Lipiński Academy of Music in Wrocław. In addition to traditional methods, the School also employs modern didactic tools, thereby educating with a view to the future. The description of the programme of study contains a note that its organisation and implementation may be adapted to the specific needs of doctoral students, for example persons with disabilities, which promotes the inclusiveness of the Doctoral School at AMKL in Wrocław. The well-designed structure of internships, which include not only teaching assignments but also expert practice and didactic-observational practice during the first two semesters, comprehensively prepares doctoral students for an academic career path. The interdisciplinary module in the form of courses in the humanities offered at the University of Wrocław supports a broader understanding of phenomena in the fields of culture and science. The course Psychophysiological Aspects of a Musician's Work reflects the spirit of our times – the concern for both the physical and mental health of musicians. The Individual Research Plan is constructed correctly, in a manner appropriate to the scientific and artistic activities of doctoral students and to the methods of disseminating their results. The learning outcomes in the form of conducting independent artistic/scientific activity are precisely defined. Given the absence of an age limit for admission to the Doctoral School, the requirement to participate in performance-oriented competitions for doctoral students raises certain concerns. Competitions – especially instrumental ones, but also those in composition, conducting, or voice – typically have a clearly defined age limit.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**
The method of verifying the learning outcomes is consistent with the requirements for qualifications at level 8 of the Polish Qualifications Framework (PQF). It encompasses the education programme, the Individual Research Plan, as well as the mid-term evaluation. The description of the methods for assessing learning outcomes, constituting Section VI of the Education Programme, includes the following verification methods: pass without a grade, graded pass, graded pass before a committee, examinations, and committee examinations. Certain doubts arise regarding the term graded pass before a committee, especially in the context of its use in §25(2) (regular and resit sessions, as well as sessions of committee examinations), §33(3) ("In the case of a negative result in the resit assessment, the doctoral student has the right to a committee pass"), and particularly §33.

The currently binding Regulations of the Doctoral School of the Karol Lipiński Academy of Music in Wrocław, in §§12 and 13, refer to ECTS credits, which are no longer applicable in the programme and plan of study. According to the explanations provided by the Director of the Doctoral School during the visit, advanced work is underway to update the document, in force since 2019, in which references to ECTS credits will be removed.

The Doctoral School of AMKL in Wrocław has developed a Matrix of Methods for Verifying Learning Outcomes, prepared on the basis of course syllabi, the study plan and programme, and several years of practical experience. As explained by the Director during the visit, the errors identified in this document stem from formatting mistakes, e.g. a different order of categories of learning outcomes than in the Education Programme: first skills, then social competences, and only third – knowledge; or the omission of the outcome SD_U02. Notably, the Doctoral School has also prepared a Matrix of Learning Outcomes for Level 8 PQF for the Individual Research Plan template applicable at AMKL in Wrocław.

Doctoral students are subject to surveys in the Verbis system, their classes are observed by supervisors, and Individual Research Plans are approved by the Discipline Council for Musical Arts. The Mid-term Evaluation is carried out in accordance with the applicable legal regulations and the Regulations of the Doctoral School. Some concerns may arise regarding the use of a point-based score alongside the statutory binary assessment (positive or negative). Mid-term evaluation protocols include, besides the evaluation of progress to date, detailed guidelines for further work on the doctoral dissertation.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**
The supervisory staff employed at the Doctoral School of the Karol Lipiński Academy of Music in Wrocław consists of artists of international renown and high professional qualifications – composer Agata Zubel, jazz pianist Jakub Stankiewicz, music theorist Anna Granat-Janki, jazz double bassist Jacek Meira, and violinist Jarosław Pietrzak. Many of them have already supervised doctoral students to completion. The artistic and scholarly achievements presented in the Self-Assessment Report command great respect. This remark also applies to the academic teachers conducting other courses. There is clear evidence of attention to the quality of the Doctoral School’s staff, their continuous artistic and scientific development, and the strengthening of international contacts. All of this undoubtedly contributes to the quality of education at the Doctoral School of AMKL in Wrocław.
According to information obtained during the onsite visit, at the request of the supervisory staff – supervisors and assistant supervisors – a special training session on the quality of education and doctoral supervision was organised, which deserves great recognition as an example of good practice. Furthermore, the pedagogues of the Doctoral School regularly attend concerts and sessions in which the doctoral students participate – this allows for ongoing “monitoring” of their artistic and scholarly progress.

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

The recruitment process for the Doctoral School of the Karol Lipiński Academy of Music in Wrocław is conducted transparently, in several stages, and in accordance with the Law on Higher Education and Science and the Academy's internal regulations. The principles of recruitment are defined annually in the document "Terms and Procedure of Admission to the Doctoral School" (WTR), prepared by the Director and approved by the Senate. It specifies the stages of the procedure, scoring criteria, formal requirements, appeal procedures, and rules for the protection of personal data.

Information on recruitment is publicly available in the Public Information Bulletin, on the Academy's website, on notice boards, and in the Office of the Director of the Doctoral School. Candidates may also obtain details by telephone or email. The published materials include a description of the process, profiles of faculty and doctoral students, and information on infrastructure, enabling informed choices. The Academy ensures digital accessibility in line with the needs of persons with disabilities.

Recruitment is open and competitive. Candidates from Poland and abroad may apply, and the only admission criterion is the result of the entrance examination. The procedure comprises three stages: evaluation of academic or artistic achievements, a qualification interview, and an artistic or scientific presentation. The site visit confirmed the existence of full documentation, including minutes of the Recruitment Committee and scoring tables reflecting the three-stage nature of the procedure.

The composition of the Recruitment Committee is determined annually by the Rector's ordinance; it includes the Director of the Doctoral School, the Vice-Rector for Artistic and Scientific Affairs, Directors of Institutes, and Heads of Departments. The recruitment principles take into account the needs of persons with disabilities (Section VI of the WTR), allowing, among other measures, adaptation of the examination format or support from an assistant.

Findings from each recruitment cycle are discussed during Committee meetings and consultations between the Director and academic staff. Based on these discussions, improvements are introduced, such as changing the order of stages by moving the performance component to the end. Surveys of doctoral students confirm a high evaluation of the reliability and transparency of the process.

The analysis of the documentation demonstrated instances of non-compliance with Article 200(3) of the Law on Higher Education and Science, which imposes an obligation to ensure the public availability of the recruitment rules no later than five months prior to the commencement of the admission procedure.

- 2019/2020 – Senate Resolution No. 27/2019 (made available in the BIP 5 June; admissions 1 July).

- 2021/2022 – Senate Resolution No. 50/2020, amended by No. 2/2021 (made available in the BIP 1 March; admissions 1 July).

- 2023/2024 – Senate Resolution No. 5/2023 (made available in the BIP 2 March; admissions 28 July).

- 2024/2025 – Senate Resolution No. 2/2024 (made available in the BIP 23 February;

admissions 20 July).

– 2025/2026 – Senate Resolution No. 3/2025 (made available in the BIP 25 February; admissions 21 July).

Compliance was ensured only in the academic years 2020/2021 and 2022/2023.

Despite these formal shortcomings, the recruitment process is carried out reliably and transparently, with respect for the principles of fair competition and equal opportunity. It enables the selection of candidates with the highest academic and artistic potential, and its course—confirmed by documentation and doctoral students' opinions—demonstrates the high organizational standards of the Doctoral School.

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

At the Doctoral School of the Karol Lipiński Academy of Music in Wrocław, the principles governing the appointment, duties, and change of the supervisor and auxiliary supervisor are defined in §§9–10 of the Doctoral School Regulations. The process of selecting a supervisor is transparent and involves the active participation of the doctoral student, who submits an application to the Council of the Discipline of Musical Arts together with a justification and the candidate's consent. The minutes of the Council's meetings confirm the proper implementation of this procedure.

Supervisors hold high academic and artistic qualifications, and their expertise corresponds to the subject matter of the doctoral projects they supervise. There have been no cases requiring a change of supervisor or auxiliary supervisor. The relationship between the doctoral student and the supervisor is based on partnership, mutual respect, and regular contact. Supervisors provide substantive, methodological, and organizational support, participate in doctoral seminars and presentations, and foster the development of the doctoral students' independence in research and artistic work.

The School has developed and applies mechanisms to ensure the high quality of cooperation in the supervisor–doctoral student relationship, as well as procedures for resolving potential conflicts. Support in this area is provided by the Director of the Doctoral School, the Doctoral Training Team, and disciplinary officers. To date, no situations requiring their intervention have been reported.

The quality of supervisors' work is monitored through doctoral student surveys (Verbis system and paper questionnaires), meetings with the Director of the Doctoral School, and the results of assessments and examinations in subjects related to dissertation topics. The evaluation results are positive, and the procedures for assessing supervisory performance are properly implemented. Individual Research Plans meet statutory requirements and have been positively evaluated.

Doctoral students have full access to the Academy's infrastructure, including modern teaching and concert halls, studios for multimedia technologies and computer composition, as well as the library and phonotheque. The Academy ensures architectural and digital accessibility in accordance with applicable regulations and declares readiness to provide support to persons with special needs.

Improvement measures are planned in the area of academic supervision, including training programmes for early-career supervisors. If necessary, the School allows the possibility of inviting outstanding specialists from other institutions to collaborate.

It is concluded that the system of academic and artistic supervision at the Doctoral School functions properly. Doctoral students are provided with high-quality cooperation with supervisors, effective mechanisms for monitoring this cooperation, and appropriate support for conducting research and artistic activities.

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

The mid-term evaluation (MTE) at the Doctoral School takes place in the fourth semester of education, in accordance with §§17–20 of the Regulations of the Doctoral School. It performs an evaluative function (assessment of progress in implementing the individual research plan – IRP), a prognostic function (identification of directions for further activities), and a motivational function (a positive result increases the scholarship). It has an expert and point-based character, and its results constitute an important element in verifying the quality and timeliness of IRP implementation.

The procedure for conducting the mid-term evaluation is clearly defined and publicly available on the university's website, on the notice boards of the Doctoral School, and in the Public Information Bulletin. Its legal basis consists of the provisions of the Regulations of the Doctoral School and Resolution No. 30/2020 of the Council of the Discipline of Musical Arts of 29 June 2020, which specifies the schedule of activities, the method of submitting documentation, and the scoring rules.

The MTE covers two criteria:

- compliance and timeliness in performing tasks resulting from the IRP (0–40 points),
- consistency between the substantive quality of the IRP assumptions and the completed tasks (0–60 points).

Members of the committee perform the assessment anonymously, and the final result is the arithmetic mean of the points awarded. A doctoral student obtains a positive result if they reach the threshold defined in the procedure – a minimum of 70 points.

During the visitation, it was found that the evaluation system functions correctly; however, there are no precise guidelines justifying the award of a specific number of points within particular criteria. Furthermore, it is difficult to justify the introduction of a new 100-point scale within the MTE, given the existing 25-point scale used for verifying learning outcomes in course credits and examinations (Regulations of the Doctoral School §37).

Evaluation committees are appointed by resolutions of the Council of the Discipline of Musical Arts. Their composition is formed in accordance with Article 202(4) of the Law on Higher Education and Science. The visitation confirmed that the resolutions of the Council of the Discipline and the evaluation protocols are properly maintained and consistent with the applicable regulations.

The MTE is conducted in accordance with the provisions (Article 202(2) of the Law on Higher Education and Science) – in the middle of the education cycle, i.e. in the fourth semester. The procedure includes analysis of documentation, an interview with the doctoral student, discussion by the committee, awarding of points, determination of the result, its justification,

and preparation of a protocol. The entire process is completed within two months from submission of documentation. The committees maintain impartiality (supervisors are excluded, and conflicts of interest are avoided).

The results of the MTE and their justifications are communicated to doctoral students individually and published on the Doctoral School notice board and on the university website. No appeals or removals from the list of doctoral students as a result of a negative evaluation have been recorded.

The MTE at the Doctoral School is conducted reliably, on time, and in accordance with the provisions of the Law on Higher Education and Science and the internal regulations of the university. The School ensures transparency of rules, impartiality of committees, and full documentation of the evaluation process. The procedure is transparent and identical for all doctoral students. The reliability of the MTE has been assessed positively. However, it is recommended to specify the scoring system in more detail – in particular, by defining clear criteria for awarding points within individual assessment areas – and to consider unifying the assessment principles throughout the entire cycle of education in the Doctoral School.

- **Internationalisation:**

The degree of internationalisation of the Doctoral School shows clear potential for further development. The teaching staff comes exclusively from Poland, yet demonstrates significant international activity. Academic teachers participate in the Erasmus programme (STA teaching mobilities and STT training mobilities), undertaking visits to partner institutions in Austria, Lithuania, Israel, Hungary, Georgia, Portugal, Switzerland, the Czech Republic, Italy, Ireland, and Spain. The administrative staff member responsible for the Doctoral School has also taken part in training mobilities, visiting foreign institutions including those in Turkey and Italy, which supports the transfer of good organisational practices. Beyond Erasmus mobilities, the staff also participates in projects, conferences, concerts, and festivals abroad (including in Norway and Thailand), as documented by numerous examples in the self-assessment report.

The educational process and the scholarly-artistic activity of doctoral students include elements of internationalisation, although these are not yet systematically embedded in all Individual Research Plans. The IRP template allows for planning international activities, and the plans submitted thus far contain references to participation in festivals, conferences, courses, and concerts organised abroad. Doctoral students may apply for funding for international travel; examples of mobilities within SMP and the Blended Intensive Programme have been noted.

To date, one foreign doctoral student from Ukraine has been admitted. He completed a doctoral dissertation on the saxophone literature of Polish and Ukrainian composers and collaborated with his home institution in Kyiv. The education process takes place primarily in Polish, with a declared possibility of clarifying problematic issues in English. The Regulations provide for an Individual Organisation of Studies, which may be adjusted to the needs of foreign students (e.g., through modification of learning outcomes or mandatory modules).

The School undertakes activities aimed at increasing international visibility. An English-language recruitment subpage is available with a description of the procedure, requirements, and deadlines; and in the recent period, structural changes have been initiated (expansion of the responsibilities of the Vice-Rector for Evaluation to include oversight of international cooperation; strengthening of the Centre for Projects and International Cooperation). Work has begun on opening selected classes to international students (Erasmus) and exploring the possibility of offering selected humanities courses in other languages of instruction. Important initiatives also include the organisation of international conferences and masterclasses featuring distinguished artists, as well as securing grants for projects of international scope.

From the perspective of evaluation, however, it is necessary to strengthen the systemic approach to internationalisation. The method of incorporating the international component into the curriculum and the IRP requires clarification; the offer in foreign languages should be expanded; parallel Polish–English documentation should be ensured (in particular, making the Polish recruitment system accessible—English descriptions layered onto the Polish system are insufficient); and institutional cooperation with foreign universities should be developed—e.g., in the form of joint projects or co-tutelle doctorates. The actions already taken form a solid initial foundation, yet the degree of internationalisation requires further consistent reinforcement.

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

The effectiveness of education in the Doctoral School can be assessed as high, with a remaining need to further streamline internal solutions. The data indicate very good timeliness of programme completion: there were no cases of failing a semester or year and no cases of failure to submit a doctoral dissertation, and a single withdrawal at the doctoral student's own request. Extensions of the deadline for submitting the dissertation are rare and well justified. As good practice, it would be advisable to define clearly in the regulations of the doctoral school the grounds for such extensions (including parental leave, long-term illness and other special circumstances) and the procedures for suspending education, in order to ensure consistency of decisions and transparency for doctoral students.

Indicators relating to the award of the doctoral degree are favourable: all doctoral students who completed their education in the period under review submitted applications to initiate the procedure, and around 60% have already obtained the degree, with no negative decisions. Given the small size of the Doctoral School, it was appropriate during the site visit to verify a detailed numerical breakdown, which made it possible to assess more fully the sustainability of the observed trends.

The level of doctoral students' research and artistic achievements is high, as evidenced by theses awarded distinctions. Doctoral students evaluate the quality of education through paper and electronic surveys and through oral feedback addressed to supervisors, the Director of the doctoral school and the doctoral student council. The results are mostly positive; staff openness and availability, the individual approach, the atmosphere within the School, support from the management and opportunities for artistic presentation are particularly appreciated. During the visit, doctoral students also spoke favourably about the support of a dedicated administrative officer. At the same time, they pointed to certain shortcomings: the frequency of "semester examinations" in the main subject and the resulting duplication of reporting (examination, mid-term evaluation, separate reports), as well as the fact that assessment methods are not always clearly linked to the topic of the dissertation. It was also reported that the assessment criteria are sometimes perceived as strongly oriented towards the perspective of music theory, which does not fully reflect the diversity of doctoral topics.

Some doctoral students drew attention to the limited usefulness of general-humanities modules delivered outside the institution and to the weak link between these classes and the individual research plan. It would be worth reviewing and, if necessary, adjusting the content of these modules so that they more effectively support doctoral students' research and artistic development.

The institution operating the doctoral school has at its disposal the results of career-tracking of graduates, obtained in 2025, which are to be used in the curriculum modifications planned for 2026. This direction of work should be viewed positively; from the perspective of further enhancement.

In summary, the Doctoral School ensures a high level of effectiveness of education, as confirmed by completion indicators, the absence of removals from the register on academic grounds and the level of doctoral students' achievements. What still requires strengthening is the formal internal quality assurance system – in particular transparent procedures for extending and suspending education, a better alignment of semester examinations (performances) with the period after the individual research plan has been approved and the mid-term evaluation completed, thus reducing duplication of reporting, systematic use of

survey and career-tracking results, and close cooperation with the doctoral student council in designing improvement measures.

V. FINAL OPINION AND RECOMMENDATIONS

Final assessment: positive

The Team does not request an earlier conduct of the next evaluation.

The Team recommends:

Financial support for the Doctoral Students' Council, facilitating the conduct of its activities. **MAKING AVAILABLE** the Admission Requirements and Procedures for the Doctoral School and the education programme no later than 5 months before the start of the recruitment process (Art. 200 item 3 of the Act of 20 July 2018 – Law on Higher Education and Science).

Updating the Regulations of the Doctoral School of the Karol Lipiński Academy of Music in Wrocław in §§ 12 and 13, which refer to ECTS points that are no longer in force and were previously removed from the education programme (the evaluation team was presented with a draft of the new Regulations of the Doctoral School, in which the appropriate changes are planned).

Organising the terminology related to methods of verifying the achievement of learning outcomes: pass without grade, pass with grade, commission pass with grade, examinations, commission examinations. The term commission pass with grade raises doubts, especially in the context of its use in § 25 item 2 (regular and resit examination sessions and sessions of commission examinations), § 33 item 3 (In the case of a negative result of the resit pass, the doctoral student has the right to a commission pass).

Considering the removal of the obligation to “prepare and present to the Director of the Doctoral School, by the first day of the examination session, semester reports of their activity with supporting documentation (portfolio for inspection)” – this requirement seems too burdensome, especially for first-year doctoral students. The need to modify this assessment criterion was raised both during the meeting with the doctoral students and the meeting with the Doctoral School staff.

Considering the removal of the requirement concerning doctoral students' participation in competitions, which usually have age limits – this requirement is difficult to fulfil for older doctoral students.

Considering the introduction of precise guidelines justifying the awarding of a specific number of points within the individual criteria of the mid-term evaluation.

The analysis of the Self-Evaluation Report presented by the Doctoral School of the Karol Lipiński Academy of Music in Wrocław and the information obtained during the visitation allow for the unequivocal conclusion that the educational process and the artistic–research activity of the unit ensure the achievement of learning outcomes compliant with level 8 of the Polish Qualifications Framework. Particular emphasis should be placed on the individualisation of the artistic–research pathway, the excellent faculty with recognised achievements, the national and international artistic activity of the doctoral students, the comprehensive supervisory support, as well as the extraordinary, inspiring atmosphere conducive to the creative musical development of young Artists. It is also worth distinguishing the actions undertaken by the Director of the

Doctoral School, Dr habil. Tomasz Kienik, Prof. AMKL, which significantly strengthen the organisational coherence of the unit and contribute to the improvement of the quality of education.

Taking into account the high assessment of the Doctoral School of the Karol Lipiński Academy of Music in Wrocław, the Team recommends that the next evaluation be conducted after six years, in accordance with Art. 259 item 2 of the Act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws 2024, item 1571, as amended).

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

Based on the Self-Assessment Report Analysis and information gathered during the site visit, the Evaluation Team has concluded that the Doctoral School of the Karol Lipiński Academy of Music in Wrocław provides a high level of education in the discipline of Musical Arts, enabling comprehensive scientific and artistic development of the Doctoral Students. All evaluation criteria were met to a very high standard, and the curriculum is appropriately tailored to the specifics of the discipline. The high quality of doctoral supervision and an atmosphere conducive to the individual development of Doctoral Students deserve particular recognition. A significant asset is also the Academy's excellent infrastructure, which allows for the realization of artistic projects at the highest professional level. All proposed recommendations are intended to further improve the quality of education and support the development of the Academy. developmental in nature and are intended to further improve the quality of education.

In summary, the Doctoral School of the Academy of Music in Wrocław meets high educational standards and provides an excellent environment for the development of the Doctoral Students' artistic passions; therefore, the Evaluation Team recommends a positive assessment.

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