

KEN

2023-2027

# DOCTORAL SCHOOL

## EDUCATION QUALITY REPORT

Szkoła Doktorska

Politechnika Bydgoska im. Jana i Jędrzeja Śniadeckich

---

**Name and seat of the doctoral school**

Szkoła Doktorska

**Evaluation period**

10/1/19–9/10/25

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

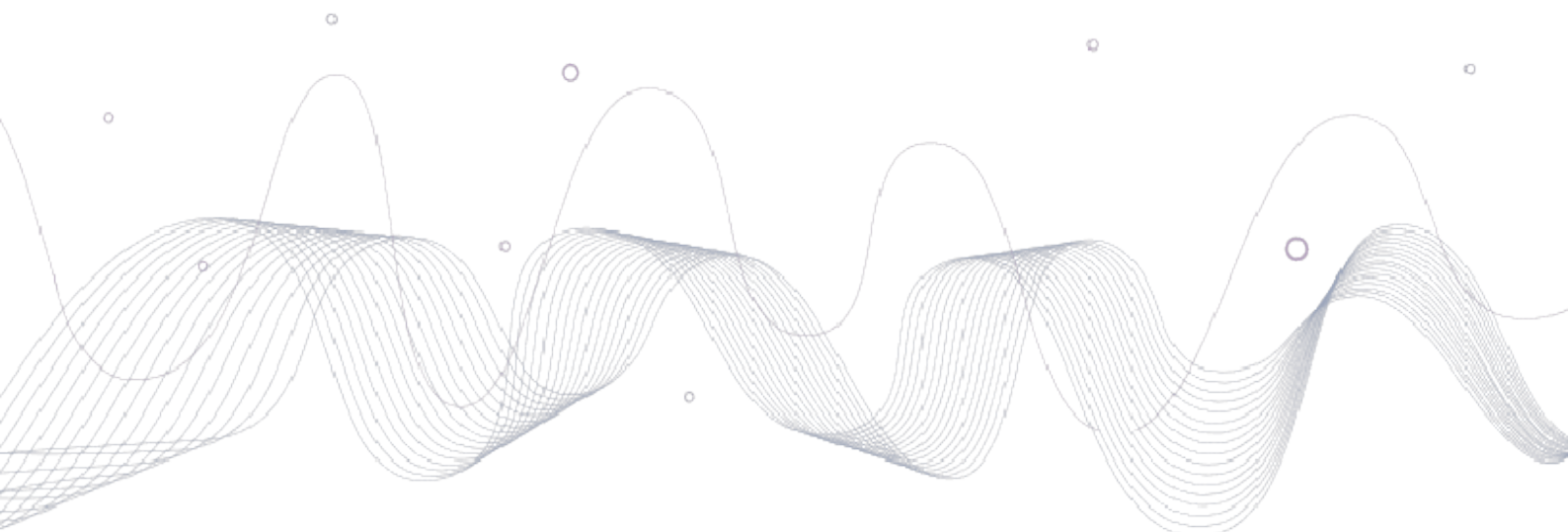
Politechnika Bydgoska im. Jana i Jędrzeja Śniadeckich

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

-

**Date of report**

11/28/25



Composition of the evaluation team:

**Chairman:**

Zbigniew Kąkol

**Secretary:**

Anna Ewa Kaczmarska

**Team members:**

Monika Jakubus

Robert Bogdanowicz

Nataliya Hots

Michał Klimczyk

# TABLE OF CONTENTS

---

I. General information on the doctoral school	5
II. Information on the inspection and its course	7
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	25
VI. Assessment and reason	27

# I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Szkoła Doktorska
Date of establishment	2019
Date of commencement of education at doctoral school	10/1/19
Entity cooperating in the conduct of education (this does not refer to entities co-founding a doctoral school)	-
Domains of study	Natural sciences (from: 01-01-2018) Engineering and technology (from: 01-01-2018) Agricultural sciences (from: 01-01-2018) Social sciences (from: 01-01-2018)
Discipline(s) of science or art in which training is provided	chemical sciences (from: 01-01-2018) information and communication technology (from: 01-01-2018) chemical engineering (from: 01-01-2018) mechanical engineering (from: 01-01-2018) civil engineering, geodesy and transport (from: 11-11-2022) agriculture and horticulture (from: 01-01-2018) animal science and fisheries (from: 01-01-2018) management and quality studies (from: 01-01-2018)
Name/scope of the education programme	UTP Doctoral School UTP Doctoral School – revision I PBŚ Doctoral School – program No. II UTP Doctoral School – revision II – the change of discipline names PBŚ Doctoral School – program no. II – revision I – the change of discipline names PBŚ Doctoral School – program no. II – revision II – nine disciplines UTP Doctoral School – revision III – termination of AEEiTK PBŚ Doctoral School – program no. II – revision III – eight disciplines
Number of instructors	43
Number of doctoral students undergoing training at the doctoral	74

school (as of 10/31/25)	
Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 10/31/25)	52
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 10/31/25)	36

## II. INFORMATION ON THE INSPECTION AND ITS COURSE

---

The Evaluation Team, consisting of prof. dr hab. inż. Zbigniew Kąkol (Chair), dr hab. Anna Kaczmarek (Secretary), prof. dr hab. inż. Monika Jakubus (Expert), prof. dr hab. inż. Robert Bogdanowicz (Expert), prof. dr hab. Nataliya Hot (Expert) i mgr inż. Michał Klimczyk (Expert), conducted an evaluation of the DS run by the Bydgoszcz University of Science and Technology named after Jan and Jędrzej Śniadecki. The purpose of the evaluation was to analyze the quality of doctoral education, the effectiveness of program implementation, and to provide feedback on the functioning of the doctoral school.

The substantive assessment was based on:

- analysis of documentation, including the self-assessment report with annexes (educational programs, regulations, etc.);
- a site visit conducted on 25 March 2026 at the university headquarters in Bydgoszcz (Al. prof. S. Kaliskiego 7), including meetings with: the authorities of the Doctoral School and the University, academic staff, supervisors, and representatives of disciplinary councils, doctoral students and the Doctoral Student Council;
- analysis of randomly selected IPBs and mid-term evaluation reports provided during the visit.

The visit proceeded smoothly. The unit was well prepared. The explanations and answers provided significantly complemented the information about the functioning of the DS.

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

---

The Doctoral School (DS) at the Bydgoszcz University of Science and Technology (PBŚ) collaborates with the doctoral students' council in a number of areas.

Representatives of the doctoral student council participate in the deliberations of the University's governing bodies: the Teaching and Student Affairs Committee, the Disciplinary Committee for Doctoral Students, the Appeals Disciplinary Committee for Doctoral Students, the University Election Committee, the Electoral College, the Senate, the Doctoral School Council, the Admissions Committee, the HR Excellence in Research Strategy Implementation Team, the Internal Education Quality Assurance System Evaluation Team, and the University Education Quality and Evaluation Team.

The doctoral student council approved the criteria for the periodic evaluation of staff, agreed on the candidates for the doctoral school's governing body and the vice-rector responsible for doctoral affairs, agreed on subsequent versions of the doctoral school's regulations, and issued a positive opinion on subsequent educational programs, as confirmed by the relevant resolutions and documents submitted during the evaluation process.

From the doctoral students' perspective, cooperation with representatives of the University administration is positive, enabling them to raise issues and submit proposals, and ensuring the effective handling of doctoral matters. The University provides financial support for doctoral students' research activities based on individual applications submitted to specific University bodies and organizational units. Doctoral students assess this support as adequate to their needs and widely accessible.

One of the key tools for financial support of doctoral students is the University's "Young Researchers' Activities" program, under which, among other things, research activities and trips related to the doctoral dissertation may be funded. During the evaluation process, it was noted that the program's regulations set an age limit of 32 years for participants, which excludes most of the University's current doctoral students from participation, due to the fact that doctoral students in the "Implementation Doctorate" program are typically recruited at a later stage in life.

It should be noted that the University's current budget plan does not include a dedicated fund for doctoral students, and the doctoral student council does not allocate any funds for this purpose. Furthermore, the doctoral student council has not had financial resources at its disposal for its activities for at least the past three years. It should also be noted that the doctoral student council has not raised any objections regarding this, nor has it requested the formulation of a budget for doctoral student affairs or the provision of a budget for the doctoral student council. From the perspective of the doctoral student council, there is no need to provide such financial resources; therefore, this situation should not be considered inappropriate.

Opinion:

The institution's cooperation with the doctoral student council is proceeding smoothly. The council is actively involved in shaping the DS's development policy.

It is advised to:

Providing financial resources for doctoral student matters, the allocation of which is decided by the doctoral student council and financial resources at the disposal of the doctoral student council for its activities are statutory obligations of the University. Thus formal consultations should be held annually with the doctoral student council regarding the needs for the doctoral student budget and the doctoral student council budget for each academic year, and, should such needs arise, that funding be provided in these areas.

Recommendations:

Remove the age limit for doctoral studies under the "Young Researchers' Scientific Activities" project.

## **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 adequacy of the curriculum and Individual Research Plans (IPB) to the learning outcomes for qualifications at level 8 of the Polish Qualifications Framework (PQF) is assessed on five different levels, described in detail in the Regulation of the Minister of Education and Science (Journal of Laws 2021, item 1847). The data presented in the Self-Assessment Report are consistent and adequate.

Overall, the DS curriculum ensures that the learning outcomes are appropriate for qualifications at Level 8 of the PQF. Through a broad range of elective courses, the curriculum supports and promotes the interdisciplinary character of the educational process within the DS. The School provides education in eight disciplines in Polish and, for international candidates, also in English. Essential information regarding the curriculum, the academic year structure, and the conditions for program completion is outlined in the Regulations of the Doctoral School (most recent version from 2023), specifically in §§ 4 and 5. During the evaluated period, the DS revised and enhanced its doctoral program four times. Since the 2023/2024 academic year, the DS has implemented a unified curriculum comprising both mandatory (general) courses and optional subjects organized into general and discipline-specific blocks.

The matrices aligning learning outcomes with Level 8 of the PQF have been correctly developed and incorporated into the planned study programs. The Self-Assessment Report includes course syllabi, which are also publicly accessible on the PBS website. These syllabi are prepared with a high level of precision and provide comprehensive information regarding course content and organization. However, they do not include ECTS credit values. The absence of ECTS credits somewhat limits the ability to effectively evaluate and monitor doctoral student progress. Moreover, the introduction of ECTS would support the standardization of doctoral workload, facilitate the recognition and verification of research activities within programs such as Erasmus+, and provide clear, measurable information about the curriculum for prospective international candidates. It is also noted that some syllabi list class discussion as a form of assessment. While valuable as a teaching method, discussion alone may not constitute a sufficiently objective or reliable means of evaluation.

The DS provides education based on an Individual Study Program (ITK). Documentation reviewed during the site visit confirms that the ITK is appropriately aligned with PQF Level 8 requirements. In this context, the individualized and supportive approach of the DS's management toward each doctoral student deserves particular recognition. The consistency between the IPB) and PQF Level 8 learning outcomes is also positively assessed. Both the ITK and IPB were found to be thoroughly developed and compliant with the provisions of Article 202 of the Act on Higher Education and Science (Journal of Laws 2018, item 1668).

Opinion:

The assessment of the criterion "Adequacy of the curriculum and individual research plans to

the learning outcomes for the qualification at the eight level of Polish Qualifications Framework and their implementation” is fully positive and complies with statutory requirements.

Recommendations:

- In addition to discussion, another measurable form of evaluation should be introduced as a form of assessment.
- Consider introducing ECTS credits as an information criterion for international candidates and to standardize the academic workload of doctoral students.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**  
The verification of learning outcomes in the DS includes activities related to education, comprising:
  - examinations and course assessments verifying knowledge in individual subjects,
  - completion of seminars, including the diploma seminar,as well as activities related to conducting scientific research, consisting in the evaluation of doctoral students' achievements obtained in the implementation of their IPBs, into which learning outcomes have been incorporated. These achievements are described in the Reports on the Quality of Education.  
The syllabi of courses delivered in the curriculum include lists of learning outcomes with references to Level 8 of the PQF, along with methods of their verification.  
The syllabi are available on the DS website in both Polish and English versions:  
<https://pbs.edu.pl/pl/doktorant/akty-prawne-i-dokumenty-do-pobrania>  
The published syllabi include learning outcomes at the PQF Level 8 and methods for their verification.  
The Regulations of the DS, including provisions regarding the conditions for passing courses and completing a semester and academic year, are presented to doctoral students during the doctoral seminar in the first semester. Documents concerning the organization of classes in the DS are also available on the School's website.  
The DS analyzes learning outcomes and presents results and conclusions in the Reports on the Quality of Education, which are discussed during meetings of the Doctoral School Council. Among other elements, student assessment—conducted in accordance with established criteria—is also subject to verification by the students themselves through surveys.  
The system for verifying learning outcomes is supported by the university's Internal Quality Assurance System, the system for improving the quality of DS classes defined in the DS Regulations, and internal management control within the university.

**Opinion:**

The DS has implemented a transparent and well-defined system for verifying learning outcomes.

In conclusion, based on the presented report, it can be confirmed that upon completion of the educational program, doctoral students achieve the qualifications in terms of knowledge, skills, and social competences required for Level 8 of the PQF.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**  
The presented profiles of the academic staff indicate that education at the DS is delivered by highly qualified researchers with significant scientific achievements and strong research activity. The academic output of the teaching staff is consistent with the scope of the educational program. The lecturers also have extensive experience in obtaining research grants and have served (often repeatedly) as doctoral supervisors. In addition, the DS employs academic staff from outside the university.  
The procedure for selecting lecturers is reliable and well-structured. Nominations are submitted by the Discipline Council, which presents to the DS Council a “Doctoral School Lecturer Profile” form documenting the candidate’s professional activity over the past five years (sample forms have been attached to the Self-Assessment Report). The DS Council reviews and provides an opinion on the proposed candidate.  
The Committee highly appreciates the efforts of the DS to enhance the qualifications of its teaching staff through a wide range of courses and training opportunities offered in dedicated university projects.

The system for verifying the quality and effectiveness of education delivered by the teaching staff is implemented in the University’s Internal Quality Assurance System. It includes both classroom observation procedures and anonymous doctoral student surveys conducted each semester. The results of these activities are included in the Reports on the Quality of Education and discussed during meetings of the DS Council.

Based on the report, the Council formulates recommendations for the Director of the DS regarding the curriculum and staffing. In cases where unsatisfactory feedback on the quality of teaching is identified, the management of the DS conducts a follow-up discussion with the lecturer concerned. The procedure also foresees the possibility of turning to the dean of the faculty employing the lecturer for additional clarification or for taking appropriate action.

**Opinion:**

The qualifications of the DS teaching staff meet high academic standards and effectively support the achievement of learning outcomes. The DS also provides opportunities for the professional development of its staff.

**Recommendations:**

Efforts should be made to increase the currently limited participation of international lecturers in the teaching process.

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

Following documents are available on the Doctoral School's website: the Doctoral School Regulations, detailed admission guidelines, study programs along with course syllabi, editorial guidelines for doctoral dissertations, information regarding the doctoral degree conferral process, and the University Statutes. Most documents (with the exception of information regarding the procedure for awarding a doctoral degree and the University Statutes) are also available in English.

The Regulations of the Doctoral School contain all provisions and rules that are key from a doctoral student's perspective. They are formulated in a way that broadly and comprehensively addresses the issues at hand. The information and documents should be assessed as fully accessible and meeting quality requirements in terms of comprehensiveness and clarity. Admission rules are governed, among other things, by a Senate resolution and the Rector's orders, and are published at least 5 months before the start of the admission process. The admission rules are publicly available in both Polish and English. The admission rules specify all information and guidelines that are key from the candidate's perspective. Separate documents provide comprehensive information on admission quotas and application deadlines.

In light of the above, the admission rules should be assessed as freely accessible, unambiguous, and published in a timely manner, and the admission process itself as open to all interested parties.

Starting in the 2022/23 academic year, recruitment is limited exclusively to individuals who have the ability to secure scholarship funding from external sources. Recruitment is conducted on a rolling basis—candidates may be admitted to the School during the academic year. Doctoral students are provided with the option of an Individualized Study Plan.

The competition for admission to the DS is conducted by an admissions committee composed of members holding at least the title of habilitated doctor. A representative of the doctoral student council may participate in the committee's work as an observer.

If a person with a disability requests it, the admissions process may be conducted remotely or in person in a room adapted to the needs of people with mobility impairments. Candidates also have the opportunity to review information regarding architectural accessibility. Before the start of the selection process, committee members review a practical guide on etiquette toward people with disabilities.

In light of the above, it should be concluded that the needs of people with disabilities in the recruitment process are addressed to an extent appropriate to those needs.

The committee decides the competition based on a ranking list, with points awarded for the grade on the diploma, the alignment of the field of study with scientific disciplines, the research proposal, declarations of support from third parties, previous scientific activity, and

the self-presentation and interview. In light of the above, and given the established minimum point threshold, the competitive selection process adequately enables the verification of candidates' aptitude for conducting scientific research. It should also be emphasized that, in accordance with the current policy of the University and the DS, all candidates who had secured external sources of funding were admitted to the DS. Only those applicants who did not meet the formal requirements were rejected.

The institution conducts an annual analysis of the recruitment process. The evaluation process identified a number of examples of implemented measures demonstrating the reliability of the actions taken by the institution to improve the recruitment process. Doctoral student satisfaction surveys assess, among other things, issues related to the availability of information—including information related to the educational process - on social media and the University's websites.

**Opinion:**

The recruitment process is transparent and accessible to foreigners and people with disabilities.

**Recommendations:**

The website to be reviewed and updated to ensure that all materials are available in English (see: University Statutes, procedure for awarding the doctoral degree).

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

The website of the DS provides materials concerning scientific guidance, including the Regulations of the Doctoral School No. 4, forms related to the procedure for appointing doctoral student supervisors, and the documents "Good Practices in Supervisor-Doctoral Student Relations" and "Information for Supervisors". The "Scientific Disciplines" section contains descriptions of disciplines and contact details of Chairs of Scientific Discipline Councils; however, profiles of potential supervisors and dissertation topics that would facilitate candidates' informed selection of scientific guidance are missing.

The DS operates exclusively for doctoral students within the Industrial Doctoral Programme, which determines the specificity of the supervisor selection process. Quality assessment of supervisor candidates is first conducted by ministry experts when granting funding.

Subsequently, the supervisors' achievements are evaluated by the coordinator and the Scientific Discipline Council, whose opinion is forwarded to the DS. Supervisor selection therefore takes place prior to recruitment, during submission of applications to the ministry. Recruitment is continuous and depends on ministerial call deadlines.

Under the HR Excellence in Research programme, in collaboration with the doctoral student council, the document "Good Practices in Supervisor-Doctoral Student Relations" was developed. The "Supervisory Guidance" webpage provides informational materials for supervisors and training on the Unified Anti-Plagiarism System. The university adheres to ethical standards, including the Code of Ethics for Research Workers of the Polish Academy of Sciences and the Fair Play Principles.

The surveys presented are clear and doctoral students have the right to express opinions on the quality of scientific guidance. Due to the small number of doctoral students, all cases are considered individually by the School's directorate, which seeks to resolve conflicts through negotiation. No significant problems have been reported by doctoral students or supervisors, resulting from the nature of implementation projects, where supervisor–doctoral student cooperation alignment occurs at the stage of submitting applications to the ministry or NCN competitions.

Access to research infrastructure is guaranteed by Senate Resolution No. 7/378. The Young Scientists Activities programme offers financial support up to PLN 15,000; across three editions, 27 doctoral students received PLN 321,000 in total. The School provides flexible education forms: individualised curriculum, suspension of education due to parental leave, and extension of the deadline for submitting a doctoral dissertation by up to two years. For doctoral students with disabilities, sign language interpreters, assistants, and adapted examination formats are available.

The DS presented a list of foreign experts participating in doctoral education. Pursuant to Article 190(6) of the Act on Higher Education and Science, a negative mid-term evaluation may limit the possibility of serving as a supervisor. The university implemented the HR Excellence in Research programme with a 15-member team and the OTM-R Policy.

**Opinion:**

The DS ensures a transparent and clearly defined procedure for the appointment and replacement of supervisors. Academic supervision is conducted at a good level. The DS has developed an effective method for verifying and evaluating the work of supervisors.

Recommendations:

- Supplementing the website with profiles of potential supervisors and dissertation topics to facilitate informed selection of scientific guidance.
- Revision of the supervisor–doctoral candidate cooperation evaluation surveys to account for the implementation-oriented character of the DS, and formalisation of a mediation procedure for conflict situations between supervisors and doctoral candidates..
- Engagement of industrial and foreign experts in applied research (e.g. Erasmus+), and consideration of cooperation with another doctoral school to address financial limitations regarding internationalisation.
- Extension of the age range of the Young Scientists Activities programme due to the higher age of candidates in the Industrial Doctoral Programme.

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

The procedure for conducting the mid-term evaluation is defined in the Regulations of the DS. The Regulations have undergone several revisions over the years; in particular, the mid-term evaluation procedure was reviewed in 2022 by the Academic Law Office of Łukasz Kierznowski, which significantly improved the quality of the evaluation process.

Initially, the evaluation also covered the quality of the educational process and the quality of the IPB. Currently, in accordance with the Act, only the degree of implementation of the IPB is assessed. The template of the mid-term evaluation report form, constituting an annex to the DS Regulations, has also been modified and improved. The Committee considers the currently used report template to be a model example that could be followed by other doctoral schools in Poland.

Additionally, a summary of the mid-term evaluation results is included in the Reports on the Quality of Education submitted to the DS Council, which may formulate recommendations regarding the evaluation procedure. Therefore, the entity meets the requirement of reliability in actions undertaken to improve the mid-term evaluation process.

The criteria for the mid-term evaluation and the procedure for its conduct are publicly available to all interested parties. They are precisely defined in the DS Regulations and are discussed during doctoral seminars in the first semester (as part of the presentation of the Regulations) and again in the fourth semester, in preparation for the mid-term evaluation.

The composition and competences of the mid-term evaluation committee comply with statutory requirements. The procedure for appointing the committee is defined in the DS Regulations (the committee is appointed by the Director from among candidates proposed by the discipline councils, following an opinion issued by the DS Council).

The Committee appreciates the efforts made by the DS to prepare members of the mid-term evaluation committees for their roles. Prior to the evaluation, an information meeting is organized during which the evaluation schedule, the method of providing access to documentation, the evaluation report template, and the essence of the mid-term evaluation are discussed, including the roles, responsibilities, and guidelines for committee members. Committee members are also required to familiarize themselves with guidelines on anti-mobbing and anti-discrimination policies, as well as codes of conduct, including guidance on appropriate behaviour towards persons with disabilities.

The committee's assessment is based on the analysis of the doctoral student's report on the implementation of the IPB, the supervisor's opinion, the doctoral student's oral presentation, and the discussion conducted with the student.

The DS strives to ensure:

- transparency – through clear and detailed rules specified in the DS Regulations,
- impartiality – supervisors and assistant supervisors are not members of the committee,
- substantive evaluation – only the degree of implementation of the IPB is assessed,
- transparency of results – the evaluation report is made available to the doctoral student and the supervisor, and information on the evaluation outcome along with its justification is published in the Public Information Bulletin.

During the evaluation period, the DS conducted mid-term evaluations of 53 doctoral students. In the first three years of the School's operation, 6 students received negative evaluations. All of them submitted appeals, and after reconsideration, 3 negative evaluations were upheld. In subsequent years, all evaluations were positive.

**Opinion:**

Mid-term evaluations are reliable, objective, and effectively motivate doctoral students to continue their work.

**Recommendations:**

- Transparency of the mid-term evaluation process could be significantly enhanced by allowing doctoral student representatives to participate as observers.
- Impartiality could be further strengthened by excluding members of the DS management from evaluation committees and by prohibiting participation in cases where justified circumstances may affect impartiality (e.g., co-authorship of publications).

- **Internationalisation:**

It should be stated that international academic and research cooperation is an integral part of the activities of the academic staff of the DS of Bydgoszcz University of Science and Technology. In particular, the following aspects should be emphasized:

- Doctoral students and academic staff of the DS actively participate in international scientific conferences with presentations of their researches.
- An important international achievement is active publication activity in reputable international journals, as well as a significant number of scientific publications in leading journals indexed in bibliometric databases.
- A considerable number of academic staff members of the DS participate in international projects and involve doctoral students in research activities.
- Doctoral students and professors of the DS have an academic mobility plan and can take part in the different forms of academic mobility abroad.
- The DS has implemented measures to support students with special health needs, including international doctoral students.
- 13 international doctoral students have completed or are continuing their studies at the DS.
- The DSI has engaged 5 international academic staff members in the doctoral education process.
- 2 visiting professors delivered lectures to doctoral students at the DS.
- Doctoral students have a good command of English, which significantly enables them to communicate freely with international researchers and become familiar with their scientific achievements.

However, it should be noted:

- A relatively limited participation of doctoral students in international educational and research projects can be observed.
- The provided materials indicate that the number of international academic staff involved in teaching at the DS may be higher.
- According to the available staff profiles, not all academic staff members of the DS have so far participated in international research internships abroad.
- It is worth noting that not all possible methods of attracting international candidates to the DS are currently fully utilized, which may indicate potential for further development of this activity.

Opinion:

It should be emphasized that the Doctoral School demonstrates a high level of organization of the educational process. At the same time, additional recommendations may contribute to improving selected areas of international activity.

Recommendations:

- Signing an agreement with one or several universities from the EU or other countries for double degree programmes, which would not only attract new international doctoral students but also expand the academic offer.
- Increasing the number of visiting professors and guest lecturers by including their

participation and funding in projects submitted by the DS.

-In cooperation with the university's international or project office, providing doctoral students and academic staff with broader access to information on international research grants, which would increase their participation in projects at European and global universities.

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

The effectiveness of doctoral education is an important element in assessing the institutional performance of a doctoral school, which should be considered across five dimensions, as detailed in the Regulation of the Minister of Education and Science (Journal of Laws 2021, item 1847). The statistics presented in the DS Self-Assessment Report indicate a satisfactory level of educational effectiveness, as the percentage of individuals who obtained a doctoral degree after completing education in the doctoral school during the evaluation period amounted to 83%, and 58% overall.

Nevertheless, the management of the DS identifies issues related to delays in the submission of doctoral dissertations and continuously monitors this situation. In this context, concern is raised by the declining percentage of individuals obtaining doctoral degrees in 2021 and 2022 (67% and 0%, respectively), compared to 2019 and 2020 (80% and 100%). It should also be noted that a significant number of doctoral students were removed from the register during the evaluation period (32 out of 74 recruited). This phenomenon should be interpreted in the context of the specific nature of the DS at PBS. The School's management and academic staff continuously implement corrective measures, and each case is individually analyzed and addressed.

The DS enables doctoral students to evaluate the quality of education through anonymous surveys covering both the educational process and the functioning of the School within the university structure. The implementation of such procedures should be considered good practice, in line with the requirements of the Regulation of the Minister of Education and Science (Journal of Laws 2021, item 1847). During the site visit, completed satisfaction questionnaires and other documents confirming doctoral student–supervisor interactions were presented for review. In most cases, these reflected highly positive assessments, emphasizing satisfaction with the doctoral training model at PBS.

The level of scientific achievements of doctoral students is documented in the DS Self-Assessment Report and is, in many cases, highly satisfactory in relation to implemented research projects.

Cooperation between the doctoral research community and the socio-economic environment is primarily implemented through participation in “doctoral implementation projects.” This is undoubtedly an important aspect; however, it does not fully exhaust the principles of social responsibility of the university, in which doctoral students should also be engaged. In light of current regulations, the university and its academic community should also participate in socio-educational activities within the framework of responsible research and innovation. The DS maintains a database for monitoring the professional careers of doctoral graduates, which is to be launched soon. This meets the requirements for quality assurance evaluation in accordance with the aforementioned regulation. This element of evaluation is particularly important, as it allows for assessing whether the doctoral school's structure supports graduates' success, satisfaction, and professional position after obtaining the doctoral degree.

Opinion:

The assessment of the criterion “Effectiveness of doctoral education” is fully positive and complies with statutory requirements.

Recommendations:

- Establish doctoral education quality panels with the participation of supervisors and external experts in order to improve timeliness in the submission of doctoral dissertations.
- Where possible, increase and strengthen doctoral students’ involvement in activities and initiatives related to the social responsibility of science at the University.

## V. FINAL OPINION AND RECOMMENDATIONS

---

### Final opinion and recommendations

The organization of the DS is transparent, with clearly defined recruitment procedures, educational pathways, and a system for monitoring doctoral students' progress. The quality of research and education, as well as the selection of teaching staff and supervisors, enables the achievement of learning outcomes consistent with Level 8 of the Polish Qualifications Framework. A high level of staff qualifications, access to research infrastructure, and well-adapted study programs and assessment methods contribute to the high quality of the educational process.

The Committee acknowledges the School's efforts to develop appropriate procedures, maintain high educational standards, and improve staff competencies. The systematic collection of feedback from doctoral students, flexibility of education, and strong administrative support are also noteworthy.

It is advised to:

Providing financial resources for doctoral student matters, the allocation of which is decided by the doctoral student council and financial resources at the disposal of the doctoral student council for its activities are statutory obligations of the University. Thus formal consultations should be held annually with the doctoral student council regarding the needs for the doctoral student budget and the doctoral student council budget for each academic year, and, should such needs arise, that funding be provided in these areas.

### Recommendations

- 1) The Committee understands and respects the University's policy of admitting doctoral candidates exclusively among those with external funding (primarily so-called implementation doctorates). However, it identifies certain weaknesses of this approach, such as the limited number of doctoral students, which consequently restricts opportunities for developing future academic staff, as well as potential difficulties in academic advancement of young researchers, including limited access to supervisory roles.
- 2) It is recommended to implement an integrated quality management system for doctoral education, based on transparency of requirements, standardization of workload, and activation of doctoral students' social engagement.
- 3) Supplement the website with
  - a) profiles of potential supervisors and dissertation topics to support informed decision-making by candidates,
  - b) detailed information about study programmes, including in English, to enable prospective candidates to make informed decisions about their field of study,
  - c) English version of all materials, corresponding to the Polish version (see University Statute and doctoral degree awarding procedure).
- 4) Revise student surveys on supervisor–doctoral student cooperation to reflect the implementation-oriented nature of the School, and formalize mediation procedures for conflict situations.

- 5) Introduce, alongside discussion-based assessment, an additional measurable form of evaluation.
- 6) Consider implementing ECTS credits as an informational tool for international candidates and to standardize doctoral workload.
- 7) Engagement of industrial and international experts in the field of applied research (e.g., within the Erasmus+ programme), as well as consideration of cooperation with another doctoral school as a means of addressing financial limitations in the area of internationalisation.
- 8) Expansion of the age eligibility range for the “Scientific Activities of Young Researchers” programme, due to the higher average age of candidates participating in the implementation doctorate programme.
- 9) Transparency of the mid-term evaluation process could be significantly enhanced by allowing doctoral student representatives to participate as observers.
- 10) Impartiality of the process could be further strengthened by excluding members of the doctoral school management from evaluation committees and by prohibiting participation in cases where justified circumstances may affect impartiality (e.g., co-authorship of publications).
- 11) Establishment of doctoral education quality panels with the participation of supervisors and external experts, aimed at improving the timeliness of doctoral dissertation submissions.
- 12) Where possible, increase and strengthen doctoral students’ engagement in practices and initiatives related to the social responsibility of science at the University.
- 13) Signing an agreement with one or several universities from the EU or other countries for double degree programmes, which would not only attract new international doctoral students but also expand the academic offer.
- 14) Increasing the number of visiting professors and foreign lecturers by including their participation and funding in projects submitted by the DS.
- 15) In cooperation with the university’s international or project office, providing doctoral students and academic staff with broader access to information on international research grants, which would increase their participation in projects at European and global universities.

## VI. ASSESSMENT AND REASON

---

Final assessment  
positive

**Reason:**

The evaluation team appointed by the Chairman of the Science Evaluation Committee reviewed the self-assessment report and requested supplementary information from the Doctoral School on February 18, 2026. The supplementary information to the self-assessment report was submitted by the entity on March 2, 2026.

The evaluation team then conducted an on-site visit to the Doctoral School on March 25, 2026, during which it obtained additional information allowing for a full verification of the submitted data.

The evaluation team found the school's organization to be transparent, with clearly defined recruitment procedures, study paths, and a system for monitoring doctoral student progress. The mid-term evaluation is reliable and transparent, and the process itself is well-organized. The quality of research and teaching, as well as the selection of lecturers at the doctoral school and supervisors, enable the achievement of learning outcomes appropriate to PQF level 8. The high level of staff qualifications, access to research infrastructure, and the adaptation of curricula and assessment of learning outcomes translate into high quality of the education process.

The evaluation team appreciates the Doctoral School's efforts in developing sound procedures, high educational standards, and improving staff competences. The systematic collection of feedback from doctoral students, the flexibility of the education, and good administrative support also deserve recognition.

Therefore, the evaluation team positively assesses the quality of education at the Doctoral School of Bydgoszcz University of Technology during the period under evaluation.

---

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

---

KEN

2023-2027



Minister of Science and Higher Education  
Republic of Poland

---



**NATIONAL  
INFORMATION  
PROCESSING**  
INSTITUTE