Executive summary

Report

Institutional accreditation

Karol Lipiński Academy of Music (Wrocław, Poland)

Site-visit: 25-27 May 2026

Introduction

Background and context[1]

The history of the Karol Lipiński Academy of Music (KLAM) dates to 1948 when it was established as a State Higher School of Music consisting of a Pedagogical department. In 1949 the Vocal department was established, followed by the Instrumental department and the Department of Theory and Conducting in 1951. Since 1950 it also includes Composition, and from 1972 Music Therapy. In 2019 the Doctoral school was established in accordance with the Act 2.0. KLAM now offers three cycles of education. In 2024 the Jazz Department was established as a fifth department. The institution changed its name and status in 1981 to the Karol Lipiński Academy of Music.

In addition to its educational programmes, the Academy offers many courses and events aimed at promoting music and the study of arts. These activities are organised in the teaching division whereas the many research and artistic activities are organised in the research and artistic division. The establishment of these two divisions was a consequence of revisions of the Law on Higher Education and Science (Act 2.0) in 2019.

The Academy cooperates with local institutions and organisations to contribute to society and to better prepare students for working life. It also cooperates with international institutions and organisations to provide international experiences for students and staff.

[1] SER, p. 4-6.

KLAM has its own campus centrally located in Wrocław consisting of both historical buildings and two new ones with several concert halls and other rooms designed for music purposes. There are plans for the construction of additional buildings.

Review Process

The Karol Lipiński Academy of Music (KLAM) has commissioned MusiQuE to conduct an external accreditation review following its initial accreditation by MusiQuE in 2019. Besides, the Academy has asked if the review could also cover additional accreditation requirements set out by the Polish Accreditation Committee (PAC). The Review team has tried to do so as far as possible with the documentation available.

The procedure for the review of the institution followed a four-stage process:

- The Academy prepared a *Self-evaluation Report (SER)* and supporting documents, based on the *MusiQuE Standards for Institutional Review.*
- An international Review team composed by MusiQuE studied the *SER* and documentation provided in preparation for the site visit.
- A site-visit was carried out on 25-27 May 2026. The site-visit comprised of meetings with representatives of KLAM's management, teaching and support staff, students, alumni and representatives from the music profession, and members of governing bodies (see programme in Annex A). Unfortunately, the Rector of the Karol Lipiński Academy of Music, prof. dr hab. Krystian Kiełb was unable to attend the meetings due to health reasons. Classes and performances were also visited, and the Review team conducted a tour of the campus.
- The Review team has produced the report using the *MusiQuE Standards for Institutional Review* as the basis of its investigations. The report is structured along the *Standards*. The supporting documents are listed in Annex B in the report and referred to as annexes 1-70 in the text. The Review team requested some additional documents from the institution. These are listed in Annex C in the report and referred to as Additional annexes no 1-11 in the text.

The Review team

The Review team consisted of:

- Matthias Hermann, Hochschule für Musik und Darstellende Kunst Stuttgart, Germany (Chair and Peer Reviewer)
- Ingrid Maria Hanken, Norwegian Academy of Music, Oslo, Norway (Secretary and Peer Reviewer)
- Susanne van Els, Conservatoire National Supérieur Musique et Danse de Lyon, France (Peer Reviewer)
- Marijn Abbink, Royal Conservatoire The Hague, The Netherlands (Peer Reviewer)
- Patricia Torres, Conservatorio Luigi Cherubini di Firenze, Italy (Peer Reviewer and Student representative)

Main strengths

- A close-knit community, with a student-centered commitment
- Strong student presence in decision-making
- Ambitious activities in the field of internationalisation
- Commitment to providing a supportive and friendly learning environment
- Active prevention of mental health issues
- Strong focus on employability
- Well connected to the profession and the wider community
- Student initiatives are encouraged as evidenced by the many student clubs that provide learning opportunities
- Sincere commitment to quality enhancement and assurance

Main points for development

- Develop the strategic planning and monitoring of activities including a new strategic plan with action plans, timelines, and tangible goals
- Develop a more sustainable and mature use of the organisational structure
- Create a more formalised and systematic cooperation with external stakeholders
- A more structured and data-driven approach to support the Quality Culture
- Ensure that students' progress is monitored and develop resilient procedures to provide them with transparent written feedback
- Ensure that assessment criteria are developed for all courses, aligned with the learning outcomes

Summary of the compliance with the Standards and recommendations

The Review team concludes that the Karol Lipiński Academy of Music complies with the *Standards for Institutional Review* as follows:

1. Institutional policies and governance	
Standard 1.1 The institutional mission, vision, values, and goals are clearly stated and relevant to the national and legal context in which the institution operates. They are effectively implemented through coherent institutional strategies and policies.	**Substantially compliant**
Recommendations • The Review team recommends that the Academy starts a process, involving all stakeholders, to develop a new strategy with action plans, including timelines and tangible goals, which can serve as a road map and secure effective implementation.	
Standard 1.2 The educational goals of the institution are clearly stated and achieved through the structure and content of its education policy and the study programmes.	**Fully compliant**
Suggestions for enhancement None	
Standard 1.3 The decision-making processes are clear, transparent and effective. The institution has an appropriate organisational structure, including a relevant representation of institutional stakeholders (students, teaching staff, support staff, representatives of the music profession and related artistic domains). There are effective mechanisms in place to involve institutional stakeholders in policy and programme design, and decision making processes.	**Substantially compliant**
Recommendations • The Review team recommends creating a more sustainable and mature use of the organisational structure. • The Review team recommends that consultations with external stakeholders should be formalised and carried out systematically. • The Review team recommends that the Academy should consider appointing additional external members to the decision-making bodies.	
2. Students' perspectives	

Standard 2.1 The institution has a clear, coherent, and inclusive admission policy in place to establish artistic/academic suitability of incoming students. The institution ensures that its programmes are delivered in a way that enable students to take an active role in creating the learning process and to engage in critical reflection throughout their studies. The achievement of intended learning outcomes is facilitated through an appropriate and effective blend of teaching and learning styles and pedagogies. The programmes and their methods of delivery are adequately catered by staff and support services.	**Fully compliant**
Suggestions for enhancement • The Review team suggests that the Academy strives to find a better balance between courses and practice.	
Standard 2.2 The institution has effective processes in place to formally monitor and act on information on student progression. Assessment policies are clearly communicated and consistently implemented across all programmes. There is a coherent policy and a functional complaints and appeals system in place.	**Substantially compliant**
Recommendations • The Review team recommends that formal monitoring procedures of students' progression across courses and throughout the study programmes should be developed and that written feedback should be provided to students. • The Review team recommends that the assessment criteria should be clearly evident in all syllabi and used explicitly during lessons, group classes, performances, and exams. **Suggestions for enhancement** • The Review team suggests that external members could be appointed to examination boards at final exams in major subjects.	
Standard 2.3 The institution has effective mechanisms in place to ensure that students acquire the necessary skills that facilitate their transition towards a professional life in the music and related artistic domains. The institution has processes in place to formally and effectively monitor students' subsequent employability and professional achievement. The information thus collected is efficiently used to maintain an active link with the music / artistic profession, and to further develop the programmes and institutional policies.	**Fully compliant**
Suggestions for enhancement • The Review team suggests that the Academy consider whether some of the courses offered by the CO should be part of the compulsory curriculum. • The Review team suggests that the CO develops into a laboratory for new practices.	
3. Teachers' perspectives	

Standard 3.1 The institution has processes in place to ensure that members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers. The size and composition of the teaching body are sufficient and appropriate to effectively deliver the study programmes. There are policies in place for continuing professional development of teaching staff.	**Fully compliant**
Suggestions for enhancement None	
4. External perspectives	
Standard 4.1 The institution offers a range of opportunities for students and staff to gain international perspectives and experiences.	**Fully compliant**
Suggestions for enhancement • The Review team suggests that more concrete action plans with time frames and tangible targets should be developed to create even more momentum in realising the internationalisation strategy. • The Review team suggests that staffing in the international office be increased to meet the present and future high activity.	
Standard 4.2 Institutional policies and strategies are in place for an active social engagement. The institution promotes continued development and maintenance of links with the music profession and the wider artistic, cultural, educational, and other relevant sectors within society.	**Fully compliant**
Suggestions for enhancement • The Review team suggests that more long-term agreements should be developed with selected external partners.	
5. Resources	
Standard 5.1 The institution has means and resources to enable a successful delivery of the study programmes, to support its institutional missions and policies, and to secure its sustainable development.	**Fully compliant**
Suggestions for enhancement None	
Standard 5.2 The institution provides effective support for all students and staff to preserve and improve their mental and physical wellbeing, and ensures a safe learning and working environment.	**Fully compliant**
Suggestions for enhancement • The Review team suggests that there should be an independent person outside the power structure whom students and staff can contact confidentially.	
6. Communication processes	
Standard 6.1 Effective mechanisms are in place for internal communication within the institution. Information provided to the public about the institution is clear, consistent, regular and accurate.	**Fully compliant**

Suggestions for enhancement None	
7. Quality Culture	
Standard 7.1 The institution builds an environment where internal and external feedback is sought and connected, and where staff and students are actively involved in an ongoing dialogue about the quality of education and of institutional strategies and policies. The institution is thus enabled to ensure the quality of its educational programmes and to work towards an all-embracing quality culture.	**Fully compliant**
Suggestions for enhancement • The Review team suggests that the Academy should explore other ways of gaining insight into students' opinions than by surveys only. • The Review team suggests that ISEQA be supplemented with statistical data in key areas to help monitor trends over time. • The Review team suggests that the annual ATEQA reports should include aggregated, anonymous results from all ISEQA activities as well as evaluations and analysis. Elements of the results could be shared with internal and external stakeholders. • The Review team suggests that the Academy ensures that students are informed about survey results and any actions taken as a result.	

Conclusion

The present review has demonstrated that the Karol Lipiński Academy of Music is a well-functioning higher music education institution, providing high-quality education to its students. This is evidenced by the fact that the institution's performance is considered fully compliant with most of the MusiQuE Standards. There has also been significant progress in several areas in response to the previous accreditation review, most notably the number of initiatives to ensure employability including the establishment of the Careers Office and the introduction of alumni surveys.

The Review team also wishes to commend the Academy's support for student centred learning and independence evidenced by the many student clubs which provide students with invaluable learning experiences. Commendable are also the efforts to ensure that students have a voice in decision-making, that their learning environment is supportive, and that mental health issues are prevented and addressed. The Academy stands out as a close-knit, trusting community where direct communication is easy and often informal. There is a strong commitment to quality enhancement and assurance, and the continuous efforts to further develop the quality assurance system is evidence in this respect. Furthermore, KLAM has a persistent, strong focus on internationalisation, which serves as inspiration for curriculum development as well as providing both staff and students with opportunities to develop their competencies through a high number of mobility exchanges. The Academy has strong ties to the profession, facilitated by the many teachers who are active as professionals outside the institution, and the strong informal connections with alumni.

However, some of the challenges highlighted in the previous accreditation report are still not fully addressed. A strategic plan has been developed, but without action plans with timelines and tangible objectives, it has failed to serve as the "road map" envisioned. Given the many changes inside and outside of the Academy, this is now the time to formulate a new strategy, which is designed to serve as a hands-on tool for strategic planning and monitoring. Another challenge that is not fully addressed, concerns assessment criteria. Such criteria, clearly linked to learning outcomes, are still not consistently formulated across all the syllabi.

Additionally, the Review team has registered other areas which could benefit further development, some of which will be highlighted here: Providing students with written feedback would enhance the students ability to learn from assessment and to track their progress over time. A closer and more systematic institutional tracking of their progress, combined with advisory support, would also be beneficial in this respect.

The inherent qualities of the organisational structure, such as the division of roles and responsibilities for decision-making, and for ensuring all different voices are heard, are not fully utilised. This is because the organisational culture is characterised by informality, joint decision-making and overlapping roles and responsibilities. A more sustainable and mature use of the structure would improve transparency and the quality of decision-making. This would also include formalising and extending consultations with more external stakeholders to ensure their perspectives are taken on board constantly.

Given the Academy's sincere quality culture, characterised by a willingness to listen, learn and develop, the Review team is confident that the recommendations and suggestions in this report will be addressed. The Review team also strongly encourages the Academy leadership to find – in cooperation with other universities – more liberal admission standards to attract international students as regular students. This might also apply to the

formal rules for the recruitment of international teaching staff. This will further enhance KLAM's position as an excellent higher music education institution with a strong international reputation.