



External Evaluation Report (REE) for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain

Higher Education Provider Organization:	Institution/Education	National University of Physical Education and Sports Bucharest
Doctoral School:		Institute of Doctoral and Postdoctoral Studies Doctoral School
Doctoral Domain:		Sport Science and Physical Education
The objective of the external evaluation:		Maintaining Accreditation



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Beatrice-Aurelia ABALAȘEI	Expert Evaluator	
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I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);

The present report is drafted in the context of the external quality evaluation procedure aimed at maintaining accreditation of the doctoral study domain *Sport Science and Physical Education*. The evaluation reflects the institutional development and quality assurance processes implemented after previous evaluations carried out by national and international bodies (e.g., ARACIS evaluations in 2010, 2013, 2017, and 2023, and IEP evaluation in 2013). UNEFS has been consistently certified as a higher education institution with a high level of confidence.

- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied);

The National University of Physical Education and Sports Bucharest is a higher education institution with over 100 years of tradition based on several normative acts starting from 1919. It is one of the first institutions of its kind in Europe and the only one in Romania specialized exclusively in the fundamental field of Sport Science and Physical Education. Its mission defines itself as a university focused on education and scientific research, aiming to: develop scientific knowledge in the field, promote fundamental and applied research and sports performance, support knowledge transfer and innovation, train highly qualified human resources, ensure a multicultural and multilingual educational environment. The university operates according to national legislation and its own Charter, ensuring transparency and compliance with legal provisions. Its current academic structure includes: Institute of Doctoral and Postdoctoral Studies (ISDP), Faculty of Physical Education and Sport, Faculty of Physiotherapy. The governance system includes academic and administrative leadership bodies (Rector, Senate, Administrative Council), selected according to legal procedures. UNEFS offers: 7 bachelor's degree programmes, 5 master's programmes, 1 doctoral study programme in *Sport Science and Physical Education*.

Quality assurance is implemented through: the Quality Assurance and Evaluation Commission (CEAC), the Quality Management Department, institutional strategies and operational plans, periodic external evaluations by ARACIS and other bodies.

- general description of the doctoral study domain (why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

The doctoral study domain, Sport Science and Physical Education, represents the core academic and research field of UNEFS. It has evolved continuously in line with institutional development and national quality assurance requirements. Since the last external evaluations the domain has maintained accreditation, academic and research activities have been strengthened, the educational offer has been aligned with labor market demands and international standards. In this sense, the Doctoral School operates within the Institute of Doctoral and Postdoctoral Studies and ensures the organization and development of doctoral studies (Cycle III), contributing to advanced research and academic training in the field.

II. Methods used

- Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);

The external evaluation was based on a comprehensive analysis of: the Internal Evaluation Report (IER) for the doctoral study domain *Sport Science and Physical Education* and its annexes; institutional documents regulating doctoral studies and quality assurance, including the University Charter, regulations of the Institute of Doctoral and Postdoctoral Studies (ISDP), regulations of the Doctoral School (SCDR), internal procedures and methodologies; strategic and operational documents (the Strategic Plan (2024–2029), annual operational plans, the research–development–innovation strategy), documents regarding research infrastructure and activity (research plans, documentation related to the Interdisciplinary Research Center and affiliated laboratories); legal and regulatory framework documents (Law no. 199/2023, Government Decisions, ministerial orders); publicly available information on the institutional website; additional documents requested by the evaluation panel before and during the visit, where applicable.

- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);

The on-site external evaluation visit took place during 20–21 April 2026, according to the official timetable, with the participation of the ARACIS evaluation panel. The visit included: technical meetings of the evaluation panel for internal discussions and clarification of findings; meetings with institutional management representatives; meetings with the

team that prepared the Internal Evaluation Report; meetings with doctoral supervisors and teaching staff involved in doctoral activities; meetings with doctoral students and graduates (alumni); meetings with employers of graduates; meetings with representatives of: quality assurance structures (CEAC), research centers and laboratories, University Ethics Committee; visits to the material base, including research infrastructure and laboratories; final meeting for presentation of conclusions of the evaluation process.

- Other relevant methods or aspects.

The evaluation committee analyzed, during the on-site visit, and based on direct interaction and consultation with key stakeholders involved in doctoral education; evaluation of the research infrastructure and facilities, including interdisciplinary laboratories; assessment of the functionality of quality assurance mechanisms; verification of compliance with ARACIS standards and national legislation; analysis of institutional transparency through publicly available information; triangulation of data obtained from documents, meetings, and on-site observations to ensure the validity of conclusions.

III. Judgement on the extent to which the standards and performance indicators are fulfilled

DOMAIN A. Institutional capacity

Criterion A.1. Managerial and administrative structures and processes involving students and other stakeholders

Standard S.A.1.1. Organisational components and institutional processes	
The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.	
Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The organisation and implementation of the doctoral study programme in *Sport Science and Physical Education* are ensured by the Institute of Doctoral and Postdoctoral Studies (ISDP), which, through the Doctoral School (SCDR), manages the flow of doctoral students and ensures the proper conduct of the study programme under optimal conditions. The management of the Doctoral School is ensured by the Council for University Doctoral Studies (CSUD), led by the CSUD Director. The Director of CSUD was appointed through a competitive selection process, based on Rector's Decision no. 243/26.07.2024. The activity of CSUD is carried out in accordance with its own regulation. The composition of the Council for University Doctoral Studies was established following the application of the methodology for appointing its members. The activity of ISDP and SCDR is conducted in accordance with UNEFS internal regulations, methodologies, and procedures, which are periodically updated and publicly available on the university and doctoral school websites. These documents regulate the functioning of SCDR and CSUD, the admission process to doctoral studies, the organization and completion of doctoral and postdoctoral studies, as well as the habilitation of academic staff, thus ensuring an adequate and efficient management system. In the process of updating documents governing managerial, educational, and research-development-innovation (RDI) activities within ISDP, the Quality Assurance and Evaluation Commission (CEAC), together with CSUD members, are actively involved, ensuring the integration of legislative changes into these documents.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Thus, the doctoral study programme in *Sport Science and Physical Education* is organized and managed within a coherent institutional framework, through the Institute of Doctoral and Postdoctoral Studies (ISDP) and the Doctoral School (SCDR), which ensure both the management of doctoral student flows and the proper conduct of the programme in accordance with legal and institutional requirements. The governance of the programme is ensured by the Council for University Doctoral Studies, a functional structure established based on institutional methodologies. The appointment of the CSUD Director through a competitive procedure ensures transparency, legitimacy, and stability of leadership, while the activity of CSUD is regulated by its own internal regulation, clearly defining

responsibilities and decision-making processes. The activity of ISDP and SCDR is supported by a coherent internal regulatory framework (regulations, methodologies, procedures), which is periodically updated and publicly available, ensuring compliance with ARACIS standards and transparency requirements. At the same time, the involvement of the Quality Assurance and Evaluation Commission (CEAC), together with CSUD members, in updating managerial and academic documents reflects the existence of a functional quality assurance system, supporting the continuous improvement of the doctoral programme.

✓ **Aspects that constitute best practice examples**

The evaluation committee found that, the establishment of a centralized doctoral management structure (ISDP–SCDR–CSUD) ensures coherent coordination and efficient governance of doctoral studies. The continuous updating of regulations with the active involvement of CEAC and CSUD reflects a strong institutional quality culture and alignment with current legislation.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement

The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

At the level of the Institute of Doctoral and Postdoctoral Studies (ISDP), the Council for University Doctoral Studies (CSUD) and specialised committees operate, ensuring the active involvement of stakeholders in decision-making processes. The composition of these structures, established through CSUD decisions, Senate decisions, and Rector's decisions, includes both academic staff and representatives of student associations, thus ensuring the participation of students as key stakeholders in institutional governance. The collective management of ISDP is reflected through the regular organisation of meetings within the Doctoral School (SCDR), conducted based on formal convocations and established agendas. During these meetings, members are informed about current regulations, consulted on their implementation, and actively involved in the adaptation of institutional documents. Furthermore, students are actively involved in the process of reviewing and updating methodologies, regulations, and procedures governing the doctoral study domain. Their participation in decision-making is ensured through their membership in relevant structures and their active involvement in meetings and consultations. This approach demonstrates that the opinions of academic staff, students, and other stakeholders are systematically considered in the process of adopting and revising institutional regulations and procedures, in accordance with ARACIS requirements regarding stakeholder engagement.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analyzed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The analysis of the available evidence indicates that the National University of Physical Education and Sports Bucharest ensures an effective and structured involvement of stakeholders in the process of developing and revising methodologies, regulations, and implementation procedures. The inclusion of student representatives within CSUD, Senate committees, and Doctoral School structures demonstrates a formal and functional mechanism for stakeholder participation in decision-making processes. This ensures that the perspectives of doctoral students are considered alongside those of academic staff. The regular organisation of meetings within the Doctoral School (SCDR), based on formal agendas, allows for: dissemination of updated regulatory information, consultation of members regarding implementation aspects, active participation in the revision of internal documents. Furthermore, the involvement of both academic staff and students in the periodic review of regulations reflects a participatory governance model, aligned with ARACIS standards regarding transparency, inclusiveness, and quality assurance. The evidence confirms

* The faculty, department, subsidiary, extension - hereinafter "organisational components"

that stakeholder opinions are not only formally represented but also actively integrated into institutional decision-making processes, contributing to the continuous improvement of the doctoral study programme.

✓ **Aspects that constitute best practice examples**

Regular, structured consultation processes within SCDR meetings, allowing stakeholders to actively contribute to the revision of regulations and procedures.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Criterion A.2. The material resources and optimisation of the use of the material resources

Standard S.A.2.1. Material resources

The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The National University of Physical Education and Sports Bucharest provides adequate material resources to support the doctoral study domain Sport Science and Physical Education, through its organisational structures – the Institute of Doctoral and Postdoctoral Studies (ISDP), the Doctoral School (SCDR), and the Interdisciplinary Research Center “Dr. Alexandru Partheniu”, CCI). Doctoral students benefit from: appropriate spaces for courses, seminars, and research activities; access to two dedicated study rooms within the university library; extensive and up-to-date documentary resources, including specialised books and free access to international scientific databases through the ANELIS network. Educational and research activities are carried out both within the main campus and in UNEFS training bases (Eforie Nord and Parâng), as well as through partnerships with external institutions, based on active collaboration agreements (65 in total, including 62 for doctoral studies). The research infrastructure is supported by the laboratories of the Interdisciplinary Research Center (CCI), equipped with modern and specialised equipment, including: anthropometric and postural analysis systems, functional exploration and physiological assessment devices, motor performance evaluation systems, advanced technologies for human performance and psychomotor analysis. These laboratories integrate digital technologies and specialised software, enabling doctoral students to apply advanced and innovative research methods. The research infrastructure has been continuously developed through institutional development projects (FDI 2021–2025) and other funding sources, supporting the acquisition of advanced equipment and the enhancement of research capacity. Doctoral supervisors also benefit from dedicated spaces for supervision activities and have full access to research infrastructure and scientific databases.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The analysis of the available data indicates that UNEFS ensures adequate and well-developed material resources, aligned with the requirements of the doctoral study domain. The diversity of educational and research spaces, including university premises, training bases, and partner institutions, ensures flexibility and optimal conditions for academic and research activities. The existence of modern research laboratories equipped with advanced technologies demonstrates a strong institutional commitment to supporting high-level research and innovation. The continuous investment in infrastructure, through national funding programmes, reflects sustainability and strategic development. Access to international scientific databases and well-equipped library facilities contributes to a favorable academic environment, supporting both individual and collaborative study. Moreover, the provision of dedicated spaces for doctoral supervision and staff activities ensures appropriate working conditions for academic personnel.

✓ **Aspects that constitute best practice examples**

Continuous development of research infrastructure through competitive national funding (FDI projects), ensuring access to state-of-the-art equipment and, also, integration of interdisciplinary laboratories equipped with advanced digital technologies, supporting innovative research and doctoral training.

✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources
 The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The management and use of research equipment are organised at the level of the Interdisciplinary Research Center "Dr. Alexandru Partheniu" (CCI) within the National University of Physical Education and Sports Bucharest. Both movable and immovable assets belonging to the university are subject to systematic and appropriate maintenance, ensuring that the educational and research infrastructure is maintained at adequate functional and safety standards. The reliability and optimisation of research equipment are ensured by the scientific researchers employed within the institution, while the administrative structures of the university are responsible for the proper management of these assets. The activity of the laboratories is supervised by doctoral supervisors, who, in close collaboration with university specialists, ensure that the use of research equipment complies with the methodological standards specific to each research field. The research infrastructure consists of laboratory spaces and associated equipment within CCI. The use of equipment is regulated through specific internal regulations and procedures, including: the Regulation on the organisation and functioning of CCI; regulations governing access and operation of laboratories (Psychology and Psychomotricity, Anthropometry, Functional Explorations, Motor Evaluation, Human Performance).

These regulations establish clear conditions for access, use, and maintenance of equipment, ensuring an organized safe, and efficient use of material resources.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Verification of the information in the report and related documents, as well as the on-site visit, indicates that UNEFS ensures a structured and efficient management of material resources, supported by clearly defined regulations and responsibilities. The existence of dedicated structures (CCI), together with the involvement of both administrative staff and research personnel, ensures proper maintenance, functionality, and optimisation of equipment. The supervision of laboratory activities by doctoral supervisors guarantees that equipment is used in accordance with scientific and methodological standards, contributing to the quality of research activities. Furthermore, the existence of detailed regulations for each laboratory demonstrates a high level of organisation, ensuring controlled access, proper use, and sustainability of resources.

✓ Aspects that constitute best practice examples

Implementation of specific regulations for each research laboratory, ensuring controlled access and optimal use of equipment and integration of academic, research, and administrative staff in the management and supervision of research infrastructure, ensuring sustainability and efficiency.

✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion A.3. Adequate human resources and transparent staff recruiting procedures developed according to the law

Standard S.A.3.1. Human resources
 The HEI has the required human resources to organise and deliver the evaluated study programme/domain.

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
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The National University of Physical Education and Sports Bucharest has the necessary human resources to organise and deliver the doctoral study programme in Sport Science and Physical Education. Doctoral supervisors, 6 professors, hold the required qualifications and professional competences to teach the subjects included in the curriculum and to conduct and supervise research activities at doctoral level. The list of doctoral supervisors and their CVs are publicly available on the Doctoral School website. Human resource management is based on principles of transparency, equal opportunities, and academic freedom. Within the Doctoral School (SCDR), the human resources involved in teaching and research activities include: full-time academic staff holding the rank of professor; 2 full-time researchers (CS II and CS III); associated academic staff from UNEFS and other universities, involved in doctoral supervision teams and academic integrity structures. Doctoral supervisors demonstrate continuous research activity, reflected in publications indexed in Web of Science and other recognised databases. Their international visibility is evidenced by: membership in scientific committees and professional associations; participation in organising committees of scientific and sports events; involvement in international research and academic networks; invitations to international conferences and participation in doctoral thesis defence committees. All doctoral supervisors meet the national minimum standards for the field of Sport Science and Physical Education and are actively involved in supervision, research, and dissemination activities.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Available data indicates that UNEFS ensures adequate, qualified, and competent human resources for the doctoral study domain. The presence of highly qualified academic staff, including professors and experienced researchers, ensures the delivery of high-quality teaching and research activities. There are 6 coordinators and 61 PhD students, including also 4 students on interruption and 1 doctoral student with the thesis in preview, who was omitted due to human error in Annex 19 under supervisor professor PhD Teodorescu Silvia. For the academic year 2025–2026, based on OM 3020/2024, Article 14, paragraph 6, by Senate Decision no. 235/25.09.2025, approval was granted for exceeding the maximum number of doctoral students that may be supervised simultaneously by three doctoral supervisors. This decision was justified by the need to ensure the annual enrollment quota, under the conditions of extending the duration of doctoral studies from 3 to 4 years. During the evaluated period, 6 doctoral supervisors retired, which led to the redistribution of doctoral students in the doctoral training stage to the remaining active supervisors. The situation of doctoral supervisors and the number of students is presented in Annex 19 as follows: 2021–2022 – 12 supervisors; 2022–2023 – 11 supervisors; 2023–2024 – 9 supervisors; 2024–2025 – 8 supervisors; 2025–2026 – 6 supervisors. Under these conditions, 23 doctoral students were redistributed to active doctoral supervisors. At present, among them, 3 have defended their doctoral thesis, 16 are in the process of preparing their thesis, and 4 have been dismissed. During the evaluated period, as a result of the provisions of OM 3020/2024, 17 doctoral students requested an extension of doctoral studies from 3 to 4 years, which led to a temporary increase in the number of students per doctoral supervisor. As a result, at the time of the visit, according to the information contained in the IER (Annex 19, Table 5) and the documents verified at the Doctoral School Secretariat, the following clarifications are required regarding the number of doctoral students and their allocation to academic staff: Prof. PhD Stănescu Rareș – 7 students; Prof. PhD Vasile Luciela – 8 students; Prof. PhD Teodorescu Silvia – 8 students (1 student with a thesis in preview at the beginning of the academic year was included by mistake); Prof. PhD Stoica Marius – 10 students; Prof. PhD Tudor Virgil – 10 students. In the case of Prof. PhD Stănescu Monica – 13 students, this is due to the fact that 1 student (4th year) resumed studies after an interruption and occupied a budget-funded place that became available after 1 October. By the end of the 2025–2026 academic year, at least 7 doctoral theses are expected to be uploaded in preview on the national platform, so the number of doctoral students under the supervision of the doctoral supervisors nominated by Senate Decision no. 235/25.09.2025 will decrease.

For the 2026–2027 academic year, the university estimates 4 affiliations to SCDR UNEFS by UNEFS academic staff holding habilitation certificates. Thus, in view of the admission competition for the September 2026 session, the provisions of Article 14, paragraph 5, regarding the maximum number of doctoral students that may be supervised by one doctoral supervisor will be complied with. The inclusion of associated academic staff from other institutions contributes to academic diversity and interdisciplinarity. The scientific output and international visibility of doctoral supervisors demonstrate strong research performance and alignment with international academic standards. Furthermore, compliance with national minimum standards and the active involvement of staff in supervision and research activities confirm the adequacy of human resources for doctoral education.



✓ Aspects that constitute best practice examples

Strong international visibility of doctoral supervisors through participation in scientific committees, conferences, and research networks;

Integration of academic staff from multiple institutions in doctoral supervision teams, supporting interdisciplinarity and academic collaboration.

✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The National University of Physical Education and Sports Bucharest ensures the professional and personal development of its staff through structured institutional policies and continuous training initiatives. The UNEFS training and professional development plan for academic, auxiliary, and administrative staff aims to strengthen professional competences, update knowledge, and support career development, in accordance with the institutional strategy and the annual training plan. At academic level, staff development is reflected through participation in: 16 professional training courses during the evaluated period; scientific conferences, congresses, and specialized workshops; annual Summer School activities organized by doctoral supervisors for future doctoral students. Between 2021 and 2025, within FDI projects (Domain 6), workshops were organized focusing on: the promotion and use of research equipment; ethical use of artificial intelligence in scientific research. Academic staff also participate regularly in training courses on research ethics and integrity. Professional development is further supported by: free access to international scientific databases through the ANELIS network; institutional support for scientific publication, including funding for WoS-indexed articles with impact factor. At the level of the Doctoral School (SCDR), a positive professional environment is ensured, with annual peer evaluations highlighting very good professional relationships, reflected in the highest evaluation scores.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

This analysis revealed that UNEFS provides a structured and consistent framework for professional and personal development of its staff. The existence of a formal training plan aligned with institutional strategy demonstrates a strategic approach to human resource development. Participation in training courses, conferences, and workshops reflects a continuous effort to update professional competences and maintain academic performance. The organisation of thematic workshops, including those related to research technologies and ethical use of AI, highlights the institution's responsiveness to emerging trends and challenges in higher education and research. Support measures such as access to international databases and financial support for scientific publications further contribute to enhancing academic performance and research visibility. Additionally, the positive organisational climate, confirmed by peer evaluations, supports staff motivation and professional growth.

✓ Aspects that constitute best practice examples

Organisation of specialised workshops on emerging topics (e.g., ethical use of AI in research), reflecting adaptability to current academic trends. There is institutional interest in supporting the publication of research (ISI articles) and access to international databases, enhancing research performance and career development.

✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures Teaching staff recruitment procedures compliant with the provisions of the law.	
Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The National University of Physical Education and Sports Bucharest ensures that the recruitment of teaching and research staff is conducted in compliance with legal provisions and based on transparent procedures. At the level of the Doctoral School (SCDR), recruitment and affiliation of doctoral supervisors are carried out according to specific procedures, which respect the principles of: transparency, equal opportunities, academic freedom and the right to choose. These procedures are publicly available and aligned with national regulations and institutional methodologies. During the evaluated period, a number of 8 academic staff members obtained the habilitation certificate, following the defense of habilitation theses in accordance with CNATDCU and ARACIS methodologies. These candidates demonstrated consistent scientific output, including: specialised books, WoS-indexed articles, participation in research-development-innovation projects. Some of these habilitated academics have already been affiliated with doctoral schools, while others are in the process of joining the doctoral supervisors within UNEFS. In addition, ISDP promotes the development and recruitment of research staff through a coherent methodology for filling research positions, in accordance with current legislation. This methodology ensures a transparent and competitive recruitment process for research personnel.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The members of the evaluation committee found that UNEFS applies transparent and legally compliant recruitment procedures for both teaching and research staff. The existence of clearly defined procedures for the affiliation of doctoral supervisors ensures consistency and transparency in the recruitment process. The application of principles such as equal opportunities and academic freedom further strengthens the integrity of recruitment practices. The habilitation of new academic staff demonstrates the institution's commitment to expanding and strengthening its academic capacity, based on merit and scientific performance. Moreover, the implementation of a dedicated methodology for recruiting research staff reflects a structured and coherent approach to human resource development in the research area.

✓ **Aspects that constitute best practice examples**

Two important aspects emerge: transparent and publicly available procedures for the affiliation of doctoral supervisors, ensuring fairness and equal opportunities and strategic development of human resources through the habilitation of new academic staff and structured recruitment of research personnel.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation	
The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.	
Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The National University of Physical Education and Sports Bucharest implements digital tools within its institutional processes, including those of the Doctoral School (SCDR), to improve access to services and enhance the quality of education and administrative support. A key digital resource is the UNEFS e-learning platform, which provides a virtual learning environment dedicated to the doctoral study programme. Through this platform, doctoral students have access to: course descriptions, teaching materials for lectures, seminars, and practical activities, recommended bibliography, information regarding student assessment. Access to the platform is granted through individual user accounts for both students and academic staff. The University Management System (UMS) supports the digitalisation of administrative and academic processes, enabling: access to electronic student records, management of tuition fees, monitoring of students' financial status. Students can also pay tuition fees online through a dedicated digital payment module.

Additional digital platforms used include: Solaris, which supports the evaluation of teaching staff by students; Integritas, used by academic staff for annual self-evaluation processes; anti-plagiarism systems, supporting academic

integrity and preventing misconduct. Furthermore, students and academic staff benefit from access to international scientific resources through the ANELIS network, ensuring access to high-quality research databases.

- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The analysis of the available data indicates that UNEFS has implemented a comprehensive digital ecosystem supporting both academic and administrative processes.

The use of the e-learning platform ensures accessibility of educational content and facilitates communication between students and academic staff, contributing to a flexible and modern learning environment. The implementation of the University Management System (UMS) demonstrates a significant level of administrative digitalisation, improving efficiency, transparency, and accessibility of services for students. The integration of specialised platforms (Solaris, Integritas, anti-plagiarism systems) reflects a structured approach to quality assurance, performance evaluation, and academic integrity. Moreover, access to international scientific databases through ANELIS enhances research capacity and supports academic development.

- ✓ **Aspects that constitute best practice examples**

Integration of multiple digital platforms (e-learning, UMS, evaluation and anti-plagiarism systems) into a coherent institutional digital ecosystem; Implementation of online administrative services (e.g., electronic records and online payments), enhancing accessibility and efficiency for students.

- ✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s*

The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The National University of Physical Education and Sports Bucharest ensures that the doctoral study programme in Sport Science and Physical Education is designed in accordance with ARACIS standards and structured to achieve the expected learning outcomes. The curriculum is organised based on the European Credit Transfer System (ECTS) and includes a total of 240 ECTS credits, distributed as follows: 30 ECTS credits allocated to the advanced study programme (theoretical training, 750 hours); 210 ECTS credits allocated to the scientific research programme (5250 hours). Student-centered education, based on their needs, in accordance with the research topic, emerges from the 4 packages of optional subjects existing in the Curriculum. The doctoral programme has a duration of 4 years (8 semesters) and integrates all relevant components: teaching and learning activities, research activities, practical and methodological training, evaluation processes. The advanced study programme, conducted in the first semester, includes 7 colloquia (4 for compulsory subjects and 3 for optional subjects), ensuring the acquisition of theoretical and methodological knowledge necessary for doctoral research. The research component represents 87.5% of the total programme, reflecting the research-oriented nature of doctoral studies. The progress of doctoral students is monitored through: progress reports (35 ECTS credits per year in years II–IV); research and publication activities (25 ECTS credits per year). Research outputs are quantified through: WoS/ISI-indexed articles (15 ECTS), BDI-indexed articles (10 ECTS), participation in conferences, workshops, and summer schools (5 ECTS). The structure of the curriculum ensures a balanced distribution between theoretical training and research activities, aligned with the expected learning outcomes and programme objectives.

* The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The analysis of the available data indicates that the doctoral study programme is coherently designed and structured in accordance with expected learning outcomes and ECTS requirements. The clear separation between theoretical training (first semester) and extensive research activity ensures a logical progression of learning, allowing students to acquire foundational knowledge before engaging in advanced research. The strong emphasis on research (87.5% of total workload) reflects alignment with the specific nature of doctoral studies and supports the development of advanced research competences. The use of measurable performance indicators (ECTS credits for progress reports, publications, and academic participation) ensures transparency and objectivity in evaluating doctoral students' progress. Furthermore, the integration of teaching, research, and evaluation activities demonstrates a comprehensive approach to doctoral education, leading to the acquisition of a higher education qualification.

- ✓ Aspects that constitute best practice examples

In this context, the commission notes: strong research-oriented curriculum, with a high proportion of credits allocated to scientific research (87.5%), supporting advanced academic development and quantification of research performance through ECTS credits for publications and academic activities, ensuring transparency and measurable progress.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.2. Alignment of the curriculum with the qualification

Standard S.B.2.1. Alignment with the qualification level and the intended competences
 In the curriculum design and development process, the 12 organizational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The academic entity ensures that the expected learning outcomes of the doctoral study programme in Sport Science and Physical Education are aligned with the competences required by relevant occupations and qualification frameworks. The expected learning outcomes are defined in correlation with: national and international occupational standards for the occupation Scientific Researcher in Physical Education and Sport (COR code 226909); the European Skills, Competences and Occupations (ESCO) classification, for the profession of Behavioral Sciences Researcher (code 2632.3); the National Qualifications Framework (NQF), corresponding to Level 8 – doctoral studies. According to the curriculum, the doctoral programme aims to develop: competences in fundamental and applied research in physical activity and sport; the ability to critically analyse and innovate theories related to sports training, physical education, motor learning, and sports performance; skills to investigate biological, psychological, and social mechanisms underlying physical effort adaptation and motor behaviour; competences for designing evidence-based educational and training interventions, including in inclusive and multicultural contexts; the capacity to promote ethical, sustainable, and evidence-based approaches in sport and physical education. These competences are integrated within the curriculum and are supported through teaching, research, and evaluation activities.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The expected learning outcomes are clearly defined and appropriately aligned with both national and European occupational standards. The correlation with ESCO and national occupational classifications ensures that the competences acquired by doctoral students are relevant to the labor market and academic career paths. The alignment with Level 8 of the National Qualifications Framework reflects the advanced level of knowledge, skills, and autonomy expected from doctoral graduates. The curriculum supports the development of both theoretical and applied research competences, as well as transversal skills such as critical thinking, innovation, and ethical responsibility.

- ✓ Aspects that constitute best practice examples



Explicit alignment of learning outcomes with both national occupational standards and the European ESCO framework, ensuring international relevance. On the other hand, the analysis highlights as a strong point integration of interdisciplinary and evidence-based competences, supporting both academic research and practical applications in the field.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.3. Student-centred learning, teaching and evaluation

Standard S.B.3.1 Principles

The organisational component implements the principles of student-centred learning.

Indicator
I.P.B.3.1.1

The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The National University of Physical Education and Sports Bucharest ensures the implementation of student-centred learning principles within the Doctoral School (SCDR), both at curriculum level and through the teaching and evaluation strategies used. The curriculum is structured based on expected learning outcomes, aligned with the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF) descriptors for the occupation of researcher in physical education and sport. The learning process integrates both: face-to-face teaching activities, individual study activities, as reflected in the curriculum through the allocation of hours for direct interaction and independent work. The curriculum includes both compulsory and optional disciplines (4 packages of optional disciplines, grouped by specific fields: 4 optional disciplines for the physical education track, 6 optional disciplines for sports and performance, 4 optional disciplines for physiotherapy, and 4 for sports management) allowing doctoral students to personalise their educational pathway according to their academic and professional interests. Course descriptions indicate the use of active and student-centred teaching methods, such as: project-based learning, case studies, problem-based learning, practical and applied activities. Evaluation methods are diversified and focus on: formative assessment, continuous feedback, active participation of students in learning activities. Teaching activities are organised in an interactive manner, encouraging student engagement and experiential learning. Student participation is also reflected in the final grade for each discipline. Additionally, institutional mechanisms are in place for collecting student feedback on the quality of teaching and learning processes, and this feedback is used to improve and optimise educational activities.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The analysis of the available data indicates that UNEFS effectively implements the principles of student-centred learning within the doctoral study programme. The alignment of the curriculum with learning outcomes and qualification frameworks ensures a clear focus on student competences and academic development. The inclusion of optional disciplines supports flexibility and individualisation of learning pathways, while the balance between guided learning and independent study promotes autonomy and responsibility among doctoral students. The use of active teaching methods and interactive learning strategies demonstrates a shift from traditional teaching approaches to student-centred practices, encouraging critical thinking, problem-solving, and practical application of knowledge. Furthermore, the integration of continuous assessment and feedback mechanisms supports the monitoring of student progress and enhances learning outcomes. The systematic collection and use of student feedback reflects a responsive and adaptive educational environment.

✓ **Aspects that constitute best practice examples**

Active learning methods (project-based learning, case studies, problem-based learning) supporting student engagement and autonomy and systematic use of student feedback to continuously improve teaching and learning processes.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

During the period 2021–2025, UNEFS doctoral students have consistently participated in national and international scientific events, both in Romania and abroad (Annex 18). A significant number of participations is recorded within the annual UNEFS congress ICEHHM, which includes a dedicated section for doctoral students. Doctoral students also regularly attend conferences organised by major Romanian universities (e.g., Babeş-Bolyai University, West University of Timișoara, Alexandru Ioan Cuza University of Iași, University of Craiova, Ovidius University of Constanța, Vasile Alecsandri University of Bacău), as well as international events such as the eLSE Conference – eLearning and Software for Education. In total, 108 participations in conferences, congresses, and symposia were recorded, alongside 4 participations in Erasmus projects. Participation is supported institutionally through the allocation of academic credits and financial support from university funds. Additionally, within the PROINVENT project (2021–2023), doctoral students benefited from funding for participation in international conferences (e.g., Sofia, Bulgaria), as well as access to training activities, research placements, and workshops, contributing to their academic mobility and international exposure.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The analysed data demonstrate that UNEFS provides consistent and diversified opportunities for academic mobility and international exposure, both in physical and partially virtual formats. Although classical long-term mobility (e.g., extended study visits abroad) is represented to a limited extent (e.g., Erasmus participation), the high number of participations in international conferences and scientific events compensates through short-term academic mobility and networking opportunities. The institutional support mechanisms—such as: financial support from university funds, allocation of academic credits, integration of participation into doctoral training programmes, targeted funding through projects such as PROINVENT—indicate a systematic organisational approach to encouraging doctoral students' academic mobility and international visibility. Moreover, participation in international conferences, including those organised abroad (e.g., Sofia, Bulgaria), demonstrates that mobility is not limited to national events but extends to the international academic environment.

✓ **Aspects that constitute best practice examples**

The following elements can be highlighted as examples of good practice: systematic support for conference participation, including financial coverage and academic credit recognition; high participation rate (108 participations) in scientific events, indicating strong institutional encouragement; integration of mobility opportunities within funded projects, such as PROINVENT; organisation of international events with dedicated doctoral sections (e.g., ICEHHM); collaboration with multiple national academic institutions, ensuring continuous academic exchange; participation in international conferences abroad, enhancing global exposure; access to Erasmus mobility opportunities, even if limited in number.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

UNEFs ensures fair and transparent access to doctoral studies through the public availability of admission methodologies, published at least six months in advance, and clearly communicated admission places approved by the Rector. Institutional commitment to equality of opportunity is reflected in measures such as dedicated places for Roma candidates, transparent tuition fee policies, and regulated procedures for fee collection and reimbursement. All regulations and procedures related to doctoral studies are publicly accessible on the UNEFS and SCDR websites. Doctoral students benefit from continuous access to information regarding study programmes, academic calendar,

examinations, scientific events, and mobility opportunities (including Erasmus), through institutional websites and email communication. The implementation of the Equal Opportunities Strategy is monitored by a dedicated committee, with annual reporting. Gender balance data indicate an equal distribution between male and female doctoral graduates (32 men and 33 women over the analysed period), supporting the principle of fairness and equal access.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

UNEFS ensures fair and equitable opportunities for doctoral students through a comprehensive and transparent organisational framework. Key elements supporting this conclusion include: transparent admission procedures, with early publication of methodologies and available places; equal access to information, ensured through publicly available regulations and continuous communication channels; financial transparency and fairness, including clearly regulated tuition fees and reimbursement policies; active inclusion policies, such as dedicated places for Roma candidates; institutional monitoring of equality of opportunities, through a dedicated committee and annual reporting; balanced gender representation, indicating the absence of systemic barriers related to gender.

The diversity of communication channels and access to academic resources supports different learning styles and individual needs, ensuring that students can engage with doctoral studies according to their potential and aspirations.

✓ **Aspects that constitute best practice examples**

On this indicator, we find that UNEFS demonstrates best practice through the systematic and transparent organisation of doctoral studies, particularly by ensuring early publication of admission methodologies and full public access to relevant academic and administrative information. The institution's commitment to inclusiveness is reflected in the allocation of dedicated places for Roma candidates, contributing to equal access and social cohesion within the academic community. Transparency and fairness are further reinforced by clearly regulated tuition fee policies and reimbursement procedures, all publicly available. Another example of good practice is the institutionalised monitoring of equal opportunities through a dedicated committee that produces annual reports, ensuring continuous evaluation and improvement. At the same time, the balanced gender distribution among doctoral graduates highlights the effective implementation of equality policies. The use of multiple communication channels, including institutional websites and email systems, ensures that all doctoral students have equal access to information, resources, and opportunities, regardless of their individual circumstances.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.4. Accessibility and efficiency of the resources and support services, adequate for learning

Standard S.B.4.1. Access to resources and services

The organisational component provides access to adequate resources and support services, according to the needs of the students.

Indicator I.P.B.4.1.1

The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

UNEFS guarantees doctoral students' access to the resources necessary for optimal professional training, as stipulated in the University Charter and supported by institutional regulations. Students benefit from access to the UNEFS library and online catalogue, as well as to international scientific databases provided through the ANELIS network. Access to digital learning is ensured through the e-learning platform, where educational content is adapted to individual learning needs, study domains, and study cycles. Doctoral students also have access to teaching spaces, research infrastructure, and laboratory equipment (CCI), regulated through institutional procedures. Additional support resources include access to university accommodation, scholarships, and regulated access to training facilities such as the Parâng Mountains and Eforie Nord didactic bases. All relevant regulations are publicly available and aligned with national legislation. UNEFS ensures access to counselling and career guidance services through the Career Counselling and Guidance Centre, offering individual and group support. Special provisions are in place for students with special educational needs or from vulnerable groups, including adapted admission procedures and personalised counselling, in accordance with the institutional inclusion strategy.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The evidence demonstrates that UNEFS provides comprehensive and diversified access to educational resources and support services, aligned with the specific needs of doctoral students. Access to physical and digital infrastructure, scientific databases, and e-learning platforms ensures that students can effectively engage in both independent and supervised research activities. The adaptation of digital content to individual learning needs, together with access to counselling services and specialised support for students with special educational needs, reflects a student-centred approach. Furthermore, the existence of clear regulations governing access to facilities, accommodation, and financial support contributes to transparency and equal access. The inclusion of dedicated measures for vulnerable groups and the implementation of an institutional inclusion strategy indicate that UNEFS actively addresses diversity and ensures equitable access to resources.

- ✓ Aspects that constitute best practice examples

UNEFs promotes best practice through the integrated provision of physical, digital, and support resources, combined with transparent regulations and continuous access to information. The adaptation of e-learning content to individual needs, the guaranteed access to counselling services, and the implementation of an institutional strategy for students with special educational needs highlight a strong commitment to inclusiveness and student-centred support. Additionally, the continuous professional development of academic staff in the field of inclusive education further strengthens the quality and accessibility of the learning environment.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Learning outcomes within the UNEFS doctoral programme in Sport Science and Physical Education are clearly defined in the curriculum and describe the competences acquired by students throughout the programme. These outcomes are structured in terms of knowledge, skills, responsibility, and autonomy. Learning outcomes are specified for each discipline, in accordance with the National Qualifications Framework for Higher Education (CNCIS) and the European Qualifications Framework (EQF). Each course syllabus includes clearly formulated learning outcomes that guide both teaching and learning processes (Annex 17). To ensure coherence, course descriptions are annually reviewed at the level of the Quality Assurance Commission (CEAC), using alignment matrices to verify the correlation between programme-level and discipline-level learning outcomes, particularly regarding advanced knowledge, research competences, and academic autonomy. The achievement of learning outcomes is reflected in the high number of successfully completed doctoral theses (65 validated theses), with the majority graded "Very Good" or "Excellent". At the same time, the dropout rate remains relatively low and is monitored annually.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The evidence indicates that learning outcomes are clearly defined, structured, and aligned with national and European qualification frameworks, ensuring transparency and consistency across the doctoral programme. Their formulation in terms of knowledge, skills, and autonomy supports a clear understanding of expectations for both students and academic staff. The systematic review of course syllabi through alignment matrices demonstrates a coherent and quality-oriented approach, ensuring that each discipline contributes meaningfully to the overall programme objectives. This alignment supports the development of advanced research competences and academic independence. Furthermore, the high rate of thesis completion and the predominance of high grades confirm that the defined learning outcomes are effectively achieved. The relatively low and monitored dropout rates further indicate that students are adequately supported in reaching these outcomes.

✓ **Aspects that constitute best practice examples**

There are best practices through the clear structuring of learning outcomes in alignment with national and European frameworks, ensuring transparency and coherence across the curriculum. The annual review of course syllabi using alignment matrices reflects a systematic quality assurance approach, while the strong correlation between defined outcomes and actual student performance—evidenced by high completion rates and academic results—confirms the effectiveness of the programme.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

Within the UNEFS doctoral programme, the teaching–learning–assessment process is coherently structured, ensuring continuous verification of learning outcomes. Assessment is carried out through multiple methods, including colloquia, research projects, and progress reports. In the first semester, students complete 7 colloquia (4 for compulsory disciplines and 3 for optional ones), with results recorded in the institutional academic system (UMS), in accordance with the academic calendar. Assessment also includes a doctoral research project (part of the admission process) and three progress reports (Year I-semester 2, Years II and III), which monitor the evolution of research activities throughout the programme. The organisation and evaluation of doctoral studies are regulated by institutional documents. The completion of doctoral studies, including thesis defence, follows specific procedures aligned with national legislation. Between 2021–2025, a significant number of doctoral and postdoctoral research projects were conducted and completed, supported by supervisors and guidance committees. Doctoral thesis evaluation involves external experts from various Romanian universities, ensuring objectivity and academic quality.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The data confirm that UNEFS applies a comprehensive and continuous evaluation system, ensuring that learning outcomes are systematically monitored throughout the doctoral programme. The use of diverse assessment methods—colloquia, research projects, and periodic progress reports—allows for both formative and summative evaluation of students' performance. The structured progression from initial research project to final thesis defence reflects a coherent evaluation pathway, aligned with the development of advanced research competences. The involvement of doctoral supervisors, guidance committees, and external experts in thesis evaluation ensures academic rigor, objectivity, and compliance with national standards. Furthermore, the integration of evaluation stages into the academic calendar and institutional regulations ensures transparency and consistency in assessment practices.

✓ **Aspects that constitute best practice examples**

Expert Committee finds that UNEFS demonstrates best practice through the implementation of a continuous and multi-stage evaluation system, combining formative and summative assessment methods throughout the doctoral programme. The structured monitoring of research progress, the involvement of multidisciplinary and inter-institutional evaluation committees, and the integration of assessment procedures within clearly regulated frameworks ensure high academic standards and transparency. Additionally, the use of cotutelle supervision and collaboration with external experts further enhances the quality and objectivity of doctoral evaluation.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.7. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification

Standard S.B.7.1. Admission	
The admission procedures and principles ensure access to higher education.	
Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.

✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Admission to doctoral studies at UNEFS is organised through a competitive process at IOSUD level, based on procedures approved by the University Senate, for both state-funded and tuition-based places. The admission process is conducted in accordance with the official methodology, in two stages: Stage I: linguistic test, written exam, and interview; Stage II: defence of the research project. The evaluation criteria and weighting of each test are clearly defined in the admission methodology, which is published on the institutional website at least six months prior to the admission session. Additional procedures regarding admission confirmation and allocation of places are also publicly available. Admission methodology is annually reviewed by the Quality Assurance Commission (CEAC) to ensure alignment with legislative, academic, and strategic developments. The last 5 years have revealed that, doctoral admission has been conducted consistently, with candidates selected based on their results. The number of admitted students varies annually, with both budgeted and fee-paying places, including dedicated places for Roma candidates and Romanians from abroad, reflecting inclusion policies.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The available evidence demonstrates that UNEFS applies clear, transparent, and consistently implemented admission procedures, in full compliance with national regulations. The structured two-stage admission process ensures a comprehensive evaluation of candidates' competencies, including linguistic abilities, theoretical knowledge, and research potential. The public availability of the admission methodology, well in advance of the competition, ensures equal access to information and supports fair competition among candidates. The annual review of procedures by the CEAC reflects a continuous improvement approach, ensuring relevance and adaptability. The allocation of places based on merit, combined with the inclusion of dedicated places for underrepresented groups, demonstrates a balance between academic performance and equity principles.

✓ Aspects that constitute best practice examples

UNEFS demonstrates best practice through the structured and transparent organisation of the admission process, including the early publication of methodologies, clearly defined evaluation criteria, and a multi-stage assessment system that ensures comprehensive candidate evaluation. The annual review of procedures by quality assurance structures and the inclusion of dedicated places for disadvantaged or underrepresented groups further reinforce fairness, accessibility, and continuous improvement in doctoral admission.

✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The admission process at UNEFS is organised and conducted in accordance with the principles of fairness, equal opportunities, and non-discrimination, based on a clear, transparent, and publicly accessible regulatory framework: The admission methodology is applied uniformly to all candidates, regardless of their social, economic, or educational background. Although there are currently no doctoral students with disabilities enrolled, UNEFS has established specific support measures to facilitate access for vulnerable groups, including candidates with special educational needs and/or disabilities. These measures include: ensuring complete and accessible information regarding admission conditions; adapting organisational aspects of the admission process (registration and evaluation) according to individual needs. Access for candidates with disabilities is supported through reasonable accommodations, ensuring fair assessment of competencies and academic potential without lowering academic standards. Additional support is provided through collaboration with administrative and counselling structures, including services offered by the Centre for Inclusive Motor Activities.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The evidence shows that UNEFS ensures a fair and inclusive admission process, grounded in transparency, equal access to information, and uniform application of procedures. The existence of clearly defined and publicly available admission regulations contributes to equal opportunities for all candidates. The implementation of support measures for vulnerable groups, including the provision of reasonable accommodations and access to specialised support services, demonstrates a proactive institutional approach to inclusion, even in the absence of currently enrolled candidates with disabilities. Furthermore, the flexibility in adapting admission procedures to individual needs reflects a student-centred and inclusive perspective, ensuring that all candidates are assessed based on their competencies and academic potential.

✓ **Aspects that constitute best practice examples**

UNEFs demonstrates best practice through the implementation of a transparent and uniformly applied admission framework, combined with proactive inclusion measures for vulnerable groups. The provision of reasonable accommodations, access to specialised support services, and collaboration with dedicated institutional structures reflect a strong commitment to equity and accessibility. The institution's readiness to adapt admission procedures to individual needs, even in the absence of current beneficiaries, highlights a forward-looking and inclusive organisational culture.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students

The organisational component carries out actions supporting the students' academic journey.

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The professional activity of doctoral students at UNEFS is conducted in accordance with the Regulation on the organisation of doctoral studies, which clearly defines students' rights and obligations. Depending on the stage of the doctoral programme, specific procedures approved by the CSUD and the University Senate are applied. These regulations are communicated to students through the Student Guide and institutional platforms, ensuring transparency and accessibility. The Doctoral School (SCDR) ensures continuous monitoring of students' academic journey through administrative and academic mechanisms that track progress, identify potential academic risks, and allow the implementation of support or corrective measures. Assessment and grading procedures are applied transparently, based on criteria established in course syllabi, with the possibility for students to contest evaluation results, in accordance with institutional regulations.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The university evaluated and analyzed, UNEFS, applies a coherent and well-regulated framework governing students' professional activity throughout their doctoral studies. The existence of clear regulations, complemented by stage-specific procedures, ensures that students' academic progression is structured and predictable. The communication of these regulations through accessible platforms contributes to students' awareness of their rights and responsibilities, supporting an informed and responsible academic journey. At the same time, the monitoring mechanisms implemented by SCDR allow for early identification of academic difficulties and the application of appropriate support measures. The transparency of evaluation and grading procedures, including the right to appeal, further reinforces fairness and accountability within the academic process.

✓ **Aspects that constitute best practice examples**

Good practices are present through the systematic application of clear and accessible regulations governing doctoral studies, combined with continuous monitoring of students' academic progress. The integration of administrative and academic mechanisms for early identification of risks, along with transparent evaluation procedures and the possibility to contest results, reflects a strong commitment to fairness, accountability, and student support throughout the academic journey.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator
I.P.B.8.1.1

The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Internationalisation represents a strategic priority within UNEFS, as outlined in the Institutional Strategic Development Plan 2024–2029. International cooperation is coordinated by the Department of Communication and External Relations and the Internationalisation and Erasmus Centre, in collaboration with the Doctoral School and faculties. Between 2020–2024, UNEFS developed 32 educational partnerships with European universities within the Erasmus+ Sport programme, of which 13 include doctoral-level activities. UNEFS is a member of international promotion platforms such as Study in Romania (since 2018) and Study in Bucharest (since 2021), participating regularly in international education fairs (e.g., Spain, Morocco, Vietnam, UAE, USA, Netherlands). The university is actively involved in international research and cooperation projects (Erasmus+, Erasmus+ Sport, CERV, SEE/WADA), in partnership with universities and organisations from countries such as the UK, Spain, Portugal, Greece, Cyprus, Latvia, Norway, Turkey, Slovenia, and Poland (Annex 23). UNEFS also participated in the PROINVENT project (2022–2023), which supported doctoral and postdoctoral research through scholarships and collaborative activities.

In addition, UNEFS is involved in international research networks (COST Actions): PhysAgeNet (2021–2025), Insect-IMP (2023–2027). The university is also a member of international organisations such as: International Council of Sport Science and Physical Education (ICSSPE) and European Network of Sport Education (ENSE).

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The evidence demonstrates that UNEFS has developed a comprehensive and strategic approach to internationalisation, integrating mobility, research collaboration, and global academic visibility. The existence of numerous international partnerships, including those specifically targeting doctoral studies, supports both academic mobility and joint research activities. Participation in international projects and research networks contributes to the development of advanced research competences and enhances institutional capacity for innovation. The involvement of academic staff and doctoral students in these initiatives indicates a strong integration of internationalisation within the doctoral education process. Furthermore, the promotion of educational programmes through international platforms and participation in global academic events strengthens UNEFS visibility and facilitates the attraction of international students and partners.

- ✓ Aspects that constitute best practice examples

The strategic integration of internationalisation into institutional development, supported by a dedicated organisational structure and a wide network of international partnerships is a good practice. The active participation in European programmes, international research networks, and global academic platforms enhances both mobility opportunities and research collaboration, or involvement in multidisciplinary international projects and the inclusion of doctoral-level activities within these partnerships reflect a mature and sustainable approach to internationalisation, contributing significantly to the quality of education and research.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process

Scientific research activities support students in achieving the learning outcomes.

Indicator
I.P.B.9.1.1

Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At UNEFS, research activities conducted within doctoral studies are aligned with the institutional Research–Development–Innovation Strategy, which defines priorities and objectives in scientific research. Within the doctoral field of Sport Science and Physical Education, scientific research is systematically integrated into the educational process, as reflected in: course syllabi that include learning strategies based on scientific investigation; the curriculum, which incorporates research components; the participation of doctoral students in interdisciplinary research teams within CDI projects (Erasmus, FDI) (Annex 24). Doctoral students are required to obtain a minimum number of credits annually, mainly through participation in conferences, congresses, workshops, and publication of scientific articles (Annexes 18 and 25). Between 2021–2025, doctoral students published 255 scientific articles. The expected research outputs and academic achievements required for completing doctoral studies are stipulated in the doctoral study contract. Research results are documented in annual reports on scientific activity, included in the Rector’s Report.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The evidence indicates that UNEFS ensures a strong integration of scientific research within the doctoral education process, directly supporting the achievement of learning outcomes. The inclusion of research-based learning strategies in course syllabi and curriculum demonstrates a structured approach to developing advanced research competences. The requirement for active participation in scientific events and publication of research results ensures that doctoral students engage continuously in scientific investigation and knowledge dissemination, which are essential components of doctoral-level training. Furthermore, the substantial number of published articles and active involvement in interdisciplinary research projects confirm that research outcomes are not only achieved but also effectively capitalized on and disseminated within the academic community. The alignment with the institutional research strategy and the systematic monitoring of research outputs further reinforce the quality and relevance of doctoral training.

✓ **Aspects that constitute best practice examples**

There are research activities into all components of doctoral education, ensuring that learning is grounded in scientific investigation. The requirement for continuous research output, including publications and participation in scientific events, together with the involvement of doctoral students in interdisciplinary research projects, reflects a strong research-oriented academic environment. The alignment with institutional research strategies and the consistent monitoring and reporting of research results further enhance the effectiveness and visibility of doctoral training.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme	
The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
Indicator	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
I.P.B.9.2.1	

✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

Scientific research activities carried out by academic staff within the Doctoral School (SCDR) are aligned with the UNEFS Research–Development–Innovation Strategy. Research activity is reflected in: participation in national and international research projects (e.g., Erasmus+, POCU, FDI, eCOST, ROSE, Norwegian funds); involvement in interdisciplinary research teams; dissemination of results through scientific publications and participation in conferences. Between 2021–2025, doctoral supervisors participated in multiple research projects, both as coordinators and members (Table 9). Scientific output during this period includes: ISI-indexed articles (increasing trend across years); numerous BDI-indexed publications; conference papers and books/book chapters (Table 10). The impact of research is reflected in publications indexed in international databases (WoS, Scopus, Google Scholar) and corresponding citation indicators (Annex 26). Research results are also capitalised through: involvement of academic staff in national working groups under the Ministry of Education, contributing to curriculum development in physical education and sport; participation in prestigious national and international bodies (e.g., CNATDCU, Romanian Olympic and Sports Committee, sports federations); representation in international organisations, such as the International Council of Sport Science and Physical Education (ICSSPE).



- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The data demonstrate that UNEFS ensures strong visibility of scientific research results at both national and international levels, through sustained publication activity, participation in research projects, and involvement in academic networks. The diversity of funding sources and project types indicates a robust research capacity and active engagement in competitive research environments. The continuous production of ISI and BDI publications confirms the relevance and dissemination of research outcomes within the scientific community. Furthermore, the capitalisation of research results through contributions to national educational policies, involvement in expert bodies, and participation in international organisations highlights the practical and societal impact of research activities. The integration of academic staff into international research structures and decision-making bodies further enhances institutional visibility and credibility.

- ✓ Aspects that constitute best practice examples

The evaluation committee notes the increased interest in consistent production and international dissemination of scientific research results, supported by participation in diverse research projects and interdisciplinary teams. The strong involvement of academic staff in national and international expert bodies, as well as their contribution to educational policy and curriculum development, reflects effective capitalisation of research outcomes. The alignment of research activities with institutional strategy and their measurable impact on both the scientific community and society further underline the maturity and relevance of the research environment.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

DOMAIN C. Quality management

Criterion C.1. Quality assurance strategies and procedures, including in the field of academic ethics and conduct, which involve students, employers and other stakeholders and are applied in a consistent, transparent manner

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Quality assurance at UNEFS is based on a comprehensive framework aligned with ARACIS and Ministry of Education standards, as defined in the Quality Manual. The implementation and continuous improvement of quality processes are ensured by the Quality Evaluation and Assurance Commission (CEAC), which operates based on its own regulation. Quality assurance structures operate at all institutional levels (Doctoral School, faculties), with activities guided by internal audit programmes. At the doctoral programme level, annual evaluation reports are prepared, approved by CSUD, and published. These reports form the basis for operational plans and continuous improvement actions. Academic ethics is ensured through a structured framework coordinated by the Ethics Commission, operating under clearly defined regulations, including codes of ethics, anti-plagiarism strategies, and procedures for handling complaints. Annual ethics reports are publicly available.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The evidence demonstrates that UNEFS applies a coherent, structured, and multi-level quality assurance system, ensuring the consistent implementation of procedures across the institution and within the doctoral programme. The existence of clearly defined strategies, regulations, and operational procedures, combined with regular internal audits and annual evaluation reports, reflects a systematic approach to quality management. The use of evaluation results in operational planning indicates a direct link between quality assurance processes and continuous improvement of the study programme. Furthermore, the integration of academic ethics within the quality management system, including anti-plagiarism mechanisms and transparent reporting, strengthens institutional integrity and supports high

academic standards. The involvement of dedicated quality assurance structures at different organisational levels ensures consistency, while the transparency of publicly available documents reinforces accountability.

✓ **Aspects that constitute best practice examples**

A comprehensive and transparent quality management system, integrating strategic planning, internal audits, and continuous evaluation mechanisms, is visible. The systematic use of annual evaluation reports to inform operational decisions ensures a strong feedback loop for quality improvement. Additionally, the integration of academic ethics, including robust anti-plagiarism procedures and transparent reporting, reflects a mature institutional culture focused on integrity, accountability, and continuous enhancement of educational quality.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement	
The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.	
Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.

✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

Within the UNEFS Doctoral School, the opinions of internal stakeholders (doctoral students, supervisors, academic staff) and external stakeholders (employers, institutional partners, external experts) are systematically collected through satisfaction questionnaires (Google Forms), meetings of the Doctoral School Council, and annual evaluations of the doctoral study programme. The collected data are centralised and reflected in annual quality assurance reports, publicly available. The results are subsequently analysed within decision-making structures (CSUD and the UNEFS Senate), which provide feedback, endorse, and approve the final form of institutional documents. Additionally, stakeholder engagement is strengthened by the inclusion of an external doctoral supervisor from another Romanian university within the CSUD, facilitating continuous consultation and exchange of good practices.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The evidence demonstrates that UNEFS has established a structured and participatory approach to stakeholder engagement, ensuring that feedback from both internal and external actors is systematically collected and integrated into institutional processes. The use of multiple feedback mechanisms, combined with formal analysis within governance structures, ensures that stakeholder opinions are not only gathered but also actively used in decision-making and procedure implementation. The inclusion of external experts in governance bodies further enhances objectivity and promotes the adoption of best practices, contributing to the continuous improvement of the doctoral programme.

✓ **Aspects that constitute best practice examples**

UNEFS collect stakeholder feedback, supported by transparent reporting and formal integration into institutional decision-making processes. The active involvement of both internal and external stakeholders, including external academic experts within governance structures, ensures continuous improvement and alignment with national and international academic standards.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Criterion C.2. Functionality of education quality assurance structures, including in the field of academic ethics and conduct, according to the law

Standard S.C.2.2. Operation	
Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.



✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At UNEFS, the Academic Ethics Commission operates in accordance with legal provisions and institutional regulations. Its composition is proposed by the Administrative Council, endorsed by the Senate, and approved by the Rector's decision. The structure of the commission ensures balanced representation, with a maximum of 75% academic staff and a minimum of 25% students. The Ethics Commission functions based on its own regulation approved by the Senate and applies all relevant institutional and legal provisions in the field of ethics. Within this framework, a Research Ethics Commission operates as a specialised structure. The university applies the Code of Ethics and Academic Deontology and the Code of Ethics in Research Activities, both publicly available. Annual reports of the Ethics Commission are publicly available, also. At the Doctoral School level, a plagiarism verification commission operates, applying procedures for similarity checks of doctoral theses.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The evidence demonstrates that the Academic Ethics Commission at UNEFS operates within a clear, regulated, and legally compliant framework, ensuring its independence and proper functioning. The existence of dedicated regulations, codes of ethics, and operational procedures confirms that ethical principles are formally embedded and consistently applied across the institution. The balanced composition of the commission, including student representation, supports transparency and objectivity. The establishment of a specialised Research Ethics Commission and the implementation of anti-plagiarism mechanisms at doctoral level further strengthen the institutional capacity to uphold academic integrity. The publication of annual ethics reports contributes to transparency and accountability, demonstrating that the commission's activities are visible and subject to institutional oversight without compromising its independence.

✓ Aspects that constitute best practice examples

There is a comprehensive and transparent ethical framework, supported by clearly defined regulations, dedicated ethics structures, and public reporting mechanisms. The inclusion of a specialised research ethics commission and systematic anti-plagiarism procedures at doctoral level reflects a strong commitment to academic integrity. The balanced composition of the Ethics Commission and its operational independence further ensure objectivity, credibility, and compliance with legal standards.

✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion C.3. Procedures for the initiation, monitoring and periodic review of the study programmes and domains and of the performed activities, involving students, employers and other stakeholders

Standard S.C.3.1. Procedures and implementation of procedures

The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At this university, the activity of the Doctoral School (SCDR) is regulated by procedures that are continuously updated in accordance with legislative requirements. The application of quality management instruments is reflected in annual evaluation reports, presented to CSUD and published on the university website. The process of approval, monitoring, and periodic evaluation of study programmes is regulated by a dedicated procedure approved by the Senate. Quality assurance activities have led to concrete improvement measures, such as the revision of the doctoral curriculum and the development of an internal quality audit system. All stages of the doctoral programme are regulated through specific procedures, including: admission methodology, organisation and progression of studies, completion of doctoral studies.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled



The evidence shows that UNEFS applies a systematic and comprehensive set of procedures governing all stages of the doctoral programme, from admission to completion. The continuous updating of these procedures ensures alignment with legislative and academic developments. The regular preparation and publication of evaluation reports demonstrate a functional monitoring system, while the implementation of corrective measures—such as curriculum revision and the development of internal audit mechanisms—confirms that evaluation results are actively used for improvement. The existence of clearly defined procedures for all key processes ensures consistency, transparency, and predictability in programme implementation. The availability of documents in both Romanian and English also supports accessibility and internationalisation. Furthermore, the positive feedback from doctoral students regarding supervisors and the sustained flow of enrolled students indicate a tangible impact of quality assurance measures on educational outcomes.

✓ **Aspects that constitute best practice examples**

- continuous updating of all processes related to doctoral studies, ensuring full coverage from admission to completion;
- integration of evaluation results into concrete improvement measures, such as curriculum revision and the development of internal audit systems, reflects a mature and dynamic quality assurance culture;
- the transparency of procedures, their availability in multiple languages, and the demonstrable impact on student satisfaction and programme performance further highlight the effectiveness of the institutional approach.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

At the level of IOSUD and the UNEFS Doctoral School (SCDR), members of the academic community—including institutional leadership, CSUD members, doctoral supervisors, academic staff, administrative personnel, and doctoral students—are actively involved in the implementation of institutional procedures across all areas of activity. This involvement is ensured through participation in decision-making and consultative structures, such as CSUD, CEAC, and specialised committees, as well as through the direct application of procedures in academic and administrative activities. The rights and responsibilities of academic community members are regulated by institutional documents, including the UNEFS Charter, the Regulation of Organisation and Functioning (ROF), and the Internal Regulation (ROI). Additionally, external stakeholders—such as graduates, specialists in sport science and physical education, and representatives of the professional and research environment—are involved through consultation, feedback mechanisms, and academic collaboration.

✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The university ensures a broad and active involvement of stakeholders in the implementation of institutional procedures. The participation of internal stakeholders in governance and quality assurance structures supports shared responsibility and ensures that procedures are effectively applied in practice. The formal definition of roles and responsibilities through institutional regulations contributes to clarity, accountability, and consistency in the implementation process. The inclusion of external stakeholders through consultation and collaboration mechanisms further enhances the relevance and responsiveness of procedures, ensuring alignment with labor market needs and developments in the field.

✓ **Aspects that constitute best practice examples**

UNEFS demonstrates best practice through the active and structured involvement of all categories of stakeholders in both decision-making and operational processes. The integration of academic staff, students, and administrative personnel within governance structures ensures shared responsibility and effective implementation of procedures, while the engagement of external stakeholders through consultation and collaboration mechanisms enhances the relevance and quality of educational and research activities.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Criterion C.4. Procedures for the periodic evaluation of the quality of the activities of teaching staff, auxiliary teaching staff, and administrative staff

Standard S.C.4.1. Procedures	
Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator	The organisational component analyses the results of the students' biannual evaluation of teachers.
I.P.C.4.1.1	

✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At the level of the UNEFS Doctoral School (SCDR), the evaluation of teaching staff by students is conducted biannually, covering activities within doctoral, bachelor's, and master's programmes, through the institutional platform SOLARIS. The results of these evaluations are processed and presented as aggregated indicators, ensuring transparency and data visibility. At the doctoral level, supervisors receive maximum evaluation scores, while at bachelor's and master's levels, the results remain within acceptable ranges that do not require corrective interventions. Evaluation results are made publicly available. Student evaluation results contribute to 10% of the annual performance assessment of academic staff, carried out by the CSUD. Additionally, administrative staff are evaluated through a dedicated performance evaluation procedure.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The evidence shows that UNEFS applies a systematic and transparent process for evaluating teaching staff, based on regular student feedback. The biannual frequency ensures continuous monitoring of teaching quality and allows for timely identification of potential issues. The integration of evaluation results into the annual performance assessment of academic staff demonstrates that feedback is actively used in decision-making processes, contributing to professional development and accountability. The public dissemination of evaluation results enhances transparency and institutional credibility, while the aggregation of data ensures a clear overview of teaching performance at programme level. Furthermore, the absence of significant deviations in evaluation results indicates a consistent level of teaching quality, particularly at doctoral level, where maximum scores reflect high student satisfaction.

✓ Aspects that constitute best practice examples

There is a biannual student evaluations, the integration of results into staff performance assessment, and the public dissemination of aggregated data. The use of a digital platform ensures efficiency and accessibility, while the consistent high evaluation scores at doctoral level confirm the effectiveness of teaching activities and the responsiveness of the institution to student feedback.

✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion C.5. Systematically updated databases on internal quality assurance

Standard S.C.5.1. Databases	
The HEI uses databases to support internal quality assurance activities.	
Indicator	The organisational component systematically collects and analyses data required for the internal quality assurance process.
I.P.C.5.1.1	

✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At UNEFS, internal quality assurance is based on a structured system defined in the Quality Manual. Data collection for quality assurance is carried out systematically across multiple components, particularly through the evaluation of human resources: evaluation by the CSUD Director, student evaluation of teaching staff, peer evaluation, self-evaluation of professional performance. These types of evaluations are integrated into a composite performance assessment system, based on defined weightings (self-evaluation, student evaluation, peer review, and managerial evaluation. Data collection also supports the periodic evaluation of study programmes. At the Doctoral School level, CEAC prepares annual internal evaluation reports, based on data collected from multiple institutional sources (doctoral school secretariat, human resources, financial services, library, and administrative departments).



- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

In this context, UNEFS has developed a comprehensive and systematic data collection and analysis system, supporting internal quality assurance processes. The use of multiple evaluation methods and data sources ensures a holistic perspective on institutional performance, covering teaching, research, and administrative activities. The integration of data into annual evaluation reports and decision-making processes reflects a functional feedback loop, where collected information is analysed and used to support improvements. The structured weighting of evaluation components and alignment with national standards (e.g., CNATDCU) further ensure the relevance and objectivity of the collected data. Moreover, the involvement of multiple institutional units in data provision enhances the reliability and completeness of the information used in quality assurance processes.

- ✓ Aspects that constitute best practice examples

The use of aggregated data from diverse institutional structures, together with their integration into annual quality reports and decision-making processes, ensures a comprehensive and evidence-based approach to quality assurance.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion C.6. Transparency of information of public interest, including those regarding the study programmes and domains offered, and transparency regarding the related certificates, diplomas and qualifications

Standard S.C.6.1. Transparency	
The organisational component ensures transparency of information, as required by the law.	
Indicator	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
I.P.C.6.1.1	

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UNEFS, including the Doctoral School (SCDR), ensures public access to accurate, up-to-date, and relevant information regarding the doctoral study programme through institutional websites. Information provided includes: study programme details, qualifications, and diplomas; academic and research staff; student facilities and opportunities (campus, Erasmus); institutional and quality assurance reports. Comprehensive information about the doctoral programme is available online, including: admission; curriculum, study completion, events and opportunities; contact details. All information is published on the Doctoral School website, which is regularly updated. UNEFS ensures transparency while complying with data protection regulations (GDPR – Regulation EU 2016/679). Access to public information can also be requested through dedicated forms. Relevant policies on data protection and information security are publicly available on the university website.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

There is a high level of transparency regarding the doctoral study programme, providing comprehensive and accessible information to all stakeholders. The availability of detailed information on programme structure, admission, academic staff, and student services supports informed decision-making for prospective and current students. The regular updating of institutional websites ensures that information remains relevant and accurate. The publication of quality assurance reports and institutional documents further enhances accountability and openness, while compliance with GDPR regulations ensures responsible data management. The existence of formal mechanisms for requesting information reflects a structured approach to transparency and public access.

- ✓ Aspects that constitute best practice examples

The Commission notes that the university ensuring easy access for all stakeholders. The integration of academic, administrative, and quality assurance information on institutional platforms, combined with compliance with data protection regulations and the availability of formal request mechanisms, reflects a transparent, responsible, and student-oriented institutional approach.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At UNEFS, decision-making processes within the Doctoral School (SCDR) are ensured through the activity of the Council for Doctoral Studies (CSUD), which meets regularly (monthly or bi-monthly), depending on institutional needs. Each meeting is formally announced through an agenda that includes the topics to be discussed. The discussions and decisions are recorded in official minutes, signed by all members. Decisions adopted at CSUD level are communicated to all members of the Doctoral School, including affiliated doctoral supervisors. Where required, decisions are further submitted for approval to higher governance structures, such as the Administrative Council and the University Senate. Additionally, outcomes of Senate meetings are communicated to the entire academic community via email.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The evidence demonstrates that UNEFS ensures a transparent, structured, and multi-level decision-making process, involving clearly defined governance bodies. The use of formal agendas, documented minutes, and signed records ensures traceability and accountability of decisions. The communication of decisions to all relevant stakeholders, including doctoral supervisors and the broader academic community, contributes to openness and inclusiveness. The involvement of multiple governance levels (CSUD, Administrative Council, Senate) ensures institutional validation and consistency of decisions, reinforcing the legitimacy of the decision-making process. Furthermore, the dissemination of information through email and institutional channels ensures that all members of the academic community are informed in a timely manner.

✓ Aspects that constitute best practice examples

UNEFS demonstrates best practice through the systematic organisation of decision-making processes, including regular meetings, clearly defined agendas, and formally recorded and signed minutes. The multi-level validation of decisions and their wide dissemination across the academic community ensure transparency, accountability, and institutional coherence.

✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion C.8. Participation in external evaluation processes, according to the law

Standard S.C.8.1. Compliance with the external evaluation obligation	
The HEI undergoes external quality evaluation as required by the law.	

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UNEFS complies with legal requirements regarding external quality evaluation. In 2021, following an evaluation conducted by ARACIS, the doctoral domain Sport Science and Physical Education was reaccredited. Subsequently, in 2025, an interim external evaluation was carried out to assess the implementation of recommendations from the 2021 ARACIS report. The preparation of external evaluations is based on annual internal quality assurance reports, elaborated by the Quality Assurance Commission (CEAC) at the Doctoral School level.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

UNEFS systematically fulfils its legal obligations regarding external quality evaluation, ensuring both participation in accreditation processes and follow-up evaluations. The reaccreditation of the doctoral domain confirms compliance with national quality standards, while the interim evaluation reflects a continuous monitoring approach focused on the implementation of external recommendations. The use of annual internal evaluation reports as a foundation for

external evaluation processes indicates a well-integrated quality assurance system, linking internal monitoring with external assessment requirements.

Furthermore, the institutional capacity to respond to evaluation recommendations demonstrates a commitment to continuous improvement and alignment with national quality assurance frameworks.

✓ **Aspects that constitute best practice examples**

UNEFS demonstrates best practice through the systematic integration of internal and external quality assurance processes, ensuring continuity between self-evaluation and external assessment. The proactive implementation and monitoring of ARACIS recommendations, combined with periodic follow-up evaluations, reflect a mature and responsible approach to quality assurance and institutional development.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

IV. SWOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> ✓ UNEFS holds a leading position in Research, Development and Innovation (RDI) in the field of Sport Science and Physical Education. ✓ Modern infrastructure. ✓ Interdisciplinary research topics within doctoral research projects. ✓ Implementation of procedural activities. ✓ Organisation of the annual International Congress on Education, Health and Human Movement (ICEHHM). ✓ Organisation of thematic workshops within international conferences (e.g., EduLumen). ✓ Implementation of FDI projects in the areas of Quality (D5) and Research Support (D6). ✓ Scientific publications indexed in Web of Science (ISI) and recognised BDI databases (e.g., <i>Discobolul Journal</i>, ICEHHM Proceedings). 	<p>INTERNAL FACTORS</p>	<p>Weaknesses:</p> <ul style="list-style-type: none"> ✓ Lack of staff with interdisciplinary qualifications. ✓ Fluctuation of funding through extrabudgetary funds. ✓ Reduced visibility at the international level. ✓ Low number of partnerships with the socio-economic environment.
<p>SWOT analysis</p>		
<p>Opportunities:</p> <ul style="list-style-type: none"> ✓ Diverse funding sources, both national and international. ✓ Establishment of national and international partnerships within funded projects. ✓ Access to multiannual funding resources. ✓ Socio-economic partnerships with public and private sectors. ✓ Interest in sports performance expressed at the level of the Ministry of Sport, the Romanian Olympic and Sports Committee (COSR), and national federations. ✓ Presence within UNEFS academic and research staff of renowned personalities in the sports field (Olympic champions, masters of sport, distinguished coaches, national team coaches, officials of national sports federations). 	<p>EXTERNAL FACTORS</p>	<p>Threats:</p> <ul style="list-style-type: none"> ✓ Overload of CCI personnel. ✓ Lack of consistent funding for the maintenance and modernization of CCI equipment. ✓ Competition from other research centres. ✓ Unpredictable and bureaucratic legal framework. ✓ Lack of a coherent vision at the level of the education system, affecting students' orientation towards research. ✓ Limited funding allocated to scientific research by the Ministry of Sport, the Romanian Olympic and Sports Committee (COSR), national federations, and private sports clubs. ✓ Inability to adapt to international performance standards due to insufficient modernization of the RDI technological infrastructure.

V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	Not applicable (N/A).
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	Not applicable (N/A).
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	Not applicable (N/A).
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	Not applicable (N/A).
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Not applicable (N/A).
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Not applicable (N/A).
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	Not applicable (N/A).
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	Not applicable (N/A).
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all	F	Not applicable (N/A).

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.		
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	Not applicable (N/A).
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	Not applicable (N/A).
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Not applicable (N/A).
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	Not applicable (N/A).
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	Not applicable (N/A).
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	Not applicable (N/A).
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	Not applicable (N/A).
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	Not applicable (N/A).
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	Not applicable (N/A).
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	Not applicable (N/A).
20.	I.P.B.8.1.1 The organisational component carries out international cooperation	F	Not applicable (N/A).

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	actions supporting mobility of the members of its own community and collaboration in academic and research activities.		
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	Not applicable (N/A).
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	Not applicable (N/A).
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Not applicable (N/A).
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	Not applicable (N/A).
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	Not applicable (N/A).
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Not applicable (N/A).
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Not applicable (N/A).
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	Not applicable (N/A).
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	Not applicable (N/A).
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	Not applicable (N/A).
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	Not applicable (N/A).
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	Not applicable (N/A).

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	-	-
Domain B. Educational efficacy	14	-	-
Domain C. Quality management	10	-	-
Total	32	-	-

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.

1. To increase doctoral students' participation in Erasmus mobility programs at partner universities, as well as in international conferences both in Romania and abroad.
2. To encourage publication within international research teams, effectively utilizing available research infrastructure under the guidance of supervisors.
3. To facilitate the transfer of research results in both the theoretical and practical domains of Sport Sciences.
4. To support the appointment of new PhD supervisors within the Doctoral School.

VI. Conclusions

A number of important aspects noted during the evaluation are reiterated here, and general conclusions are made about the quality of education delivered within the evaluated doctoral study domain.

A. Institutional Capacity

The University has a clearly defined governance structure, supported by institutional regulations and operational procedures in accordance with ARACIS requirements. It benefits from adequate research infrastructure, with laboratories equipped with modern instrumentation that supports advanced research activities. The institution also develops and maintains international partnerships with academic entities, contributing to its institutional visibility and capacity for collaboration.

B. Educational Effectiveness

Study programmes are designed and implemented in line with a student-centred learning approach. The University supports the participation of doctoral students in mobility programmes and international academic events, thereby enhancing their academic and research competences. The integration of research into the educational process is ensured through active involvement in scientific activities.

C. Quality Management

The University implements projects aimed at facilitating the exchange of good practices in research and academic development. Academic staff and doctoral students collaborate as partners in scientific research activities, with measurable outcomes reflected in publications in journals indexed in internationally recognised databases, including Web of Science (WoS) and other relevant databases (BDI). Continuous improvement is supported through the monitoring and evaluation of research performance and academic outputs.

Propose and substantiate a decision.

Following the completion of the accreditation/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:*

Maintaining accreditation (MAC)

VII. Annexes

* When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.