



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

Higher Education Institution/Education Provider Organization:	"Alexandru Ioan Cuza" University from Iași (Iassy)
Doctoral School:	Psychology and Educational Sciences
Doctoral Domain:	Psychology
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Alin Gavreliuc, Professor PhD	Expert evaluator	
2.	Sergiu Sănduleac, Professor PhD	International Expert	
3.	Stud. Andi Alupei	PhD Student Evaluator	

I. Introduction

The present External Evaluation Report (REE) was elaborated within the framework of the periodic external quality assurance procedure for maintaining the accreditation of the doctoral study domain Psychology, organized by the “Alexandru Ioan Cuza” University of Iași (UAIC), through IOSUD-UAIC and the Doctoral School of Psychology and Educational Sciences.

The evaluation procedure was conducted in accordance with the provisions of the Romanian Higher Education Law no. 199/2023, Government Decision no. 962/2024 and the ARACIS standards and performance indicators applicable to doctoral study domains. The evaluation included the analysis of the Internal Evaluation Report (REI) and its annexes, meetings with the institutional leadership, doctoral supervisors, doctoral students, graduates and employers, as well as the verification of the educational and research infrastructure.

Founded in 1860, the “Alexandru Ioan Cuza” University of Iași is the oldest modern university in Romania and one of the country’s leading comprehensive higher education institutions. UAIC currently includes 15 faculties and a complex structure of research centres, doctoral schools and interdisciplinary academic platforms, offering study programmes at bachelor’s, master’s and doctoral levels. The university promotes academic excellence, scientific research, international cooperation and social engagement, while maintaining a strong multidisciplinary and research-oriented profile.

The Doctoral School of Psychology and Educational Sciences operates within the Faculty of Psychology and Educational Sciences and organizes doctoral studies in the domains of Psychology and Educational Sciences. The doctoral study domain Psychology functions as a scientific doctoral programme with a duration of four years, full-time mode of study and 240 ECTS credits.

The curriculum includes advanced courses in scientific research methodology, quantitative and qualitative data analysis, academic ethics, scientific writing and digital competencies in research. The programme aims to develop advanced scientific competencies, research autonomy and academic integrity, while supporting doctoral students’ integration into national and international research environments.

The doctoral domain benefits from experienced doctoral supervisors with relevant scientific visibility, reflected through publications indexed in international databases, participation in international conferences and involvement in research projects and academic networks. The documentation analyzed during the evaluation also indicates sustained internationalization efforts through Erasmus+ mobilities, EC2U activities, international doctoral workshops and academic partnerships with European universities and research centres.

The evaluation panel appreciates the coherence of the institutional framework, the academic maturity of the doctoral domain and the consistent orientation towards research quality, international academic visibility and continuous improvement of doctoral education.

II. Methods used

The external evaluation process was based on the analysis of the Internal Evaluation Report (REI) prepared by IOSUD-UAIC for the doctoral study domain Psychology, together with the supporting annexes and additional documents provided before and during the evaluation visit.

The evaluation panel analyzed institutional regulations and procedures regarding doctoral studies, organizational and managerial documents related to IOSUD-UAIC and the Doctoral School, study plans, doctoral supervisors’ scientific activity and compliance with CNATDCU standards, doctoral students’ scientific output, mobility programmes, international partnerships and research infrastructure.

The evaluation visit included meetings with the university management, IOSUD leadership, the director of the Doctoral School, doctoral supervisors, doctoral students, graduates, employers and representatives of the quality assurance structures. Discussions focused on the organization of doctoral studies, research performance, supervision procedures, internationalization, academic ethics and the support services available to doctoral students.

The evaluation panel also visited the educational and research facilities of the Faculty of Psychology and Educational Sciences, including laboratories dedicated to social and organizational psychology,

psychodiagnostics and experimental psychology, as well as administrative and digital infrastructure supporting doctoral activities.

The conclusions of the evaluation were formulated through the corroboration of documentary analysis, direct observation and the information obtained during the meetings and institutional discussions.

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.
--------------------------	--

Findings

The doctoral study domain Psychology operates within IOSUD-UAIC in accordance with the Romanian Higher Education Law no. 199/2023, the UAIC Charter and the institutional regulations governing doctoral studies. The organizational structure includes CSUD, the Doctoral School Council and the administrative structures responsible for the coordination and management of doctoral studies.

According to the Internal Evaluation Report, the doctoral domain benefits from experienced doctoral supervisors with recognized scientific visibility and a stable institutional framework supporting doctoral education and research activities. The evaluation panel verified the existence of updated regulations regarding doctoral admission, supervision, academic ethics, quality assurance and doctoral thesis defence procedures. These regulations are publicly available and periodically revised in accordance with legislative developments and ARACIS requirements.

The domain also benefits from institutional digital platforms, internal quality assurance procedures and regular meetings organized at IOSUD and doctoral school level, supporting the effective coordination of academic and administrative activities.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology has adequate organizational structures and a functional management system ensuring the proper organization, implementation and monitoring of doctoral studies. The institutional and regulatory framework is coherent, transparent and aligned with current national legislation and ARACIS standards.

Good practices

- public availability of doctoral regulations and institutional procedures;
- periodic revision and updating of doctoral regulations;
- use of digital academic and administrative management tools.

Recommendation: -

The indicator is considered 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.
--------------------------	--

Findings

The evaluation process confirmed that the doctoral study domain Psychology involves relevant stakeholders in the adoption and revision of institutional regulations, methodologies and implementation procedures related to doctoral studies.

Faculty members, doctoral supervisors and doctoral students participate in consultative and decision-making processes through the structures specific to IOSUD-UAIC and the Doctoral School of Psychology and Educational Sciences. The meetings conducted during the evaluation visit indicated an active academic dialogue regarding curriculum development, doctoral supervision, research activities and quality assurance procedures.

Doctoral students are represented within the doctoral school structures and are involved in feedback and evaluation processes regarding academic and administrative activities. External stakeholders, including employers, research partners and academic collaborators, contribute indirectly to the development and improvement of doctoral activities through research collaborations, scientific events and international partnerships.

The documentation analyzed during the evaluation also reflects the existence of international academic collaborations and mobility agreements supporting institutional openness and stakeholder involvement in the development of doctoral education.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology ensures an appropriate level of stakeholder involvement in the revision and implementation of institutional regulations and procedures. The participation of academic staff, doctoral students and external partners contributes to the transparency, relevance and continuous improvement of doctoral activities.

Good practices

- involvement of doctoral students in consultative and quality assurance structures;
- regular academic consultations regarding doctoral regulations and procedures;
- active collaboration with international academic and research partners.

Recommendation: -

The indicator is considered 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.

Findings

The “Alexandru Ioan Cuza” University of Iași legally owns and administrates the educational, research and administrative facilities used for the organization of doctoral studies within the domain Psychology. Doctoral activities are carried out within the Faculty of Psychology and Educational Sciences, which provides lecture halls, seminar rooms, research laboratories, academic offices and spaces dedicated to doctoral supervision and scientific activities.

* The faculty, department, subsidiary, extension - hereinafter “organisational components”

According to the documentation analyzed during the evaluation, the doctoral domain benefits from a well-developed research infrastructure, significantly modernized in recent years through institutional investments and projects financed through the National Recovery and Resilience Plan (PNRR). The laboratories available to doctoral students include the “Adrian Neculau” Social and Organizational Psychology Laboratory, the Experimental Psychology Laboratory, the Educational Psychology Laboratory and psychodiagnostics and counselling laboratories.

The evaluation panel verified that the laboratories are equipped with multiple workstations, laptops, interactive systems, audio-video recording equipment and specialized software supporting advanced research activities. For example, the Social and Organizational Psychology Laboratory includes 7 desktop workstations, 7 laptops, video projectors, large-display systems and licensed software packages such as SPSS, AMOS, NVIVO and Inquisit. Additional laboratories provide computer stations for statistical analysis, qualitative research, online testing and experimental data collection activities.

The infrastructure modernization process carried out through recent institutional investments and PNRR-funded projects contributed to the acquisition of new digital equipment, updated software licences, videoconferencing systems and hybrid teaching technologies supporting doctoral research, international collaboration and online academic activities.

Doctoral students also benefit from access to the “Mihai Eminescu” Central University Library, institutional subscriptions to international scientific databases, online academic platforms and wireless internet throughout the faculty premises. The institution provides facilities adapted for persons with disabilities, as well as administrative and technical support services facilitating educational and research activities.

The research infrastructure was additionally strengthened in 2023 through the acquisition of specialized software licences for quantitative and qualitative data analysis, including NVIVO, SPSS and AMOS.

Furthermore, in autumn 2025, several laboratories and lecture rooms (D301, D304, D309, D310, D316 and D210) were modernized through investments financed under the National Recovery and Resilience Plan (PNRR). The upgraded facilities now include interactive displays with integrated OPS systems, whiteboards, videoconferencing cameras and short-throw video projectors with projection screens. The large lecture halls D301 and D316 were additionally equipped with integrated sound systems, wireless microphones and lateral display televisions supporting hybrid teaching, research dissemination and international academic collaboration activities.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology benefits from adequate educational, research and administrative infrastructure corresponding to the specific requirements of doctoral studies and advanced scientific research in psychology. The available laboratories, digital resources and recently modernized infrastructure provide appropriate conditions for doctoral students, academic staff and research activities.

Good practices

- modernization of research infrastructure through PNRR-funded investments;
- access to specialized software for advanced quantitative and qualitative data analysis;
- diversified laboratory infrastructure supporting experimental, applied and interdisciplinary psychological research.

Recommendation: -

The indicator is considered 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.

Findings

The evaluation panel verified that the educational, research and administrative facilities used within the doctoral study domain Psychology are adequately maintained and periodically upgraded in order to ensure appropriate conditions for doctoral studies, scientific research and academic work.

According to the documentation analyzed during the evaluation, the Faculty of Psychology and Educational Sciences has implemented continuous infrastructure modernization measures, including recent investments financed through institutional funds and PNRR projects. In 2023, the research infrastructure was strengthened through the acquisition of specialized software licences for quantitative and qualitative data analysis, including NVIVO, SPSS and AMOS.

Furthermore, in autumn 2025, several lecture rooms and laboratories (D301, D304, D309, D310, D316 and D210) were modernized through PNRR-funded investments. The upgraded facilities include interactive displays with integrated OPS systems, whiteboards, videoconferencing cameras and short-throw video projectors with projection screens. The large lecture halls D301 and D316 additionally benefit from integrated audio systems, wireless microphones and lateral display televisions supporting hybrid teaching and scientific communication activities.

The evaluation panel also verified the existence of maintenance procedures and technical support services ensuring the functionality of the educational and research infrastructure. Doctoral students confirmed the accessibility and usability of the facilities, digital infrastructure and research equipment.

Analysis

The evaluation panel concludes that the movable and immovable assets used within the doctoral study domain Psychology are properly maintained and periodically upgraded, ensuring appropriate conditions for doctoral studies, research activities and academic work. The recent investments in digital infrastructure and laboratory modernization contribute significantly to the quality of the educational and research environment.

Good practices

- continuous modernization of educational and research facilities through PNRR-funded investments;
- acquisition of specialized software supporting advanced quantitative and qualitative research;
- development of hybrid and digitally supported teaching and research infrastructure.

Recommendation: -

The indicator is considered 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.
--------------------------	---

Findings

The doctoral study domain Psychology benefits from adequate and qualified human resources for carrying out doctoral education and advanced scientific research activities. According to the Internal Evaluation Report, the domain currently has 12 affiliated doctoral supervisors: Ștefan Boncu, Ticu Constantin, Ovidiu Gavrilovici, Andrei-Corneliu Holman, Cornelia Măirean, Camelia Soponaru, Maria Nicoleta Turliuc, Mihaela Boza, Adina Nicoleta Karner-Huțuleac, Violeta Enea, Magdalena Iorga and Georgiana Juravle.

The disciplines included in the advanced university training programme (PPUA) are taught by academic staff with relevant expertise in the respective fields. The teaching responsibilities are covered by professors, associate professors and lecturers from UAIC, including staff with doctoral supervision status and strong research profiles. The curriculum includes courses such as Scientific Research Methodology, Advanced Methods for Quantitative Data Analysis, Methods for Qualitative Data Analysis, Principles and

Techniques for Scientific Writing, Academic Ethics and Integrity, Digitalization and Artificial Intelligence in Scientific Research, Meta-Analysis and Dyadic Analyses in the Social Sciences, and Epistemological Foundations of Scientific Research.

The documentation analyzed by the evaluation panel shows that the doctoral supervisors have consistent scientific activity, including articles indexed in Web of Science, Scopus and other international databases. According to the REI, 83.33% of the 12 doctoral supervisors fully meet the current minimum CNATDCU standards, while one member does not meet criterion C1 and one member does not meet criterion C5. Most supervisors, namely 91.66%, have also been scientifically active during the last five years, obtaining more than 20% of the general CNATDCU score during this period.

The CNATDCU scores presented in the REI indicate a strong scientific profile of the domain. Examples include Cornelia Măirean with 1489.95 points, Maria Nicoleta Turliuc with 1493.43 points, Violeta Enea with 1351.94 points, Magdalena Iorga with 1124.78 points, Andrei-Corneliu Holman with 939.6 points and Ticu Constantin with 892.71 points. The recent scientific activity is also visible, with high scores obtained in the last five years by Violeta Enea, Cornelia Măirean, Maria Nicoleta Turliuc, Andrei-Corneliu Holman, Magdalena Iorga and Georgiana Juravle.

The doctoral supervisors are also involved in doctoral guidance and academic integrity committees, together with other experienced academics from UAIC and from other universities. Their international visibility is documented through participation in scientific committees of international journals and conferences, membership in professional associations, invited lectures and expert groups abroad.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology has adequate human resources, both in terms of number and academic qualification. The 12 doctoral supervisors provide a broad coverage of research areas in psychology and demonstrate relevant scientific visibility. The teaching staff involved in the PPUA has the necessary qualifications and professional competencies for the assigned disciplines.

At the same time, the panel notes that the future sustainability of the domain requires continued attention, especially in the context of the increased national standards applicable from 01.10.2026. The presence of two supervisors who do not fully meet one CNATDCU criterion each should be monitored institutionally, without affecting the current fulfilment of the indicator.

Good practices

- 12 affiliated doctoral supervisors covering diverse areas of psychology;
- high CNATDCU scores for several supervisors and strong recent scientific activity;
- involvement of supervisors in international academic networks, conferences and professional associations;
- adequate coverage of PPUA disciplines by qualified academic staff.

Recommendation:

- consolidation of the doctoral domain through the attraction and affiliation of new high-performing doctoral supervisors, especially researchers who fully meet and preferably exceed the CNATDCU standards, considering the increased level of national requirements applicable starting with 01.10.2026 and the need to ensure the long-term sustainability of the doctoral school.

The indicator is considered fulfilled.

Indicator
I.P.A.3.1.2

The HEI ensures professional and personal development for its staff.

Findings

The “Alexandru Ioan Cuza” University of Iași (UAIC) has institutional mechanisms and policies supporting the continuous professional and personal development of academic staff involved in doctoral education. According to the Internal Evaluation Report and the supporting documentation, the university provides access to training activities, scientific mobility opportunities, research support instruments and institutional resources dedicated to academic career development.

Academic staff and doctoral supervisors participate in national and international conferences, workshops, scientific seminars and research projects. The university supports publication and dissemination activities

through access to scientific databases, institutional subscriptions and funding opportunities for participation in academic events. Academic staff members are also encouraged to develop international collaborations and participate in Erasmus+ teaching and research mobilities.

The doctoral supervisors affiliated to the Psychology domain demonstrate sustained scientific activity reflected through publications, editorial activities, research grants, participation in professional associations and involvement in scientific events. The university also promotes academic ethics and integrity through dedicated regulations and institutional procedures.

UAIC provides access to institutional support structures for research and teaching quality enhancement, including digital educational resources, online academic platforms and support for curriculum development and digital competencies.

Analysis

The evaluation panel appreciates that UAIC has coherent institutional policies and operational mechanisms supporting the professional development of academic staff involved in doctoral studies. The opportunities for participation in research projects, mobility programmes and scientific events contribute to maintaining a favourable academic and research environment.

The doctoral supervisors in the Psychology domain demonstrate active involvement in scientific and academic activities, reflecting both institutional support and individual research performance. Access to international academic networks and digital resources further strengthens the quality of the doctoral environment.

Good practices

- institutional support for participation in conferences, research projects and academic mobility programmes;
- access to international scientific databases and digital educational resources;
- active involvement of doctoral supervisors in national and international academic networks;
- promotion of academic ethics and continuous professional development.

Recommendation: –

The indicator is considered 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.
--------------------------	--

Findings

The evaluation panel verified that the recruitment procedures applicable within the doctoral study domain Psychology comply with the national legal framework and the institutional regulations of the “Alexandru Ioan Cuza” University of Iași. The procedures regarding the recruitment, employment and promotion of academic staff are publicly available and are implemented transparently through competitive processes. The recruitment of academic staff and doctoral supervisors is carried out in accordance with the Romanian Higher Education Law no. 199/2023, the university charter and the institutional methodologies regarding academic competitions and employment procedures. The analyzed documentation confirms that the competition announcements, eligibility criteria, evaluation procedures and results are publicly communicated through institutional platforms.

The evaluation panel also verified that the appointment and affiliation procedures for doctoral supervisors comply with national regulations and CNATDCU standards. The institutional procedures include clear criteria regarding scientific performance, academic integrity and professional qualifications.

During the meetings conducted within the evaluation visit, academic staff and doctoral supervisors confirmed the transparency and predictability of the recruitment and promotion processes. No inconsistencies or procedural deficiencies were identified regarding the implementation of recruitment procedures.

Analysis

The evaluation panel concludes that the recruitment procedures applicable to the doctoral study domain Psychology are transparent, coherent and fully compliant with the provisions of national legislation and

institutional regulations. The procedures ensure equal opportunities, academic transparency and the selection of qualified academic staff with appropriate scientific competencies.

Good practices

- public availability of recruitment methodologies and competition procedures;
- transparent communication of competition criteria and evaluation results;
- alignment of recruitment and affiliation procedures with CNATDCU standards and national legislation.

Recommendation: -

The indicator is considered 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.

Findings

The “Alexandru Ioan Cuza” University of Iași has implemented institutional measures supporting the digital transformation of academic and administrative activities within the doctoral study domain Psychology. The digitalization process aims to facilitate communication, improve access to educational and research resources and increase the efficiency of administrative procedures related to doctoral studies.

According to the documentation analyzed during the evaluation, the university uses institutional digital platforms for academic management, online communication, document circulation and access to educational resources. Doctoral students and academic staff benefit from access to e-learning platforms, videoconferencing systems, institutional e-mail services and electronic scientific databases.

The evaluation panel verified that significant investments in digital infrastructure were carried out through institutional projects and PNRR-funded modernization programmes. In autumn 2025, several lecture rooms and laboratories (D301, D304, D309, D310, D316 and D210) were equipped with interactive displays, integrated OPS systems, videoconferencing cameras and short-throw projectors supporting hybrid teaching, online supervision and international academic collaboration activities.

The university also provides access to software licences supporting advanced research and data analysis activities, including SPSS, AMOS and NVIVO. Digital resources are integrated into both research and teaching activities within the doctoral domain.

Doctoral students confirmed the accessibility and functionality of the digital infrastructure and online academic services used for communication, supervision and research activities.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology benefits from an adequate level of digitalization supporting educational, administrative and research activities. The institutional investments in digital infrastructure and online academic services contribute to administrative simplification, improved communication and increased accessibility of educational and scientific resources.

Good practices

- modernization of educational infrastructure through PNRR-funded digital investments;
- use of institutional online platforms for academic management and communication;
- access to specialized software supporting advanced scientific research activities;
- development of hybrid teaching and online supervision capacities.

Recommendation: -

The indicator is considered 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.

Findings

The doctoral study programme in Psychology is developed and structured in accordance with the expected learning outcomes specific to doctoral studies and is organized based on the European Credit Transfer and Accumulation System (ECTS). The programme has a duration of four years, full-time mode of study, and includes a total of 240 ECTS credits.

According to the Internal Evaluation Report and the analyzed study plans, the curriculum combines advanced academic training with individual scientific research activities leading to the elaboration and public defence of the doctoral thesis. The programme includes compulsory and optional disciplines designed to develop advanced methodological, scientific and transferable competencies relevant for doctoral-level research in psychology.

The advanced university training programme (PPUA) includes courses such as Scientific Research Methodology, Advanced Methods for Quantitative Data Analysis, Methods for Qualitative Data Analysis, Principles and Techniques for Scientific Writing, Academic Ethics and Integrity, Meta-Analysis and Dyadic Analyses in the Social Sciences, as well as Digitalization and Artificial Intelligence in Scientific Research. The evaluation panel verified that the curriculum integrates learning, research and evaluation activities in a coherent manner, supporting doctoral students in the development of scientific autonomy, research competencies and ethical academic conduct. The programme also includes opportunities for participation in conferences, research projects, international mobility programmes and scientific dissemination activities.

Doctoral students confirmed the relevance of the curriculum for their research interests and appreciated the balance between methodological training, supervision activities and independent scientific work.

Analysis

The evaluation panel concludes that the doctoral study programme in Psychology is coherently structured and adequately aligned with the expected learning outcomes specific to doctoral education. The curriculum supports the development of advanced scientific and transferable competencies and integrates educational, research and evaluation activities in accordance with ARACIS standards and European doctoral education principles.

Good practices

- coherent integration of methodological, ethical and scientific writing components within the curriculum;
- inclusion of courses addressing digitalization and artificial intelligence in scientific research;
- balanced combination of advanced academic training and independent research activities;
- use of the ECTS system for structuring doctoral studies and learning outcomes.

Recommendation: -

The indicator is considered 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 organisational 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).

* 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.

Findings

The expected learning outcomes of the doctoral study programme in Psychology are correlated with the professional and transversal competencies required for advanced research activities and occupations specific to the field of psychology and behavioral sciences, in accordance with the European Skills, Competences, Qualifications and Occupations (ESCO) framework. The Internal Evaluation Report explicitly correlates the doctoral learning outcomes with the occupation of researcher in behavioral sciences and related academic and scientific positions.

According to the analyzed documentation, the programme develops professional competencies such as the integration of advanced knowledge from psychology and behavioral sciences, formulation of complex research problems, design and implementation of empirical studies, advanced quantitative and qualitative data analysis, scientific publication, dissemination of research results and management of research projects.

The programme also develops transversal competencies relevant for ESCO descriptors, including advanced scientific communication, use of digital technologies for psychological research, collaboration in interdisciplinary and multicultural research teams, critical thinking, strategic academic planning and decision-making autonomy in complex research situations.

The Internal Evaluation Report includes an explicit correlation table between the learning outcomes and ESCO competencies. Examples verified by the evaluation panel include:

- advanced interdisciplinary knowledge in psychology correlated with “advanced knowledge in psychology/behavioral sciences”;
- formulation of complex research problems correlated with “identifying research problems”;
- conducting empirical studies correlated with “knowledge of research methodology”;
- application of psychometric and research methods correlated with “application of psychological assessment methods”;
- advanced statistical analysis correlated with “analysis of research-specific data”;
- dissemination of scientific results correlated with “science communication” and “academic writing”.

The evaluation panel also verified that the curriculum supports these competencies through courses such as Scientific Research Methodology, Advanced Methods for Quantitative Data Analysis, Methods for Qualitative Data Analysis, Academic Ethics and Integrity, Principles and Techniques for Scientific Writing, Meta-Analysis and Dyadic Analyses in Social Sciences, and Digitalization and Artificial Intelligence in Scientific Research.

Analysis

The evaluation panel concludes that the expected learning outcomes of the doctoral study programme in Psychology are clearly and coherently correlated with the competencies required by the relevant occupations and research profiles described within the ESCO framework. The programme demonstrates a strong orientation towards advanced scientific research, academic communication and transferable competencies relevant for doctoral graduates' integration into higher education, research institutions and interdisciplinary professional environments.

The explicit correlation between learning outcomes, professional competencies and ESCO descriptors represents a significant strength of the doctoral domain and reflects a coherent curricular and research-oriented design.

Good practices

- explicit correlation tables linking learning outcomes with ESCO competencies;
- strong emphasis on advanced research methodology and scientific communication competencies;
- integration of digital and interdisciplinary competencies within doctoral training;
- alignment of doctoral competencies with international research and academic standards.

Recommendation: -

The indicator is considered fulfilled

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.
--------------------------	---

Findings

The doctoral study domain Psychology ensures the implementation of student-centred learning principles through the structure of the curriculum, individualized doctoral supervision and the teaching and research strategies applied within the doctoral training process.

According to the Internal Evaluation Report and the discussions conducted during the evaluation visit, doctoral students are actively involved in the planning and development of their research activities, in selecting optional disciplines and in defining individualized research trajectories together with their doctoral supervisors. The curriculum combines compulsory methodological training with flexible research-oriented activities adapted to the doctoral students' scientific interests and professional objectives.

The evaluation panel verified that the doctoral training process emphasizes active learning, independent scientific work, collaborative research activities and continuous academic feedback. Courses included in the advanced university training programme promote critical thinking, scientific debate, applied data analysis and research-based learning approaches.

Doctoral students participate in scientific conferences, workshops, research projects, publication activities and international mobility programmes, which contribute to the development of scientific autonomy and transferable competencies. During the meetings with doctoral students, the panel noted a positive perception regarding the quality of supervision, accessibility of academic staff and flexibility of the doctoral training process.

The doctoral students also benefit from access to digital educational resources, online communication platforms and hybrid learning facilities supporting flexible interaction with supervisors and participation in academic activities.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology adequately implements the principles of student-centred learning through individualized supervision, flexible curricular pathways and research-oriented teaching strategies. The doctoral students are actively involved in their own academic and scientific development, while the institutional environment supports autonomy, critical reflection and academic collaboration.

The balance between methodological training, independent research and continuous academic guidance contributes to the development of advanced scientific competencies and supports doctoral students' integration into national and international research environments.

Good practices

- individualized doctoral supervision adapted to students' research interests;
- integration of research-based learning and active academic participation within the doctoral training process;
- involvement of doctoral students in conferences, research projects and scientific publication activities;
- use of digital platforms and hybrid learning infrastructure supporting flexible academic interaction.

Recommendation: -

The indicator is considered 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.
---------------------------	--

Findings

The doctoral study domain Psychology provides doctoral students with opportunities to participate in physical and virtual academic mobility programmes through Erasmus+, the EC2U European alliance and the Coimbra Group network.

UAIC is an active member of the EC2U (European Campus of City-Universities) alliance, which supports doctoral participation in international workshops, summer schools, conferences and interdisciplinary

research activities organized together with partner universities from Spain, Portugal, Germany, France, Italy and Finland. The university is also involved in the Coimbra Group network, facilitating international research cooperation and doctoral exchanges.

According to the Internal Evaluation Report, the number of international mobility and research stages carried out by doctoral students in Psychology increased during the evaluated period, from 2 mobilities in 2021 and 1 in 2022, to 4 in both 2023 and 2024, reaching 8 mobilities in 2025. Doctoral students participated in mobilities and research activities at universities and research centres from countries such as Spain, Italy, Portugal, Hungary and Germany.

The scientific visibility of doctoral students is also reflected through participation in conferences. During the period 2021–2025, doctoral students participated annually in numerous international scientific conferences (16 in 2021, 9 in 2022, 11 in 2023, 6 in 2024 and 16 in 2025), as well as in national conferences (14 in 2021, 17 in 2022, 14 in 2023, 12 in 2024 and 12 in 2025).

Doctoral students interviewed during the evaluation visit confirmed the existence of institutional support mechanisms for mobility participation, including information, administrative support and academic recognition procedures.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology provides adequate opportunities for participation in international mobility and scientific dissemination activities. The increasing number of research mobilities and the sustained participation in national and international conferences reflect the strong internationalization profile of the doctoral domain and the active involvement of doctoral students in academic and research networks.

Good practices

- active involvement in the EC2U European alliance and the Coimbra Group network;
- increasing number of doctoral mobility and research stages during the evaluated period;
- sustained participation of doctoral students in international scientific conferences.

Recommendation: -

The indicator is considered 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
--------------------------	---

Findings

The doctoral study domain Psychology provides fair and inclusive opportunities for doctoral students, taking into account their research interests, academic potential and individual learning needs. Doctoral supervision is individualized and adapted to the specific profile and research trajectory of each doctoral candidate.

The evaluation panel verified that doctoral students benefit from equal access to research infrastructure, digital resources, mobility programmes, conferences and institutional support services. The university also implements institutional policies regarding equal opportunities, non-discrimination and gender equality, reflected in the Gender Equality Plan adopted at university level.

Students with disabilities benefit from accessibility measures and support services, while hybrid and online academic platforms facilitate flexible participation in educational and research activities.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology ensures equitable access to academic, research and mobility opportunities, while supporting diversity, inclusion and individualized doctoral development.

Good practices

- individualized doctoral supervision and flexible research pathways;
- implementation of institutional policies regarding equal opportunities and gender equality;

– accessible and inclusive academic environment supported through digital and hybrid infrastructure.

Recommendation: -

The indicator is considered 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.

Findings

The doctoral study domain Psychology provides doctoral students with access to educational, research and support resources adequate to the requirements of doctoral studies and individual learning needs. Doctoral students benefit from access to laboratories, digital infrastructure, scientific databases, online learning platforms and library services, including access to international scientific resources through the ANELIS Plus programme.

According to the analyzed documentation, the university applies institutional policies regarding equal opportunities, inclusion and non-discrimination, reflected in the Student Rights and Obligations Code and in the institutional regulations concerning accessibility and student support services. Students with disabilities and special educational needs benefit from accessibility measures, adapted infrastructure and institutional support mechanisms.

The university also provides accommodation opportunities in student dormitories, counselling and career guidance services, psychological support and administrative assistance for doctoral students. Hybrid and online academic platforms facilitate flexible participation in educational and research activities.

Doctoral students interviewed during the evaluation visit confirmed the accessibility and adequacy of the institutional resources and support services available within the doctoral domain.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology provides adequate access to educational resources, digital infrastructure and student support services, including for students with special educational needs or disabilities. The institutional framework supports inclusion, accessibility and equal opportunities within doctoral education.

Good practices

- access to international scientific databases through the ANELIS Plus programme;
- implementation of institutional policies regarding equal opportunities and student rights;
- availability of accommodation, counselling and academic support services;
- accessible digital and hybrid infrastructure supporting flexible doctoral activities.

Recommendation: -

The indicator is considered 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.

Findings

The learning outcomes of the doctoral study programme in Psychology are clearly defined within the curriculum, course syllabi and doctoral training activities. The analyzed documentation indicates that the

expected learning outcomes are correlated with the scientific competencies, research objectives and transferable skills specific to doctoral education.

Course descriptions explicitly present the objectives, competencies, learning activities and evaluation methods associated with each discipline included in the advanced university training programme. The curriculum supports doctoral students' understanding of academic expectations regarding scientific research, methodological rigor, ethical conduct and scientific dissemination.

Doctoral students interviewed during the evaluation visit confirmed the clarity of the learning objectives and the coherence between curricular content, research activities and evaluation requirements.

Analysis

The evaluation panel concludes that the learning outcomes are adequately described and support a clear understanding of academic expectations for both doctoral students and teaching staff. The curricular structure contributes to transparency, coherence and effective organization of doctoral training activities.

Good practices

- explicit correlation between learning outcomes, competencies and evaluation methods;
- transparent presentation of course objectives and research expectations;
- coherent integration of methodological, ethical and scientific writing competencies within the curriculum.

Recommendation: -

The indicator is considered fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
--------------------------	---

Findings

The achievement of the learning outcomes within the doctoral study programme in Psychology is monitored through ongoing evaluations, research activities and the final public defence of the doctoral thesis. The first semester of the doctoral programme includes the advanced university training programme (PPUA), corresponding to 30 ECTS credits, which integrates courses focused on research methodology, data analysis, academic ethics and scientific writing.

According to the analyzed documentation, doctoral students elaborate an Individual Research Plan together with their doctoral supervisors, establishing the research objectives, scientific activities and expected outcomes for the entire doctoral training period. The fulfilment of the learning outcomes is periodically evaluated through course assessments, research reports, scientific presentations and annual progress evaluations conducted before doctoral guidance committees.

The evaluation panel verified that doctoral students are encouraged to participate in conferences, publication activities and research projects, which additionally support the monitoring and validation of research competencies and transferable skills acquired during doctoral studies.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology uses coherent and appropriate evaluation mechanisms for monitoring the achievement of learning outcomes throughout the doctoral training process. The combination of ongoing academic evaluation, research monitoring and thesis defence procedures supports the development and assessment of advanced scientific competencies.

Good practices

- structured evaluation of doctoral training through the 30 ECTS advanced university training programme;
- use of individualized research plans and annual progress evaluations;
- integration of scientific dissemination and research activities within the assessment process.

Recommendation: -

The indicator is considered 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.

Findings

The doctoral study domain Psychology applies admission procedures in accordance with the national legislation and the institutional regulations of IOSUD-UAIC and the Doctoral School of Psychology and Educational Sciences. The admission methodology is publicly available and includes transparent criteria regarding eligibility, evaluation procedures and admission requirements.

According to the analyzed documentation, candidates applying for doctoral studies must propose a research topic and prepare a research project following a unitary structure established at the level of the doctoral school. The evaluation of the research project represents 50% of the final admission grade, while the remaining 50% is allocated to the interview assessing the candidates' academic competencies, research potential and motivation for doctoral studies.

The admission procedures also include the evaluation of previous academic performance, scientific interests and compatibility between the proposed research topic and the expertise of the doctoral supervisor.

The evaluation panel verified the existence of transparent admission procedures and confirmed, through discussions with doctoral students and academic staff, the coherent organization of the admission process.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology consistently applies transparent and coherent admission procedures, ensuring the selection of candidates with adequate academic preparation and research potential for doctoral studies.

Good practices

- requirement for candidates to elaborate a structured research project during admission;
- balanced evaluation system combining research project assessment and competency interview;
- transparent and publicly available admission methodology.

Recommendation: -

The indicator is considered 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.

Findings

The admission procedures for the doctoral study domain Psychology comply with the principles of fairness, transparency and equal opportunities, in accordance with national legislation and the institutional regulations of UAIC and IOSUD-UAIC.

The admission methodology is publicly available and includes non-discriminatory criteria regarding candidate evaluation, access conditions and admission procedures. The evaluation panel verified that the university applies institutional policies regarding equal opportunities, inclusion and accessibility for candidates belonging to vulnerable groups or candidates with special educational needs and/or disabilities.

According to the analyzed documentation, candidates benefit from access to institutional support services and adapted infrastructure where necessary. For example, the university provides accessibility measures for persons with locomotor disabilities, including adapted access routes and educational facilities, while hybrid and online communication tools facilitate participation in admission-related activities and academic interactions.

The admission competition itself is based on objective and transparent evaluation criteria, including the assessment of the research project and the competency interview, ensuring equal treatment of all candidates.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology applies admission procedures in compliance with the principles of fairness, equal opportunities and non-discrimination. The institutional framework supports inclusive access to doctoral studies and provides adequate support measures for candidates from vulnerable groups or with special educational needs.

Good practices

- transparent and publicly available admission procedures;
- implementation of institutional equal opportunity and inclusion policies;
- accessibility measures and digital support facilitating participation of candidates with special educational needs.

Recommendation: -

The indicator is considered 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.

Findings

The doctoral study domain Psychology applies the regulations concerning doctoral students' professional activity in accordance with the Romanian Higher Education Law no. 199/2023, the institutional regulations of IOSUD-UAIC and the Regulation regarding the organization and conduct of doctoral studies within the Doctoral School of Psychology and Educational Sciences.

The evaluation panel verified the existence of clear procedures regarding doctoral enrolment, progression, annual evaluation, interruption or extension of studies, academic mobility, doctoral supervision and doctoral thesis defence. These regulations are publicly available and communicated to doctoral students through institutional platforms and academic structures.

Doctoral students interviewed during the evaluation visit confirmed the transparency and consistent application of the regulations governing doctoral activities and academic progression.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology consistently applies the regulations concerning doctoral students' professional activity, ensuring transparency, predictability and compliance with the institutional and national regulatory framework.

Good practices

- existence of clear and publicly available regulations regarding doctoral students' academic activity;
- consistent application of institutional procedures governing doctoral progression and evaluation;
- effective communication of regulations through institutional digital platforms.

Recommendation: -

The indicator is considered 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.

Findings

The doctoral study domain Psychology carries out international cooperation activities supporting academic mobility, scientific collaboration and international research participation for doctoral students and academic staff.

The evaluation panel verified that UAIC and the Doctoral School of Psychology and Educational Sciences are involved in international cooperation programmes such as Erasmus+, the Coimbra Group network, the EC2U European alliance and the Eugen Ionescu scholarship programme. These partnerships support

research mobilities, international conferences, joint academic activities and collaborative research projects.

According to the analyzed documentation, doctoral students from the Psychology domain participated in research stages and mobility programmes coordinated by doctoral supervisors within the Doctoral School during the period 2021–2025. At the same time, 8 international doctoral students were enrolled within the doctoral domain Psychology during the same period.

The mobility and cooperation activities involved partnerships with universities and research centres from countries such as Spain, Italy, Portugal, Germany, France and Hungary. Doctoral students and academic staff also participated in international conferences, workshops and scientific dissemination events organized within European academic networks.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology demonstrates sustained international cooperation activities supporting academic mobility, internationalization and scientific collaboration. The involvement in Erasmus+, Coimbra Group, EC2U and Eugen Ionescu programmes contributes significantly to the international visibility and academic development of the doctoral domain.

Good practices

- active participation in Erasmus+, Coimbra Group, EC2U and Eugen Ionescu international programmes;
- involvement of doctoral supervisors in coordinating international mobility and research activities;
- enrolment of international doctoral students within the Psychology domain;
- sustained participation in international scientific and academic networks.

Recommendation: -

The indicator is considered 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.

Findings

Learning based on scientific investigation and research results is consistently integrated within the doctoral study programme in Psychology and supports the achievement of the expected learning outcomes specific to doctoral education.

The evaluation panel verified that doctoral students are actively involved in research activities coordinated by doctoral supervisors and integrated within the research directions of the Faculty of Psychology and Educational Sciences. The planned research objectives are supported through the activity of the Research Center in Psychology, officially recognized by the UAIC Senate through Senate Decision no. 13/29 May 2014.

Doctoral students participate in empirical research projects, scientific conferences, publication activities and data analysis processes, contributing directly to the development of advanced research competencies. The curriculum includes courses focused on advanced research methodology, quantitative and qualitative analysis, scientific writing and academic ethics, supporting research-based learning approaches.

The analyzed documentation also indicates sustained scientific activity at faculty level, including participation in national and international research projects, publications indexed in international databases and collaborations with European universities and research centres. Doctoral students are involved in these activities through research teams, conference participation and scientific dissemination events.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology effectively integrates scientific research and investigation-based learning within the doctoral training process. Research activities and

scientific outputs contribute directly to the development of doctoral students' methodological, analytical and scientific communication competencies.

Good practices

- integration of doctoral students within the activities of the Research Center in Psychology;
- involvement of doctoral students in research projects, conferences and publication activities;
- strong emphasis on research methodology, scientific writing and evidence-based learning.

Recommendation: -

The indicator is considered 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 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.
--------------------------	---

Findings

The scientific research results of the doctoral study domain Psychology are visible at both national and international level and are adequately capitalised through publications, conference participation, research projects and scientific dissemination activities.

According to the analyzed documentation, the doctoral supervisors and doctoral students demonstrate sustained scientific productivity in internationally visible journals and scientific events. The number of publications reported annually within the doctoral domain Psychology indicates a consistent research activity during the evaluated period.

The annual number of Web of Science (WoS) articles was 31 in 2021, 24 in 2022, 32 in 2023, 38 in 2024 and 28 in 2025. The number of BDI-indexed articles reached 17 in 2021, 17 in 2022, 26 in 2023, 15 in 2024 and 17 in 2025. Scientific dissemination also included conference proceedings volumes (6 in 2021 and 1 in 2022) and books or book chapters, with 6 published in 2021, 23 in 2022, 11 in 2023, 17 in 2024 and 3 in 2025.

The evaluation panel also verified the participation of doctoral students and academic staff in international conferences, mobility programmes and collaborative research activities organized together with universities and research centres from Europe. The scientific visibility of the domain is additionally supported through participation in Erasmus+, EC2U and Coimbra Group academic networks.

Research activities are coordinated within the Research Center in Psychology and are integrated into doctoral supervision, publication activities and conference participation. Doctoral students are actively involved in empirical research, scientific dissemination and interdisciplinary academic collaboration.

Analysis

The evaluation panel concludes that the scientific research results of the doctoral study domain Psychology demonstrate strong national and international visibility and are adequately capitalised through publications, scientific events and collaborative research activities. The sustained number of WoS publications and international scientific dissemination activities reflects the strong research orientation and academic visibility of the doctoral domain.

Good practices

- sustained scientific productivity reflected in a high number of WoS-indexed publications;
- active involvement of doctoral students in publication and conference activities;
- integration of research activities within the Research Center in Psychology;
- participation in international academic and research cooperation networks.

Recommendation: -

The indicator is considered 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
--------------------------	--

Findings

The doctoral study domain Psychology consistently applies quality assurance procedures and institutional regulations aimed at improving the quality of doctoral education and research activities.

The evaluation panel verified the existence and implementation of institutional regulations regarding the organization and conduct of doctoral studies, doctoral supervision, evaluation of doctoral students, academic ethics and integrity, quality assurance procedures and doctoral thesis defence. Relevant documents include the Regulation regarding the organization and conduct of doctoral studies within IOSUD-UAIC, the Regulation of the Doctoral School of Psychology and Educational Sciences, the Code of Ethics and Academic Integrity and the institutional procedures regarding quality assurance and periodic programme evaluation.

According to the analyzed documentation, quality assurance activities include periodic review of the curriculum, monitoring of doctoral students' progress, evaluation of teaching and supervision activities, collection of student feedback and analysis of research performance indicators. The institutional digital infrastructure supports the monitoring and documentation of doctoral activities and academic progression.

The evaluation panel also verified the involvement of doctoral students and academic staff in consultative and quality assurance processes through IOSUD and doctoral school structures.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology consistently implements quality assurance actions and procedures demonstrating a positive impact on the organization and continuous improvement of doctoral education and research activities. The institutional regulatory framework is coherent, functional and aligned with national legislation and ARACIS standards.

Good practices

- implementation of coherent institutional regulations governing doctoral studies and quality assurance;
- periodic monitoring of doctoral students' academic progression and research activity;
- integration of academic ethics and integrity procedures within doctoral education;
- involvement of doctoral students and academic staff in quality assurance processes.

Recommendation: -

The indicator is considered 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.
--------------------------	--

Findings

The doctoral study domain Psychology takes into account the opinions of doctoral students, academic staff and external stakeholders within the implementation of institutional procedures and quality assurance activities.

The evaluation panel verified the existence of feedback mechanisms regarding doctoral supervision, curriculum organization, research activities and academic services. Doctoral students are represented within the doctoral school structures and participate in consultative processes related to doctoral education and quality assurance.

According to the analyzed documentation and discussions conducted during the evaluation visit, stakeholder feedback contributes to curriculum updates, the improvement of doctoral procedures and the development of internationalization activities. One relevant example is the inclusion of curricular components related to digitalization and artificial intelligence in scientific research, following consultations regarding current research competencies and academic developments.

External stakeholders, including academic partners and research collaborators involved through Erasmus+, EC2U and Coimbra Group activities, also contribute indirectly to the continuous improvement of doctoral education and research activities.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology consistently considers the opinions of its academic community and external stakeholders in the implementation and improvement of institutional procedures. The use of feedback and consultative mechanisms contributes positively to the quality and relevance of doctoral education.

Good practices

- involvement of doctoral students in consultative and quality assurance structures;
- use of feedback mechanisms for curriculum and procedural improvement;
- integration of stakeholder perspectives in the development of research and internationalization activities.

Recommendation: -

The indicator is considered 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.
---------------------------	--

Findings

The academic ethics framework applicable to the doctoral study domain Psychology is organized and implemented at institutional level through the Ethics and Academic Integrity Commission of the “Alexandru Ioan Cuza” University of Iași, which operates based on regulations approved by the University Senate and in accordance with the national legislation in force.

The evaluation panel verified the existence of the Code of Ethics and Academic Integrity, the Regulation regarding the organization and functioning of the Ethics Commission and the institutional procedures concerning the prevention and analysis of academic misconduct, plagiarism and ethical violations. The Ethics Commission functions independently from other institutional structures and has responsibilities related to the analysis of complaints, ethical monitoring and the promotion of academic integrity principles.

Doctoral students and academic staff confirmed the existence of institutional procedures regarding research ethics, plagiarism prevention and ethical conduct in doctoral research activities. Academic ethics and integrity are also included as compulsory components within the doctoral curriculum through dedicated courses and research training activities.

The institutional framework additionally includes the use of similarity-checking software and procedures applicable to doctoral theses and scientific publications.

Analysis

The evaluation panel concludes that the academic ethics commission operates in accordance with the institutional regulations approved by the University Senate and performs its activities independently and in compliance with national legislation. The institutional ethics framework adequately supports academic integrity and ethical conduct within the doctoral study domain Psychology.

Good practices

- existence of a functional and independent Ethics and Academic Integrity Commission;
- integration of academic ethics and integrity within the doctoral curriculum;
- use of institutional procedures and software tools for plagiarism prevention and verification.

Recommendation: -

The indicator is considered 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.
--	---

Findings

The doctoral study domain Psychology consistently applies institutional quality assurance procedures and demonstrates their impact on the continuous improvement of doctoral education and research activities. The evaluation panel verified the implementation of procedures regarding curriculum review, monitoring of doctoral students' progress, evaluation of doctoral supervision, collection of student feedback and periodic analysis of research performance indicators. These procedures are applied within the framework of the IOSUD-UAIC quality assurance system and the regulations of the Doctoral School of Psychology and Educational Sciences.

According to the analyzed documentation, the impact of these procedures is reflected in the periodic updating of the curriculum, the development of digital and hybrid educational infrastructure, the strengthening of research activities and the expansion of international cooperation opportunities. One relevant example is the inclusion of curricular components related to digitalization and artificial intelligence in scientific research, following internal evaluations and academic consultations.

The evaluation panel also verified the use of institutional feedback mechanisms involving doctoral students and academic staff, as well as the monitoring of scientific productivity indicators and international mobility activities.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology consistently applies quality assurance procedures and demonstrates their effectiveness in improving doctoral education, research performance and institutional development. The quality assurance mechanisms are functional, coherent and integrated within the institutional governance framework.

Good practices

- periodic curriculum review and adaptation to current research developments;
- use of feedback mechanisms involving doctoral students and academic staff;
- integration of digitalization and internationalization objectives within quality assurance activities;
- monitoring of scientific productivity and doctoral progression indicators.

Recommendation: -

The indicator is considered fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
--	---

Findings

Members of the academic community and external stakeholders are actively involved in the implementation and improvement of quality assurance procedures within the doctoral study domain Psychology.

The evaluation panel verified the existence of consultative mechanisms involving doctoral students, doctoral supervisors, academic staff and institutional management structures in the revision of curricular and research activities. Doctoral students are represented within the doctoral school structures and participate in feedback and consultation processes regarding doctoral education and supervision activities.

According to the analyzed documentation, stakeholder involvement contributed to the discussion, adjustment and approval of the curriculum for the academic year 2025–2026, including the introduction of optional courses such as Meta-Analysis and Dyadic Analyses, Digitalization and AI in Scientific Research, and Epistemological Foundations of Scientific Research. These curricular developments reflect both institutional consultations and adaptation to current academic and research trends.

External academic partners and collaborators involved through Erasmus+, EC2U and Coimbra Group activities also contribute indirectly to the development of internationalization and research-related procedures within the doctoral domain.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology actively involves members of the academic community and external stakeholders in the implementation and improvement of institutional procedures. The consultative and participatory approach contributes positively to the quality, relevance and modernization of doctoral education.

Good practices

- active involvement of doctoral students and academic staff in curricular development processes;
- inclusion of new optional disciplines reflecting current research trends and digital competencies;
- use of consultative mechanisms supporting continuous curricular and institutional improvement.

Recommendation: -

The indicator is considered 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 I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
--------------------------	---

Findings

The doctoral study domain Psychology periodically analyses the results of the biannual evaluation of teaching staff conducted by doctoral students, within the institutional quality assurance framework of UAIC.

The evaluation panel verified the existence of institutional procedures regarding student feedback collection and analysis for teaching, supervision and academic support activities. The results of these evaluations are discussed within the doctoral school and IOSUD structures and are used for improving curricular activities, communication and academic support services.

Doctoral students confirmed their participation in feedback and evaluation processes and the existence of open communication mechanisms with academic staff and institutional management.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology consistently analyses the results of students' evaluations of teaching staff and uses them within the continuous quality improvement process.

Good practices

- periodic collection and analysis of doctoral students' feedback;
- integration of evaluation results within institutional quality assurance mechanisms;
- use of feedback for improving educational and supervision activities.

Recommendation: -

The indicator is considered 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 I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
--------------------------	---

Findings

The doctoral study domain Psychology systematically collects, monitors and analyses data relevant for the internal quality assurance process, within the institutional framework implemented by IOSUD-UAIC and the Doctoral School of Psychology and Educational Sciences.

The evaluation panel verified the existence of procedures regarding the collection and analysis of data related to doctoral students' academic progression, research performance, publication activity, mobility

participation, student feedback, supervision activities and thesis completion rates. These data are periodically analysed within the doctoral school and IOSUD structures and are used in institutional reporting and quality improvement activities.

According to the analyzed documentation, monitoring indicators include scientific publications, conference participation, international mobilities, doctoral completion rates and feedback regarding educational and administrative services. One relevant example is the annual monitoring of research outputs within the doctoral domain, including WoS publications, BDI articles and participation in scientific conferences.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology systematically collects and analyses relevant data supporting the internal quality assurance process and the continuous improvement of doctoral education and research activities.

Good practices

- periodic monitoring of scientific productivity and doctoral progression indicators;
- systematic collection of student feedback and mobility data;
- integration of quality assurance indicators within institutional reporting and evaluation processes.

Recommendation: -

The indicator is considered 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	

Findings

The doctoral study domain Psychology ensures the publication and accessibility of information of public interest through the institutional websites of UAIC, IOSUD-UAIC and the Doctoral School of Psychology and Educational Sciences.

The evaluation panel verified that relevant information regarding doctoral admission, study regulations, curriculum, doctoral supervisors, mobility opportunities, research activities, public thesis defences and quality assurance procedures is publicly available online. The institutional websites also provide access to academic regulations, administrative procedures, contact information and announcements relevant for doctoral students and candidates.

Doctoral students additionally benefit from access to information regarding career guidance, counselling services, mobility programmes, scholarships and research opportunities through institutional communication platforms and student support services.

The analyzed documentation confirms the use of digital academic management systems and online communication tools supporting transparency and public access to institutional information.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology adequately ensures the publication and accessibility of information of public interest regarding doctoral studies, academic activities and student support services. The institutional digital infrastructure contributes to transparency, accessibility and effective communication with doctoral students and external stakeholders.

Good practices

- public availability of doctoral regulations, curricula and academic procedures through institutional websites;
- online access to information regarding mobility programmes, research activities and doctoral supervision;
- provision of career guidance and student support information through institutional digital platforms.

Recommendation: -

The indicator is considered fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
--------------------------	---

Findings

The doctoral study domain Psychology ensures transparent decision-making processes through the institutional websites of UAIC, IOSUD-UAIC and the Doctoral School of Psychology and Educational Sciences, where relevant academic and administrative information is publicly available.

The evaluation panel verified that the websites include information regarding doctoral admission procedures, regulations, curricula, doctoral supervisors, public thesis defence announcements, quality assurance procedures, mobility opportunities, institutional structures and contact information. Decisions and regulations approved at university, IOSUD and doctoral school level are communicated through institutional digital platforms and administrative procedures.

Doctoral students confirmed the accessibility of institutional information and the transparency of academic and administrative decision-making processes affecting doctoral studies and research activities.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology ensures transparent decision-making processes through effective institutional communication and public access to relevant academic and administrative information.

Good practices

- public availability of institutional regulations, procedures and academic information;
- transparent online communication regarding doctoral admission, supervision and thesis defence activities;
- use of institutional digital platforms supporting accessibility and transparency.

Recommendation: -

The indicator is considered 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.

Findings

The doctoral study domain Psychology carries out the procedures specific to external quality evaluation processes in accordance with the national legislation and ARACIS requirements regarding doctoral education.

The evaluation panel verified that UAIC and IOSUD-UAIC implemented the procedures related to periodic institutional and programme-level external evaluations, including the preparation of internal evaluation reports, supporting documentation and quality assurance activities. The last institutional external evaluation of UAIC was conducted by ARACIS in 2022, while the previous external evaluation of the doctoral study domain Psychology for the period 2015–2020 took place in 2021. An interim external evaluation of the doctoral domain was also carried out in 2023.

According to the analyzed documentation, the recommendations and conclusions resulting from previous evaluation processes contributed to the updating of institutional procedures, curriculum development, digital infrastructure modernization and the strengthening of internationalization and research activities.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology consistently carries out the procedures related to external quality evaluation and demonstrates institutional commitment towards maintaining compliance with national legislation and ARACIS standards.

Good practices

- regular participation in institutional and programme-level external quality evaluations;

– integration of previous evaluation results within institutional development and quality assurance activities;

– continuous updating of procedures and educational infrastructure following external evaluation processes.

Recommendation: -

The indicator is considered fulfilled.

IV. SWOT Analysis

Power analysis			
Strengths: – experienced doctoral supervisors with strong national and international scientific visibility; – sustained scientific productivity reflected in WoS-indexed publications and international conference participation; – modernized educational and research infrastructure, including PNRR-funded digital equipment and specialized software; – active internationalization through Erasmus+, EC2U and Coimbra Group partnerships; – coherent doctoral curriculum integrating advanced research methodology, ethics and digital competencies.	INTERNAL FACTORS	Weaknesses: – uneven scientific productivity among doctoral supervisors; – dependence on external funding sources for research infrastructure development and mobility expansion.	
SWOT analysis			
Opportunities: – development of interdisciplinary and international research collaborations through European university alliances and research networks; – increasing interest in psychology and behavioral sciences research at European level; – expansion of digital and AI-supported research methodologies within doctoral training; – opportunities offered by European funding programmes (Erasmus+, Horizon Europe,	EXTERNAL FACTORS	Threats: – unpredictability of research funding policies and national financing mechanisms in Romania; – increasing competition between doctoral schools for attracting high-performing doctoral candidates and academic staff; – possible limitations regarding long-term funding for mobility and international research activities; – increasing national standards for doctoral supervision and academic performance	

PNRR)..	applicable from 2026 onwards.
---------	-------------------------------

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
MAIN 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	
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	
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	
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	
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	– consolidation of the doctoral domain through the attraction and affiliation of new high-performing doctoral supervisors, especially researchers who fully meet and preferably exceed the CNATDCU standards, considering the increased level of national requirements applicable starting with 01.10.2026 and the need to ensure the long-term sustainability of the doctoral school.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
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	
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 learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
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	
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	
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	
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	
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	domain, the study cycle, and the form of organisation of the study programme.		
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	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
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	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	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.	F	
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	
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	
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	
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
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	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
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	

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	-	-

– continuation of efforts to consolidate the doctoral supervision capacity through the attraction and affiliation of new high-performing doctoral supervisors, considering the increased national standards applicable from 01.10.2026;

– continued support for increasing the international visibility of doctoral research in Psychology through participation in international projects, WoS-indexed publications and scientific networks;

- diversification of external funding sources supporting doctoral research, mobility and scientific dissemination activities;
- continued development of advanced methodological, interdisciplinary, digital and AI-supported research competencies within the doctoral curriculum;
- maintaining the strong quality assurance mechanisms, internationalization activities and periodic curriculum revision processes already implemented within the Doctoral School of Psychology and Educational Sciences.

All analysed performance indicators (32) were assessed as fulfilled. The evaluation panel concludes that the doctoral study domain Psychology within IOSUD – “Alexandru Ioan Cuza” University of Iași meets the ARACIS standards and performance indicators applicable to the maintenance of accreditation procedure.

VI. Conclusions

The evaluation panel identified a well-structured doctoral environment, characterized by a solid institutional framework, active research integration within doctoral training and a sustained scientific activity at national and international level. The doctoral study domain Psychology demonstrates adequate compliance with ARACIS standards, national regulations and European academic benchmarks, while promoting research-based learning, international cooperation and student-centred doctoral education. The analysis of the Internal Evaluation Report, the supporting documentation and the discussions conducted during the evaluation visit confirms the academic maturity and functional coherence of the doctoral domain, as well as its continuous orientation towards quality enhancement, international visibility and research development.

Based on the overall evaluation results, the panel proposes:

- maintaining accreditation (MAC) of the doctoral study domain Psychology within IOSUD – “Alexandru Ioan Cuza” University of Iași.

The proposal is supported by the fact that all analysed performance indicators (32) were assessed as fulfilled.

VII. Annexes

Enclose the schedule of the on-site visit.