

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Technical University of Construction of Bucharest (UTCB)
Doctoral School:	Doctoral School
Doctoral Domain:	Civil Engineering and Building Services
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.	Prof. Adrian Ciutina	Expert evaluator	
2.	Prof. Montserrat Zamorano	International Expert	
3.	Ph.D. Stud. Tudor Bungău	PhD Student Evaluator	

I. Introduction

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

The present external evaluation report has been drafted as part of the periodic evaluation procedure for maintaining the accreditation of the doctoral study domain in Civil Engineering and Building Services at the Technical University of Civil Engineering Bucharest (UTCB). The evaluation covers the institutional and academic activity between the academic years 2021/2022 and 2025/2026.

The external experts' evaluation panel comprised the following members:

- Coordinator: Prof. Adrian Ciutina, PhD - Politehnica University Timisoara (Romania)
- International Expert: Prof. Montserrat Zamorano Toro, PhD - University of Granada (Spain)
- Student Representative: Tudor Bungau - University of Oradea (Romania)

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

The Technical University of Civil Engineering Bucharest (UTCB) is a higher education institution with a rich historical heritage. Its roots date back to 1818 with the founding of a Romanian academy at the Sfântu Sava Monastery, which housed the first technical team of surveying engineers. Over the decades, the institution has undergone successive transformations in both name and mission. It adopted the name of the Polytechnic School of Bucharest in 1921, where the training of civil engineers was initially integrated into the Construction Section, later designated as the Faculty of Construction in 1938. This Faculty was detached from the Polytechnic School in 1948, becoming the Institute of Construction in Bucharest, until 1994 when it adopted its current name, the Technical University of Civil Engineering Bucharest.

UTCB's fundamental mission is to serve as a national training center for new generations of research and performance specialists in the field of construction. The university aims to establish itself as a European pole of education and research for sustainable, resilient, and smart constructions, ensuring a transformative impact on the construction industry.

The organizational framework of UTCB comprises teaching, research, auxiliary, and administrative structures. This includes faculties, departments, doctoral schools, research centers, teaching and research laboratories, and a college of non-university tertiary studies. Structurally, the university is divided into seven faculties (including Civil, Industrial, and Agricultural Construction; Installations Engineering; and Geodesy), 20 departments, and 19 specialized research centers. In 2024, the university organized study programs across 13 fields for bachelor's and master's degrees, and three branches of science for doctoral studies (Civil Engineering, Mechanical Engineering, and Geodetic Engineering).

The Technical University of Civil Engineering Bucharest carries out its teaching activities in four campuses located in Bucharest: Bdul Lacul Tei campus, Pache Protopopescu campus; Calea Plevnei campus and Colentina campus.

Furthermore, UTCB has operated as an Organizing Institution of Doctoral Studies (IOSUD) within its Doctoral School since 2007, following Romania's accession to the European Union and the implementation of the Bologna Process. UTCB hosts a single, centralized Doctoral School whose core mission is to carry out and advance doctoral education, alongside in-depth research, and science within its fields of competence, fostering knowledge creation, creativity, and innovation.

The doctoral programs organized within the Doctoral School cover the fundamental fields of engineering and science, structured into the following branches of research and domains:

- Branch of research: Civil Engineering, field of Doctoral study domain: Civil Engineering and Installations.
- Branch of research: Mechanical Engineering, Mechatronics, Industrial Engineering and Management, field of Doctoral study domain: Mechanical Engineering.

- Branch of research: Geological Engineering, Mining, Petroleum and Gases, field of Doctoral study domain: Geodetic Engineering.

The university underwent institutional evaluation in 2025 and achieved High Trust Rating, awarded by ARACIS.

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

The Technical University of Civil Engineering Bucharest (UTCB), as an IOSUD, consistently holds a "High Trust Rating" institutional status awarded by ARACIS. Notably, the doctoral field of Civil Engineering and Building Services represents the core educational and research area across all academic levels within UTCB, having undergone its previous domain evaluation in 2021. Furthermore, the domain has successfully adapted its regulations and curricula to the new Higher Education Law no. 199/2023, recalibrating the program to a 4-year duration (240 ECTS) to enhance and deepen the focus on scientific research.

The total number of doctoral supervisors within IOSUD-UTCB increased from 41 to 59, while supervisors specifically affiliated with the Civil Engineering and Building Services domain grew from 37 to 47. Among the current doctoral supervisors in this domain, 55.3% (26) are tenured professors, 38.3% (18) are retired professors who remain active, and 6.4% (3) are affiliated external experts. Within this period, the academic productivity and student dynamics, a total of 79 doctoral theses were successfully defended. Enrolment figures for this period show a steady intake of students across various modalities, including 59 full-time scholarship students, 59 full-time non-scholarship students, and 30 fee-paying students. The domain demonstrates a committed approach to diversity, equity, and social inclusion. The gender distribution among PhD students stands at 33% female and 67% male. In terms of social inclusion, 15% of the doctoral student body comes from rural areas, and another 15% are classified as socio-economically disadvantaged. Additionally, 9% of the student body consists of international students or students belonging to ethnic minorities.

Finally, during this reporting period, UTCB became a founding member and the main coordinator of doctoral studies for the EU-CONEXUS European University Alliance for Smart Urban Coastal Sustainability, alongside 8 partner European institutions. This alliance provides doctoral students with enhanced international mobility and joint course opportunities. Within EU-CONEXUS, UTCB coordinates the Joint Doctoral Committees and is represented by 35 members including teachers, students, and administrative staff. In recent years, the alliance has actively worked on establishing a long-term, institutionalized framework for joint doctoral collaborations and co-tutela degrees among the partner universities.

II. Methods used

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

The expert panel conducted a thorough review of the following documentation:

- The Internal Evaluation Report (REI), covering institutional capacity, educational effectiveness, and quality management and its 11 technical annexes.
- Institutional Regulatory Framework: The University Charter (revised under Law 199/2023), the Code of Ethics and Professional Deontology, and specific regulations for the organization of doctoral studies, admission, and thesis defense.
- Academic and Strategic Planning: The UTCB Strategic Plan 2024–2029, the Advanced University Training Program (PPUA) curriculum, and individual Scientific Research Programs (PCS).
- Digital Platforms and Data: Evidence from the IOSUD management platform, the RDI platform for research tracking, and similarity reports from Sistemantiplagiat.ro and Turnitin.
- Additional documents requested prior visit and during visit.

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

The expert panel performed a physical inspection of the university's infrastructure between June 29-30, 2026, and held meetings with various groups to validate the institutional reality:

1. Team that has drafted the IER
2. Representatives of the management of the organisational component
3. Teaching staff who are PhD supervisors;
4. Members of the University Ethics Committee;
5. Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures DMC;
6. Doctoral students;
7. Ph.D. Graduates;
8. Employers of Ph.D. graduates;
9. Staff in charge with research centres/laboratories

- Other relevant methods or aspects.

The external evaluation process for the doctoral study domain of Civil Engineering and Building Services was conducted using a multi-faceted approach, combining desk research, physical inspections, and structured dialogues with key stakeholders to verify the accuracy of the Internal Evaluation Report (REI).

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes

The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

Indicator
I.P.A.1.1.1

For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

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

The Technical University of Civil Engineering Bucharest (UTCB) has established a robust normative and organizational framework for the Civil Engineering and Building Services doctoral domain, supported by the following evidence:

Regulatory framework. The institution adopted a new [University Charter](#) (Senate Decision no. 14086/2023) fully aligned with the Higher Education Law no. 199/2023. It also possesses specific regulations for the organization of doctoral studies and the functioning of the [Doctoral School](#): Regulation on the organization and conduct of doctoral studies, [Doctoral School Regulation](#) and Regulation for the empowerment of doctoral supervisors. Moreover, at the level of UTCB, ethics and academic integrity are regulated by the Code of Ethics and Professional Deontology and the Doctoral School has its own [Code of Ethics](#).

Transparency. All regulations and methodologies are public and accessible via the official Doctoral School website (<https://sd.utcb.ro>).

Management structures. The management structures are appointed through democratic and transparent processes, regulated by specific methodologies, ensuring the election of directors and student representatives in decision-making forums. There are two main functional bodies: the Council for Doctoral Studies (CSUD), responsible for institutional coordination (IOSUD), and the Doctoral School Council (CSD). Both ensure 25% student representation with full voting rights.

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

UTCB, IOSUD and the Doctoral School are the structures responsible for organizing the Doctoral Domain in Civil Engineering and Building Services. The management system is functional and effectively supports the conduct of activities, including through documents developed at the [institutional](#), IOSUD and Doctoral School levels. The entire process functions appropriately and is based on [methodologies and regulations](#) that are periodically revised in accordance with legal provisions, as well as strategic plans and improvement plans. Following the external evaluation visit, the facts presented above are confirmed.

- ✓ Aspects that constitute best practice examples

The Doctoral School have a good management of doctoral through methodologies, regulations, implemented platforms and communication.

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

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

UTCB maintains a transparent and participatory regulatory framework for the Civil Engineering and Building Services doctoral domain through the following mechanisms:

- Internal consultation and feedback. Regulations are initially debated at the Department, Faculty Council or Doctoral School levels before being submitted to the University Senate for approval
- Draft regulations are transmitted via institutional communication flows (email, Microsoft Teams) to allow community members to submit their viewpoints
- Direct student involvement. Doctoral students are represented in a 25% proportion with full voting rights in all critical decision-making bodies, including the CSD, CSUD, and the University Senate.
- Inclusion of external experts. The CSUD and CSD include full members from outside the institution.
- Consultation with industry. UTCB has operationalized an Advisory Council consisting of representatives from major construction and design companies and public authorities.

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

A review of the documents and discussions with internal staff indicates that the process of adopting and revising methodologies, regulations, and procedures is participatory and transparent. Draft methodologies and regulations were sent for consultation, and the feedback received is considered. Stakeholder participation is evidenced by the minutes of meetings with students, faculty, and employers.

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

✓ Recommendations

Is recommended to have a better documentation of meetings with employers by detailing the topics discussed and the proposals made by employers.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

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

According to the UTCB possesses a comprehensive material base legally owned and distributed across six main locations, totalling a land area of 9.07 hectares and a built area of 93,690 sqm.

- Education and research spaces. The institution operates 19 Research Centres and 39 Research Laboratories and high-performance facilities. UTCB offers dedicated doctoral infrastructure: a multifunctional space, Room III-3 exclusively for DS courses/defenses, and a dedicated secretariat.
- Administrative facilities and the Central Library which provides access to international database (ScienceDirect, Scopus, Web of Science).
- Digital resources. WiFi (Eduroam) is available campus-wide, and students have access to international databases and specialized engineering software.
- Living and social services. The campus offers 2,162 accommodation places across 5 dormitories, 12 reading rooms, a gym and 12 reading rooms with over 230 seats.
- Accessibility. Most of the buildings include access ramps, adapted elevators, and specially designed toilets.

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

Following the on-site visit, it was found that UTCB doctoral students have access to adequate [research facilities](#) suitable for teaching, learning, assessment, and research activities. The [library](#) is located on campus, features reading rooms, and provides access to learning resources. The facilities available to students are adequate, and the rights of people with disabilities are ensured; in most cases, they have easy access to the resources necessary to carry out their daily activities.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.

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

UTCB ensures the maintenance and development of its assets through a centralized system managed by the Administrative Directorate, which implements annual maintenance and repair plans. Key evidence includes:

- Targeted modernization for doctoral studies: Specific infrastructure for doctoral education has been upgraded through Institutional Development Fund (FDI) projects.
- Research equipment maintenance. High-performance equipment in RENAR and ISC accredited laboratories is maintained through periodic service and calibration contracts.
- IT ecosystem. Digital assets are systematically renewed through projects like CNFIS-FDI and PNRR, providing smart boards, video projectors, and high-performance graphic stations.
- Structural safety and sustainability. The university has completed major consolidation works on buildings with seismic risk. It is also pioneering deep energy renovations to the nZEB standard.
- Residential infrastructure. Student dormitories have undergone capital repairs, including installation replacements and furniture modernization.

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

Generally, the movable and immovable assets are properly maintained. Following the on-site visit, it was found that most research laboratories are properly maintained to enable doctoral students to carry out research activities. The laboratories provide conditions and technical equipment appropriate for doctoral students' research activities. For the most part, the investments made in these laboratories are the result of research contracts and contracts with industry, obtained by the doctoral program coordinators.

✓ Recommendations

Employment of more technical staff who can properly maintain the laboratories will be beneficial.

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

The HEI has the required human resources to organise and deliver the evaluated study programme/domain.

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UTCB maintains a highly qualified body of experts for the Civil Engineering and Installations doctoral domain, supported by the following facts:

- [Staff composition](#). The human resources involved are mainly tenured professors who have obtained habilitation certificates and meet the CNATDCU minimum standards. There are 47 doctoral supervisors active in the evaluated field. Of these, 26 (55.3%) are tenured, 18 (38.3%) are retired professors from UTCB (consultants), and 3 (6.4%) are affiliated from other institutions. Between 2022 and 2025, doctoral supervisors in this field [published](#) 118 papers in Web of Science journals, including 34 in Q1 and 61 in Q2.
- Scientific qualification. The scientific calibre is exceptionally high, with doctoral supervisors achieving an average total score of 2,946.30 habilitation points (by CNATDCU).
- PPUA faculty expertise. The Advanced University Training Program (PPUA) courses are taught exclusively by recognized specialists with the rank of University Professor or Associate Professor, ensuring a high level of scientific expertise for the 30 ECTS training component.
- Scientific supervision and committees. Research progress is guided by steering committees composed of over 90% tenured professors, ensuring stability and continuity in the research process.
- Starting with the 2024–2025 academic year, the university introduced external specialists (from other universities or research institutes) in the supervising committees of doctoral students.

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

The human resource base is robust and exceeds the legal requirements. The university successfully addressed previous recommendations by ensuring that over 60% of supervisors meet the minimum CNATDCU criteria, surpassing the threshold required at the field level. The workload management system effectively monitors the ratio of students to supervisors, ensuring that coordinators have adequate time for individualized mentorship. While the presence of retired consultant professors remains significant at 38.3%, the institution uses them strategically to supervise existing theses to completion while implementing a rejuvenation policy that has increased the total number of supervisors by 27% since the last evaluation. The high average score of supervisors (2.44 ratio) confirms that the academic body possesses the professional competence required to deliver advanced doctoral education. The incorporation of recently accredited faculty is highly valued, which guarantees the required coordinator-to-student ratio for the coming years.

- ✓ Aspects that constitute best practice examples

- External integration in monitoring. The requirement to include external specialists in doctoral steering committees ensures a high degree of transparency and objectivity in evaluating research progress.
- Proven high-impact visibility. The significant volume of publications in Q1 and Q2 WoS zones validates the high level of professional competence of the staff involved in doctoral training.

The indicator is: fulfilled

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

The Technical University of Civil Engineering Bucharest (UTCB) ensures the continuous professional and personal growth of its academic and auxiliary staff through a series of systematically implemented projects and strategic initiatives:

- Continuous training via FDI projects. Since 2018, the university has utilized a succession of Institutional Development Fund projects (CNFIS-FDI).
- Various curricular offers for staff through training activities have evolved to cover critical modern competencies, including: Scientific and management skills, Pedagogical innovation, Ethics and integrity, Support for research visibility, Strategic rejuvenation, Open science and internationalization, Renovation and equipping of work and research spaces.

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

The institution has moved beyond basic administrative requirements to create a genuine culture of professional development. The [consistent use of FDI funding](#) demonstrates a strategic commitment to institutional excellence that is not reliant on student fees alone. The integration of personal development, academic ethics, CBL (Challenge Based Learning) pedagogical methods and academic writing and AI training reflects an academic body that is adapting to the needs of students and the evolving construction industry. These combined elements create highly favorable premises for maintaining top-tier human resource quality to keep the link between publication support and the habilitation process and the generation of tenured supervisors.

- ✓ Aspects that constitute best practice examples

The establishment of the Research Center in Applied Ethics (CCEA) serves not only as a research unit but as a training center that disseminates integrity principles throughout the entire teaching and research staff.

The indicator is: fulfilled.

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

Recruitment and selection of teaching and research staff at UTCB are strictly governed by Higher Education Law no. 199/2023 and the Framework Methodology approved by G.D. no. 1339/2023. Institutional implementation is regulated by the "[Competition Methodology for filling vacant teaching and research positions](#)" approved via Senate Decision no. 3237 of 20.03.2024.

Transparency is maintained through a dedicated institutional webpage where all announcements, competition themes, and results are published. For the specific needs of the Doctoral School, recruitment is supplemented by:

- Habilitation certification according to CNATDCU rules.
- External integration. The university applies a formal "[Procedure for the recognition of the quality of doctoral supervisor](#)," which facilitates the affiliation of experts who have obtained this status at other national or international higher education and research institutions.

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

The methodologies are transparent, systematically regulated, and fully compliant with both national legislation and internal university charters. The public nature of the documentation and the competitive character of the selection process provide a favorable framework for the recruitment of high-level academic personnel. The existence of clear elective and competition-based processes ensures that management and scientific supervision roles are filled based on merit and recognized scientific standards.

✓ Aspects that constitute best practice examples

External recognition framework. The systematic application of procedures to recognize doctoral supervisor status from external institutions allows the Doctoral School to integrate prestigious international specialists and researchers from national institutes, enhancing the domain's scientific diversity

The indicator is: fulfilled

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UTCB has implemented an integrated digital ecosystem to manage the Civil Engineering and Installations doctoral domain, characterized by the following tools and procedures, for example:

- Educational collaboration and communication. The university utilizes Microsoft 365 and Teams as its primary platform for academic interaction.
- Centralized administrative management. The [IOSUD Platform](#) manages the entire life cycle of the doctoral student.
- Quality assurance and staff evaluation. The semester evaluation process of teaching staff by students is fully digitized and integrated into the IOSUD platform.

- Academic integrity tools: Sistemantiplagiat.ro and more recently 200 Turnitin licenses to further strengthen research integrity.
- Digital research resources. PhD students have remote access to international scientific databases (ScienceDirect, Scopus, Web of Science) through the Anelis Plus program.
- ✓ [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)

The institution has demonstrated that IT tools are not merely auxiliary but are intrinsic to its operational and academic procedures. The transition to a fully digitized management of the doctoral path via the [IOSUD platform](#) has effectively reduced administrative bureaucracy and improved data traceability. The strategic orientation toward digitalization is clearly aligned with the objectives of transparency and efficiency required by quality standards. The integration of advanced anti-plagiarism platforms into the digital workflow further ensures that the high quality of services extends to the protection of scientific integrity.

✓ [Aspects that constitute best practice examples](#)

- The development and implementation of a dedicated, centralized platform for Cycle III management serves as a good model for ensuring the administrative transparency of doctoral paths.
- Digital integration of quality feedback. The automated and anonymous nature of the digitized student-led evaluation of professors provides reliable data for the continuous improvement of the Advanced University Training Program (PPUA).

✓ [Recommendations](#)

Continue the integration of IT tools to ensure they cover 100% of the doctoral journey, including the standardization of digital reporting for all intermediate research milestones.

[The indicator is: fulfilled](#)

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

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

The doctoral program in Civil Engineering and Building Services at UTCB is built upon a solid and updated structure according to the following data:

- [Duration and credits](#). The program has a duration of 4 years (in accordance with Law no. 199/2023) and totals 240 transferable ECTS credits (60 ECTS / year). The fourth year is entirely dedicated to the elaboration (30 ECTS) and public defense (30 ECTS) of the doctoral thesis.
- [Curricular structure](#). It is divided into two interconnected components that lead to an EQF Level 8 qualification: (i) Advanced University Training Program (PPUA) in the first year (30 ECTS) and (ii) Scientific Research Program (PCS) having 3 mandatory interim research reports.
- Integral educational experience: The curriculum integrates access to cutting-edge laboratory infrastructure registered in the ERRIS platform and encourages internationalization.

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

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

The Doctoral Studies at UTCB are developed and structured according to laws and regulations in force and organised based on transferable study credits. It includes learning, teaching, research activities and evaluation, including evaluation of the research activity through the defenses of the doctoral theses.

- ✓ Recommendations

The curricula for doctoral studies should include the specific learning outcomes specific to the domain and particular research followed by the doctoral students.

The indicator is: fulfilled

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences

In the curriculum design and development process, the 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).
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The doctoral program in Civil Engineering and Building Services at UTCB is strategically aligned with both national and international qualification frameworks to ensure professional relevance:

- Framework alignment. The program is designed to ensure the acquisition of advanced competences corresponding to Level 8 of the European / National Qualifications Framework (EQF / CNC).
- Occupational correlation. Learning outcomes defined in the PPUA subjects and individual research plans are directly correlated with the European Classification of Occupations (ESCO) and the Romanian Classification of Occupations (COR).
- Market validation. Competence relevance is periodically validated through the [UTCB Advisory Council](#), which includes leaders from major domain companies helping to define the research directions.
- Immediate applicability. A significant proportion of doctoral students are active in the labor market within engineering fields, demonstrating the immediate practical utility of the learning outcomes.

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

The curricula presented at the on-site visit is aligned with the occupational standards and/or the European Skills, Competences and Occupations (ESCO) for doctoral studies (level 8)

- ✓ Recommendations

The curricula for doctoral studies should include the specific learning outcomes specific to the domain and particular research followed by the doctoral students.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The educational approach within the UTCB Doctoral School places the student at the center of the training and research process through the following concrete mechanisms:

- Customization through the PPCS. The Scientific Research Program Project (PPCS) allows students, in coordination with their supervisors, to tailor their Advanced University Training Program (PPUA) by choosing optional subjects that directly support their specific research theme.
- Methodological innovation. Teaching strategies have transitioned to active-participatory methods, including Challenge Based Learning (CBL).
- Continuous mentorship. Guidance committees provide recurring feedback through sessions designed as open scientific debates rather than mere administrative evaluation.
- Digital ecosystem. The integration of Microsoft Teams and the IOSUD Platform ensures asynchronous access to resources and the ability for students to manage their experimental activity independently.

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

Teaching and research activities are designed to stimulate active participation, autonomy, and critical reflection among doctoral students, promoting the development of the necessary skills. Doctoral students can constantly express their opinions and level of satisfaction through teaching evaluation questionnaires, applied every semester for all subjects, the results being analysed at the doctoral school level for the continuous improvement of the teaching-learning process.

There are various research opportunities through which the PhD students can carry out their doctoral research and work on their PhD theses. These allow them to participate in research projects, gain hands-on experience with advanced research methodologies and infrastructure, and develop scientific results that contribute to both their doctoral training and the advancement of the field of Civil Engineering.

- ✓ Recommendations

The drop of doctoral students is important 39 out of 170 in the last five years. The Doctoral School may carry out active measures to prevent dropout.

The indicator is: fulfilled

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

Internationalization is a strategic priority for IOSUD-UTCB, providing doctoral students with diverse mobility opportunities managed through the International Relations Centre and the EU-CONEXUS consortium:

- [EU-CONEXUS Alliance](#). As a founding member and coordinator of doctoral studies within the alliance, UTCB offers participation in International Summer Schools.
- [Erasmus+ Network](#). Students have access to over 140 inter-institutional agreements for study (SMS) and placement (SMP) mobilities with prestigious European partners.
- Recently, the university has actively promoted short-term mobilities (5–30 days) and [Blended Intensive Programmes \(BIP\)](#), which are better suited for students who are also employed.
- Virtual mobility. There is high engagement in digital formats, with 58 unique students and 116 registrations of UTCB doctoral students in joint virtual courses from partner universities.
- International co-tutelle. The school supports double degrees through co-supervision agreements with prestigious institutions in France, Belgium, and Ireland.

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

The Doctoral School provides a functional institutional framework that supports the participation of PhD students in academic mobility activities, including physical, virtual, and blended mobility, through clear institutional procedures and a flexible curriculum that allows the recognition of learning and research outcomes without extending the duration of doctoral studies. PhD students regularly participate in international scientific conferences, research collaborations, and mobility programmes. The existence of Erasmus+ agreements, EU-CONNEXUS, the university's internationalization strategy, and the institutional support mechanisms creates favorable conditions for expanding international mobility opportunities.

The indicator is: fulfilled

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

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

UTCB promotes an inclusive educational policy within the Civil Engineering and Building Services domain, guaranteeing equal opportunities for all doctoral students regardless of gender, religion, ethnicity, or socio-economic status. This is supported by the following mechanisms:

- Regulatory framework. Fairness is governed by the university's [Code of Ethics and Deontology](#), and the Doctoral School operates its own specific code to ensure integrity and equity.
- Flexibility for professional integration. A significant portion of doctoral students are active in the labor market; consequently, the school offers modular scheduling for courses and exams and asynchronous communication via Microsoft Teams for remote access to materials and recordings.
- Inclusivity for disabilities. The campus includes physical adaptations such as access ramps, modernized elevators, and adapted toilets.
- Counselling and guidance. Students have free access to the [Career Counselling and Guidance Center \(CCOC\)](#), which provides psychological support, vocational guidance, and stress management specifically for thesis completion.
- Merit-based financial support. State-funded doctoral [scholarships](#) are awarded based on academic performance criteria.
- Personal and academic development. Through Institutional Development Fund (FDI) projects and the EU-CONNEXUS alliance, students participate in workshops for academic writing, research management, soft skills, and entrepreneurship

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

The doctoral training process is organised in a flexible manner, allowing PhD students, together with their supervisors, to establish individualized research plans and to select research topics that are aligned with their scientific interests and career objectives

The evaluation also confirms that doctoral students benefit from continuous academic guidance and mentoring provided by their PhD supervisors and research teams. They have access to research infrastructure, laboratories, specialized software, research centres.

Furthermore, the Doctoral School encourages participation in scientific conferences, research collaborations, international mobility programmes and publication, by allocated budget for these activities assured through different programmes.

- ✓ Aspects that constitute best practice examples

UTCB through Doctoral School allocate a grant for the doctoral students and provide similar opportunities for students, in line with their potential and aspirations, regardless the diversity of learning styles and abilities

The indicator is: fulfilled

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UTCB provides an integrated educational ecosystem tailored to the advanced needs of Cycle III students:

- Scientific information resources. Doctoral students have free access to the [UTCB Library book fund and digital access to major international databases](#) via the Anelis Plus platform. Additionally, as members of the EU-CONEXUS alliance, they access shared repositories from 9 European partner universities.
- Research infrastructure. PhD students have priority access to 19 research centers and 39 laboratories, many of which are registered in the National Registry of Research Infrastructures (ERRIS).
- Software and digital support. The university provides educational licenses for specialized engineering software like ETABS, ANSYS, Matlab, and Allplan. Teaching and communication are supported by Microsoft Teams, ensuring remote access to materials for employed students.
- Financial support services. IOSUD-UTCB organizes an annual competition for [Internal Grants for Doctoral Students \(GID\)](#); over 45 students have received funding since 2019.
- Accessibility and social services. The campus is being progressively adapted with access ramps, modernized elevators, and adapted toilets (notably in the FII and FCCIA buildings). Digital resources are compatible with assistive technologies like screen readers. Furthermore, students have access to renovated dormitories and free medical services.

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

The organisational framework ensures that all PhD students, including those with special educational needs or disabilities, have equitable access to educational resources, research facilities and institutional support services, in accordance with the requirements of the study programme.

As proved at the visit, the PhD students have access to well-equipped laboratories and research centres that provide the facilities, equipment and software necessary for carrying out doctoral research in the field of Civil Engineering and Building Services.

The main buildings from the UTCB campus, including the one hosting the Doctoral School Secretariat are equipped with facilities for access for persons with disabilities, facilitating access to the educational and administrative spaces.

The indicator is: fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

Within the UTCB Doctoral School for Civil Engineering and Building Services, learning outcomes are defined and communicated through a structured framework to ensure a common understanding of academic expectations:

- a) Syllabuses. For all courses in the Advanced University Training Program (PPUA), the syllabuses include detailed professional and transversal competences.
- b) Scientific Research Program Project (PPCS). During the research phase (Years II-IV), expected results are defined by the specific milestones and stage objectives established in the student's individual PPCS.
- c) Transparency and communication. Syllabuses are publicly accessible on the Doctoral School's website.
 - ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The competencies, as outlined in the syllabuses, help clarify expectations regarding content, activities, and the development of Ph.D. student programme. However, the definition of Learning Outcomes - Knowledge, Skills, and Autonomy are not clearly articulated in a summative document, as these are not distinguished from the study program's competencies.

✓ Recommendations

The definition of learning outcomes and connecting them to the stated competencies of the study program in a summative document is highly recommended. Presenting the competencies and learning outcomes in a structured manner will be beneficial.

The indicator is: partially fulfilled.

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

The [evaluation system](#) within the Civil Engineering and Building Services doctoral domain at UTCB is structured to ensure continuous and summative verification of competence acquisition through both training and research components:

- Ongoing evaluation in the PPUA. Each course within the Advanced University Training Program is completed via specific verification methods (written/oral exams or projects) as specified in Syllabuses.
- Scientific research program project (PPCS): At the end of the first year, students defend their research proposal in front of a specialized commission. During years II, III, and IV, progress is checked through the defense of 3 mandatory interim research reports presented to an Academic Integrity and Guidance Committee which, must include external specialists.
- Final thesis evaluation. Prior final defense, a pre-defense is made in front of the research department / center. The final examination (public defense) is conducted before a Doctoral Commission

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

The assessment methodology, included in the course syllabus and communicated to doctoral students, is clear stipulated, ensuring transparency and a clear understanding of performance criteria. A defined procedure for evaluating doctoral theses outlines all steps that the student and supervisor must follow to complete the doctoral programme. However, the learning outcomes are not clearly stated for the doctoral programmes. The PhD students' research progress is evaluated periodically through annual progress reports and discussions with the PhD supervisor. Besides, the PhD student can get conciliation from the Thesis Advisory Committee.

The doctoral programme supports the development and assessment of advanced research competences, critical thinking, scientific communication, project management and other transferable skills required for graduates at EQF Level 8.

✓ Recommendations

Definition and inclusion of learning outcomes in the definition of doctoral students curricula.

The indicator is: fulfilled.

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

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

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

Admission to doctoral studies within the Civil Engineering and Building Services domain at IOSUD-UTCB is governed by a rigorous and transparent framework:

- Selection process. Selection is conducted via an admission exam in front of a specialized commissions evaluating the academic performance, research capacity, and the proposed research project.
- Methodological framework. The process follows the ["Methodology for organizing and conducting the admission competition"](#) which is updated and approved annually by the University Senate.
- Publicity and transparency. To ensure predictability, the methodology is published on the institutional website at least 2 months prior to the competition.
- Digitalization of entry. The registration process is fully digitized through a [dedicated online platform](#), which streamlines the submission and processing of candidate files. Competition results are disseminated transparently and in real-time on the Doctoral School's website.

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

The institution maintains a highly predictable and standardized selection environment. The consistent annual update of the methodology ensures that admission remains aligned with both national legislation and the specific evolving needs of the civil engineering field. The use of a dedicated digital platform has successfully modernized the administrative entry point, reducing barriers for candidates from other institutions. The requirement for candidates to have previous academic performance, research capacity and the quality of the research project proposal help to choose the better candidates.

✓ Aspects that constitute best practice examples

Topic-based transparency. Publishing specific research directions and themes before the competition allows for a more focused and high-quality selection of candidates whose interests match existing laboratory expertise

The indicator is: fulfilled

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

The admission policy at UTCB for the Civil Engineering and Building Services domain is grounded in the principles of meritocracy, fairness, and non-discrimination:

- Support for vulnerable groups. The university allocates budgeted places for ethnic Roma and Romanians from abroad.
- Accommodations for disabilities. Admission committees are regulated to adapt colloquium conditions for candidates with special educational needs.
- Gender equality. The domain demonstrates a high gender balance for an engineering profile, with 33% female PhD students. The Doctoral School actively promotes successful female career models.

- Social diversity. Data from the 2021–2026 period shows that 15% of doctoral students come from rural areas and 15% are classified as socio-economically disadvantaged.

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

The institution has successfully moved from theoretical principles of equity to a functional procedural framework. The existence of specific quotas for ethnic minorities and the diaspora, combined with the 15% representation of rural and disadvantaged students, proves that the admission process is accessible beyond traditional urban centers. The proactive adaptation of the admission colloquium for candidates with disabilities ensures that entrance is based purely on scientific potential rather than physical constraints. Furthermore, maintaining a 33% female representation in a field traditionally dominated by men reflects a healthy and inclusive academic culture.

- ✓ Aspects that constitute best practice examples

- Proactive colloquium adaptation. The formal requirement for committees to provide specific technical support (sign language interpreters or extra time) during the entrance exam is a model for ensuring genuine equity for candidates with disabilities.

- Diversified socio-economic reach: 15% of the doctoral body originates from rural backgrounds demonstrates that the university's admission procedures effectively bridge geographical and social gaps.

The indicator is: fulfilled

Standard S.B.7.2. Academic journey of students

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

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

UTCB ensures a transparent and standardized framework for the academic activity of doctoral students through the rigorous application of specific instruments and procedures:

- Upon signing the [Doctoral Studies Contract](#), a mandatory annex represents the Scientific Research Program Project (PPCS), detailing individual obligations for both PPUA and PCS.

- Credit Transfer System. The program utilizes the ECTS system to quantify academic progress, requiring the accumulation of 60 credits per year.

- Progression from one year to the next is strictly conditioned upon fulfilling the milestones defined in the PPCS and receiving validation from the doctoral supervisor.

- [Flexibility](#) and [exceptions](#). Regulations allow for academic activity adjustments through clearly defined administrative procedures for Extension or Interruption of studies.

- Monitoring and expulsion. Compliance with academic requirements is annually checked.

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

The institution provides a highly structured and predictable environment that ensures the traceability of each doctoral student's progress. The use of standardized contracts and the PPCS allows for individualized research paths while maintaining institutional quality control. The transition to an ECTS-based evaluation ensures international compatibility and clarity in credit recognition. Furthermore, the existence of formal procedures for extensions and interruptions demonstrates that the university accounts for the professional and personal complexities inherent to Level 8 research, thereby supporting retention.

- ✓ Aspects that constitute best practice examples

- Standardized PPCS integration. Incorporating a detailed research project as a binding annex to the doctoral contract ensures that expectations are aligned between the student, supervisor and the institution.

- Procedural flexibility. The transparent and accessible forms for requesting extensions or interruptions provide students with a clear legal framework to manage their academic journey during difficult or complex periods.

The indicator is: fulfilled

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Internationalisation is established as a strategic dimension for the UTCB and UTCB Doctoral School, supported by a robust framework of cooperation and mobility actions. Key facts include:

- Strategic alliances. UTCB is a founding member of the [EU-CONEXUS alliance](#), where it serves as the coordinator for doctoral studies across nine European partner universities.
- Mobility networks. The institution maintains [over 140 Erasmus+ inter-institutional agreements](#) with prestigious European universities. It actively promotes study (SMS), placement (SMP), and short-term mixed mobility (BIP) formats adapted to doctoral research.
- Educational cooperation. UTCB participates in PhD Summer Schools.
- Research validation. The school encourages international co-tutelle theses, with active or completed agreements in France, Belgium and Ireland.
- Expert integration: International experts from prestigious institutions are [systematically included in advisory committees](#) and steering committees to ensure global scientific validation.

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

UTCB has created a highly favorable environment for international academic and research growth. Its leadership role within the EU-CONEXUS consortium places the institution at the forefront of European doctoral education trends, providing students and staff with direct access to a transnational research ecosystem. The successful defense of multiple co-tutelle theses demonstrates that internationalisation is deeply integrated into the academic culture of the field, although the number of research mobilities is low considering the high number of agreements. The systematic use of external international specialists in evaluation committees further guarantees that the scientific output meets global quality standards. Additionally, the report highlights a broad network of agreements (more than 140 Erasmus+ agreements) and notable participation in virtual courses. Nevertheless, the recommendations section underscores the need to increase the number of doctoral students actively involved in physical mobility. This suggests that, while the cooperation infrastructure exists, practical implementation in terms of student physical mobility still has room for improvement to be considered fully consolidated.

- ✓ Aspects that constitute best practice examples

- Leadership in EU-CONEXUS coordination. Coordinating the doctoral study package within a European University Alliance provides UTCB with significant influence in shaping the European Research Area (ERA) and elite joint programs.
- Systematic inclusion of international experts. Co-opting foreign specialists into support and steering committees ensures objective, high-level scientific validation of doctoral progress beyond national borders.

- ✓ Recommendations

- Increase the volume of physical research mobilities to further enhance hands-on collaboration in international laboratories and research centers

- Diversify funding sources. Actively support members of the academic community in applying for international excellence grants (e.g. Marie Skłodowska-Curie Actions) to fund transnational research stays.

The indicator is: **partially 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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Within the Civil Engineering and Building Services doctoral domain at UTCB, learning is fundamentally rooted in scientific investigation, integrating research results into the advanced training process through:

- Active project involvement. PhD students are systematically integrated into interdisciplinary research teams and participate in competitive national and international projects.
- Internal funding mechanisms. The university supports inquiry-based learning through its own [Internal Grants for Doctoral Students \(GID\)](#).
- Scientific output as validation. The acquisition of advanced research skills is validated by high-quality scientific production.
- Infrastructure support. Th research is supported by [19 research centers](#) and 39 laboratories, many of which are registered in the ERRIS platform, allowing for high-level experimental investigation.
- Strategic Alignment: Doctoral research topics are strictly correlated with the university's priority areas: Smart City, Energy Efficiency, and Disaster Resilience.

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

The institution demonstrates a substantial integration of scientific research into the doctoral training path. Inquiry-based learning is not merely theoretical but is operationalized through students' direct contributions to the university's research output. The high volume of publications in prestigious international journals and the substantial amount of research funds attracted (over 11 million euros) confirm that the research environment is robust and conducive to achieving Level 8 EQF learning outcomes. This coherence between the Scientific Research Program (PCS) and actual scientific production ensures that graduates possess the autonomy and critical thinking required for technical innovation in engineering.

- ✓ Aspects that constitute best practice examples

- High-impact publication culture. The consistent publication of research results in Q1 and Q2 journals by doctoral students serves as a clear benchmark for the scientific quality and international relevance of the program.
- Student participation in research project. Integrating doctoral students into research projects provides them with direct exposure to research standards.

The indicator is: **fulfilled**

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

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

The scientific research activity within the Civil Engineering and Building Services domain at IOSUD-UTCB is characterized by high international visibility and strong industry capitalization:

- Scientific output. During the reporting period, the academic community produced a total of 451 articles in ISI/Clarivate Analytics listed journals (with 164 in Q1 and Q2) and 759 articles in BDI indexed journals. Specifically within the ICI field, doctoral supervisors published 118 high-impact papers (34 Q1, 61 Q2, and 22 Q3) between 2022 and 2025. The sum of Hirsch indices reaches 2,757 on Scopus and 4,775 on Google Scholar. 79 doctoral theses were successfully defended in the ICI field between 2021-2025.
- Innovation and capitalization. Research results have been materialized into 8 national patents.
- Capitalization is also reflected in 1,019 research and consultancy contracts concluded with economic agents, demonstrating direct technology transfer to the construction industry. The institution attracted over 11 million euros in European and national research funds.

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

The institution possesses a solid scientific base where research visibility is supported by consistent publication in prestigious international journals and active participation in European networks. The substantial volume of industry contracts validates that research results are not only academically relevant but are also effectively capitalized upon to solve real-world engineering challenges. The integration of doctoral students into research projects ensures that the next generation of researchers is trained within a high-performance, visible ecosystem.

- ✓ Aspects that constitute best practice examples

Applied research leadership. The conclusion of over 1,000 contracts with industry partners represents a superior level of research capitalization and technology transfer for a technical university.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

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

IOSUD-UTCB has implemented a mature Quality Management System (QMS), structured in accordance with the ISO 9001 standard and European ESG Standards (2015). The impact of this system on the doctoral program is demonstrated through several key mechanisms:

- Curricular evolution (PO-07). The application of the procedure for initiating and monitoring study programs has led to the constant update of the PPUA curriculum. The full set of internal documents addressed to students and PhD coordinators could be found at <https://sd.utcb.ro/doctorat/regulamente>.
- Staff performance monitoring (PO-10). Doctoral students evaluate teaching staff at the end of each semester via the IOSUD platform.
- Internal quality audits. The university conducts annual internal audits to identify non-conformities and ensure that quality standards are adhered to uniformly across all research centers.
- External validation (2025): The effectiveness of these procedures was objectively confirmed by the ARACIS external institutional evaluation in 2025, which awarded UTCB a "High degree of trust" rating.

- Quantifiable outcomes. The consistent application of these procedures has contributed to an increase in high-impact scientific output (Q1 and Q2 publications) and a reduction in dropout rates through closer monitoring of the doctoral path.

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

The set of actions, regulations, and tools specific to quality management is continuously implemented at the institutional, IOSUD, and Doctoral School levels, resulting in the assurance and continuous improvement of the quality of education and research.

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-UTCB has established a participatory quality management culture where the design and review of procedures involve both internal and external actors through several formal mechanisms:

- Student representation. Doctoral students are not just beneficiaries but active participants in governance. They have elected representatives (25%) with full voting rights in the Council for Doctoral Studies (CSUD), the Council of the Doctoral School (CSD), and the University Senate.
- External advisory council. The university maintains a constant dialogue with the labor market through an Advisory Board composed of representatives from major construction and design providing feedback on the professional skills required by the industry.
- Alumni and career tracking. The Career Counseling and Guidance Center (CCOC) collects data from graduates to ensure that the doctoral curriculum remains relevant to their professional advancement.

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

The consultation and validation of regulations at UTCB are carried out with the involvement of all stakeholders, whose opinions are incorporated into the institution's operations. Students, DS members, administrative staff, and employer representatives actively contribute to defining and improving the procedures that affect their work, a fact confirmed during the discussions held during the visit.

- ✓ Recommendations

Is recommended to have a better documentation of meetings with employers by detailing the topics discussed and the proposals made by employers.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UTCB has established a robust framework for academic integrity through the University Ethics Commission, which acts as the institutional guarantor of ethical standards under its own Organization and Functioning Regulation and the [Code of University Ethics and Deontology](#), both approved by the University Senate and updated in accordance with the Higher Education Law no. 199/2023.

The Commission performs its duties independently of any other hierarchical or administrative structure within the university. Its decisions regarding deontological deviations are sovereign and maintains transparent procedures for handling complaints of misconduct in scientific research.

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

The Ethics Committee operates independently, in accordance with national legislation and the regulations approved by the University Senate. Discussions held during the visit with members of the Ethics Committee revealed that it operates autonomously from any structure or individual within the university, and the [Ethics Committee's annual reports](#) are published on the university's website.

- ✓ Aspects that constitute best practice examples

The Ethics Committee acts independently, and the decisions of the Committee are visible on the UTCB [website](#).

The indicator is: fulfilled

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

Standard S.C.3.1. Procedures and implementation of procedures	
The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	
Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.

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

UTCB systematically applies the internal Procedures, including the Operational Procedure [PO-07 \(Initiation, approval, monitoring and periodic evaluation of study programs\)](#) within the Doctoral School. This application has resulted in concrete impacts on the quality of education:

- Legislative alignment. The procedure facilitated an efficient transition to the new 4-year doctoral study duration mandated by Law no. 199/2023. The structure of the Advanced University Training Program ([PPUA](#)) was recalibrated to provide a better balance between theoretical training (Semester I) and an extended research period (7 semesters).
- Curricular modernization via benchmarking. Periodic reviews and benchmarking against EU-CONEXUS alliance partners have led to the integration of new competencies into the curriculum.

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

The Doctoral School through the DS Council systematically applies the UTCB procedures and regulations applied for the doctoral students and staff. Regular meetings regarding the doctoral domain of Civil Engineering and Building Services are held both the students and Ph.D. coordinators; the meetings were confirmed and documented. The regulations in force and the results achieved through their consistent application confirm the existence and effective functioning of a quality assurance system at the DS level.

The indicator is: fulfilled.

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

UTCB maintains a participatory environment where the review of study programs and research directions is based on structured dialogue with both internal and external actors:

- Transparent decision-making. Major regulatory changes, such as the update of the Doctoral School Regulations, are disseminated via email and collaborative platforms for public debate before being validated by management bodies where students hold at least a 25% voting share.
- Involvement of the Academic Community: (i) PhD students by formal consultations through satisfaction surveys and their elected representatives in the Council for Doctoral Studies (CSUD) and the Council of the Doctoral School (CSD) and (ii) Teaching staff - Doctoral supervisors propose annual updates to Syllabuses on evolving scientific knowledge.
- Involvement of Employers and Industry through Advisory board by the representations of high-level industry leaders, as active members of the CSUD.

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

Within the Doctoral School at UTCB, the implementation of procedures specific to the quality assurance system is carried out through the involvement of all stakeholders (faculty, students, and administrative staff), as well as stakeholders from the socio-economic sphere. This participation facilitates evidence-based decision-making at the strategic level, supports the continuous improvement of educational processes, and helps align the evaluated doctoral domain with labor market trends and requirements.

The indicator is: fulfilled

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

Standard S.C.4.1. Procedures

Applying the methodologies and procedures contributes to improving the quality of the staff's activities.

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UTCB has implemented a structured and digitized mechanism to monitor the quality of teaching performance within the Advanced University Training Program (PPUA). The process is integrated into the [IOSUD schooling platform](#), ensuring respondent anonymity and data security. The evaluation cycle is carried out in three distinct stages:

- Collection and centralization. At the end of each semester/module, doctoral students complete anonymous satisfaction questionnaires regarding the subjects followed.
- Institutional analysis. The synthetic results are debated within the Council of the Doctoral School.
- Closing the quality loop. Each teacher receives their results individually.

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

The analysis of the semester evaluation of the teachers' performance by students highlights the fact that, at IOSUD-UTCB level, functional and coherent institutional procedures are implemented, integrated into the internal quality assurance system. The grading scale ranges from 1 (low performance) to 5 (very good performance). The evaluation is carried out in electronic format, based on standardized tools. The reports generated at the level of doctoral study programme, subject and teacher allow the Doctoral School to periodically analyze the results, identify the strengths and aspects that need improvement.

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UTCB has implemented an integrated digital system to ensure evidence-based quality management through the systematic collection and analysis of academic and research data through specialized and interconnected platforms:

- [IOSUD Management Platform](#): This is the core tool for the academic and research management of doctoral students and habilitation candidates, managing complete student records and documentation.
- [RDI Platform](#): Dedicated to the management of research, development, and innovation activities, including all projects carried out within the university.
- [Schooling Platform](#): Manages general administrative flows and schooling data.
- [Collaboration and Data Exchange](#): Tools such as SharePoint and Microsoft Teams are used for internal collaboration and document exchange between teachers, students, and researchers
- Other academic and administrative databases used for the evaluation of institutional performance.

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

The Doctoral Study Domain in Civil Engineering systematically collects and analyses data relevant to the internal quality assurance process. The information is gathered through annual activity reports, feedback from PhD students and supervisors, and the monitoring of doctoral research outcomes.

The collected data are analysed by the Doctoral School and the IOSUD management and are used to identify improvement measures and support the continuous enhancement of the doctoral programme.

- ✓ Aspects that constitute best practice examples

The IOSUD platform represents a very effective tool for the management of the doctoral student path during studies allowing to observe his study performances and remedial measures if necessary.

The indicator is: fulfilled

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

Standard S.C.6.1. Transparency

The organisational component ensures transparency of information, as required by the law.

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UTCB ensures unrestricted and transparent access to all relevant information regarding the Civil Engineering and Installations doctoral domain through several integrated channels:

- [Dedicated Web Interface](#): The main communication tool is the specialized website of the Doctoral School, which is integrated into the institutional portal and updated in real-time.
- [Academic Information](#): The site provides full access to the [Curricula for the PPUA](#), individual Subject Sheets, the academic calendar, and specific regulations regarding academic mobility.
- [Thesis Defense Transparency](#): To ensure the [public nature of final evaluations](#), defense announcements, thesis abstracts (available in Romanian and English/French), and the composition of the doctoral committees are posted online at least 20 days before the defense date.
- [Admission Data](#): Candidates have access to the updated methodology, the number of available places (categorized by field and supervisor), proposed research topics, and real-time competition results.

- Expert Visibility: [A complete list of doctoral supervisors](#), organized by field of expertise, is maintained for public consultation.

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

The institution maintains a high standard of transparency. The information is structured intuitively, allowing both current students and prospective candidates from the national and international environment to navigate requirements easily. The practice of publishing thesis abstracts and committee details well in advance of the defense guarantees the public nature of the scientific validation process. The transition to a fully digitalized information flow supports the access of all stakeholders to key data regarding the program's organization and research performance.

- ✓ Aspects that constitute best practice examples

- Real-time admission transparency: Publishing research topics and supervisor availability before the competition allows candidates to make informed choices aligned with existing institutional expertise.
- Multilingual abstracts: Providing thesis abstracts in multiple languages (RO/EN/FR) significantly increases the international visibility of the school's research output and ensures global accessibility.

The indicator is: fulfilled

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

The decision-making process within IOSUD-UTCB is governed by the principles of openness and public consultation through several functional mechanisms:

- Publication of Decisions: Decisions from the Board of Directors and the University Senate are periodically published on the university's institutional website www.utcb.ro.
- Annual Reporting: Institutional performance, budget execution, and the general state of the doctoral school are detailed in the [Rector's Annual Report](#), approved by the Senate and disseminated online.
- Community Consultation and Debate: Drafts of major regulations are subject to public debate before official approval.
- Direct Governance Participation: PhD students participate directly in decision-making through elected representatives in the CSUD, CSD, Board of Directors (CA), and the University Senate. These representatives have full access to agendas and voting rights, ensuring the legitimacy of adopted decisions.

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

The institution has established a transparent decision-making framework where the "voice" of the academic community is formally integrated into governance. The systematic publication of Senate decisions and the Rector's report ensures that administrative and financial management is open to public scrutiny. The practice of subjecting draft regulations to public debate before they are finalized reflects a mature democratic culture. Furthermore, the participation of both students and external members in the core management structures (CSUD and CSD) guarantees that decisions are validated by a broad range of stakeholders, fulfilling the requirements for transparency and accountability.

- ✓ Aspects that constitute best practice examples

The dissemination of Public budget and performance accountability through the [Rector's Annual Report](#) provides a high level of transparency regarding the allocation of resources and the achievement of academic KPIs.

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation

The HEI undergoes external quality evaluation as required by the law.

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

IOSUD-UTCB rigorously fulfils its legal obligations regarding external quality assessment through proactive collaboration with the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The organizational component has managed all required procedures for periodic and progress evaluations:

- [External Institutional Evaluation \(2025\)](#): The university successfully completed this process, involving the elaboration of a detailed internal report and an expert panel visit. ARACIS awarded UTCB the "High degree of trust" rating in August 2025.
- Periodic Domain Evaluation (2021): The Civil Engineering and Building Services domain underwent external evaluation in 2021, resulting in a [decision to maintain its accreditation](#).
- Mid-Term (Progress) Evaluation: The field was the subject of an External Progress Evaluation Report (Commission C10 - ARACIS), which validated the implementation of previous recommendations, such as increasing international visibility and attracting foreign doctoral students.

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

All legal formalities regarding the periodic evaluation of the Civil Engineering and Building Services doctoral domain have been fulfilled. The university is carrying out both the self-evaluation procedures and those related to the external quality evaluation process, with a view to organizing the evaluated study program in accordance with the law. The previous evaluation of the degree program took place in 2021, and [ARACIS Council Decision 86/2021](#) upheld the accreditation.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Availability of exceptional research facilities and infrastructure at UTCB and Doctoral School within research centers and laboratories ✓ Clear organizational and operational systems at the university and Doctoral School ✓ A team of academic staff / Ph.D. coordinators with good research expertise ✓ Close ties with students and alumni; collaboration with industry professionals and engagement with the business sector ✓ Connections between academic staff and international institutions	INTERNAL FACTORS 	✓ Difficulties in hiring auxiliary technical staff in laboratories. ✓ Although UTB has strong international accords with international institutions, there is recorded a Low mobility rate of doctoral students at foreign universities ✓ The curriculum of doctoral students should be developed by considering the learning outcomes, besides the competencies considered in the design of the study programmes ✓ Adaptation of UTCB internal documents according to the new Education Law and methodologies,

SWOT analysis

SWOT analysis		
Opportunities: ✓ Continuous expansion of collaborations with the industry sector, authorities, and professional organizations, generating further opportunities for possible industrial doctorates. ✓ Collaboration with European universities and their interest in joint projects ✓ Availability of European programs (Horizon Europe, Erasmus+ etc.) for possible funding of doctoral stages / co-tutelle possibilities.	 EXTERNAL FACTORS	Threats: ✓ Economic uncertainties and the lack of stable public policies for young people affect graduates' motivation to embark on a long-term academic path. ✓ Rising costs for education and research – inflation and the increasing cost of goods and services can affect the university's budget and access to modern teaching resources.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	Fulfilled	
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.	Fulfilled	Is recommended to have a better documentation of meetings with employers by detailing the topics discussed and the proposals made by employers.
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.	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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.	Fulfilled	Employment of more technical staff who can properly maintain the laboratories will be beneficial.
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.	Fulfilled	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	Fulfilled	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	Fulfilled	
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.	Fulfilled	Continue the integration of IT tools to ensure they cover 100% of the doctoral journey, including the standardization of digital reporting for all intermediate research milestones.
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.	Fulfilled	The curricula for doctoral studies should include the specific learning outcomes specific to the domain and particular research followed by the doctoral students.
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).	Fulfilled	The curricula for doctoral studies should include the specific learning outcomes specific to the domain and particular research followed by the doctoral students.
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.	Fulfilled	The drop of doctoral students is important 39 out of 170 in the last five years. The Doctoral School may carry out active measures to prevent dropout.
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.	Fulfilled	
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.	Fulfilled	
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	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	learning process, adequate for the individual learning needs, the study 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.	Partially Fulfilled	The definition of learning outcomes and connecting them to the stated competencies of the study program in a summative document is highly recommended. Presenting the competencies and learning outcomes in a structured manner will be beneficial.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	Fulfilled	Definition and inclusion of learning outcomes in the definition of doctoral students' curricula.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	Fulfilled	
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.	Fulfilled	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	Fulfilled	
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.	Partially Fulfilled	Increase the volume of physical research mobilities to further enhance hands-on collaboration in international laboratories and research centers Diversify funding sources. Actively support members of the academic community in applying for international excellence grants (e.g., Marie Skłodowska-Curie Actions) to fund transnational research stays.
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.	Fulfilled	
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.	Fulfilled	
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.	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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.	Fulfilled	Is recommended to have a better documentation of meetings with employers by detailing the topics discussed and the proposals made by employers.
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.	Fulfilled	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	Fulfilled	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	Fulfilled	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	Fulfilled	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	Fulfilled	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	Fulfilled	
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.	Fulfilled	

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	12	2	-
Domain C. Quality management	10	-	-
Total	30	2	-



VI. Conclusions

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

The panel commission named by ARACIS for the evaluation of the Doctoral Domain of Civil Engineering and Building Services at the Technical University of Civil Engineering Bucharest (UTCB) held meetings with representatives of the management, academic staff, Ph.D. students, employers, alumni, and representatives of quality assurance organizational structures. Discussions during these scheduled meetings revealed that the learning environment meets employer requirements and is positively regarded by students, academic staff, and alumni.

Considering the above (30 indicators fulfilled, 2 partially fulfilled, 0 unfilled), the external evaluation commission considers that the conditions for maintaining accreditation have been met for the Doctoral Domain of Civil Engineering and Building Services, organized by the Technical University of Civil Engineering Bucharest.

Propose and substantiate a decision.

Following the completion of the maintaining accreditation procedure, the decision of the evaluation is:

maintaining accreditation (MAC);

VII. Annexes

Enclose the schedule of the on-site visit, the list of the documents reviewed, as well as any other documents that are relevant for the evaluation procedure, which are referred to in the EER and cannot be accessed through links.

- Schedule of the on-site visit;
- Minutes of the meetings held with doctoral students, teaching staff / Ph.D. supervisors, Staff in charge of research centres / laboratories, Ph.D. Graduates, Employers, Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures DMC, Members of the University Ethics Committee;
- Research plan of the scientific research centers