

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:	West University of Timișoara
Doctoral School:	Psychology
Doctoral Domain:	Psychology
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

	Last Name and First Name	Team role	Signature
	Mariela PAVALACHE-ILIE, Professor PhD	Expert evaluator	
	Sergiu BACIU, Professor PhD	International Expert	
	Stud. Carmen-Gabriela IACOB	PhD Student Evaluator	

I. Introduction

The present External Evaluation Report (REE) was elaborated within the framework of the periodic external quality assurance procedure for maintaining the accreditation of the doctoral study domain Psychology, organized by the West University of Timișoara (UVT), through IOSUD-UVT and the Doctoral School of Psychology.

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

Founded in 1944, the West University of Timișoara has maintained uninterrupted activity as a prestigious higher education and research institution, playing a prominent role in the western region of Romania. UVT currently includes 12 faculties and a complex structure of research centres and doctoral schools, offering study programmes at bachelor's, master's and doctoral levels. The mission of the Doctoral School of Psychology is to promote excellence in scientific research by fostering interdisciplinary and transdisciplinary research programs, increasing the international visibility of research outcomes, and training doctoral graduates with advanced professional and research competencies. The Doctoral School of Psychology operates within the Faculty of Psychology and Educational Sciences and organizes doctoral studies in the domains of Psychology and Educational Sciences. The doctoral study domain Psychology functions as a scientific doctoral programme with a duration of four years, full-time mode of study and 240 ECTS credits.

The curriculum includes advanced courses in scientific research methodology, quantitative and qualitative data analysis, academic ethics, scientific writing and digital competencies in

research. The programme aims to develop advanced scientific competencies, research autonomy and academic integrity, while supporting doctoral students' integration into national and international research environments.

The doctoral domain is supported by experienced doctoral supervisors with a solid international scientific profile, demonstrated through publications indexed in international databases, participation in international conferences, and engagement in research projects and academic networks. The evidence reviewed during the evaluation also highlights a consistent commitment to internationalization, illustrated by Erasmus+ mobilities, EC2U activities, international doctoral workshops, and collaborations with European universities and research institutions.

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

II. Methods used

The external evaluation process was based on the analysis of the Internal Evaluation Report (REI) prepared by IOSUD-UVT for the doctoral study domain Psychology, together with the supporting annexes.

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

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

The evaluation panel also visited the educational and research facilities of the Faculty of Psychology and Educational Sciences, including laboratories dedicated to social and organizational psychology, psychodiagnostics and experimental psychology, as well as administrative and digital infrastructure supporting doctoral activities.

The final conclusions were formulated by integrating evidence from document review, direct observation, and discussions held with institutional stakeholders throughout the evaluation process.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
--	---

Findings

The Regulations governing the organization and operation of the Doctoral School of Psychology were revised relatively recently. They were approved by the doctoral supervisors of the School on January 10, 2025, and subsequently by the Council for Doctoral University Studies (CSUD) on January 21, 2025. The Regulations include provisions regarding the organization and governance of the Doctoral School; the mandatory criteria, procedures, and standards applicable to doctoral supervisors; doctoral students; the procedures for organizing and conducting doctoral studies; the minimum requirements established by the Doctoral School for the award of the doctoral degree; as well as mechanisms for ensuring transparency of information and preventing scientific misconduct.

The Council of the Doctoral School of Psychology includes representatives from all three doctoral fields within the School, as well as one doctoral student representative. Its members are Associate Professor Paul Sârbescu, PhD (Director of the Doctoral School), Professor Simona Petracovschi, PhD, Professor Ramona Paloş, PhD, Associate Professor Andrei Rusu, PhD, and doctoral student Andra Jurcă.

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

Good practices

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

Analysis

All activities and operational processes of the Doctoral School of Psychology are based on methodologies, regulations, and procedures that are regularly reviewed and updated in compliance with the applicable legislation.

Recommendation: -

The indicator is considered **fulfilled**.

Standard S.A.1.2. Stakeholder engagement The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension[*] and other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

Findings

According to the Regulations of the Doctoral School of Psychology, all doctoral supervisors affiliated with the School are consulted regarding any amendments or revisions to the methodologies, regulations, and procedures governing doctoral studies. They are also consulted on the affiliation of new doctoral supervisors whenever such requests are submitted. Furthermore, the Council of the Doctoral School of Psychology reviews and approves all proposed changes, requests, and new procedures before they are submitted to the Council for Doctoral University Studies (CSUD). In addition, first-year doctoral students are invited to provide feedback after completing the first semester and the corresponding examination session, both on the content of the courses and on the assessment methods used.

Analysis

The evidence reviewed during the evaluation indicates that the Doctoral School of Psychology ensures the active involvement of doctoral supervisors and doctoral students in the development and revision of regulations, methodologies, and procedures. The consultative mechanisms in place, together with the role of the Doctoral School Council in approving proposed changes, reflect a transparent governance system and a commitment to continuous quality improvement.

The evaluation panel concludes that the doctoral study domain Psychology ensures an appropriate level of stakeholder involvement in the revision and implementation of institutional regulations and procedures.

Good practices

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

Recommendation:

- Analysis of the opportunity to develop a professional doctoral programme alongside the existing research doctoral programme, a recommendation resulting from discussions with employers' representatives.

The indicator is considered fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1

The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

Findings

The "West University of Timișoara holds legal ownership of and manages the educational, research, and administrative infrastructure used for the organization of doctoral studies in the field of Psychology. Doctoral activities are conducted within the Faculty of Psychology and Educational Sciences, which provides adequate facilities, including lecture halls,

seminar rooms, research laboratories, academic offices, and spaces dedicated to doctoral supervision and scientific activities.

The West University of Timișoara has designated dedicated spaces for the doctoral students of the Doctoral School of Psychology, located both in its facilities on Paris Street and at the main university building on Vasile Pârvan Boulevard, Room 303. The research infrastructure is substantial, providing doctoral students with access to a wide range of software licenses specifically designed for research in the behavioral and educational sciences such as: statistical data analysis software (Lisrel 9.2, HLM 7.0, IBM SPSS Statistics 24, STATA 15, EQS 6.1, Xcalibre 4, Comprehensive Meta-Analysis v2, R Studio, and Latent Gold); behavioral coding software for observational studies; automated text-coding software for content analysis and data mining; rapid data collection platforms (Amazon Mechanical Turk); physiological data acquisition systems (BIOPAC); software for the design and implementation of experimental studies (DirectRT, MediaLab, and Inquisit Web); online assessment and intervention applications, including the e-cbt.ro platform; and psychological assessment systems such as the Vienna Test System, CAS, and psychological tests provided by Testcentral, Psiho Proiect, Cognitrom, and RTS Psychological Testing.

Analysis

The evidence reviewed during the evaluation indicates that the doctoral study domain Psychology benefits from adequate educational, research, and administrative infrastructure, fully owned and managed by the university. Doctoral students have access to dedicated facilities and a comprehensive range of research resources and specialized software, which effectively support high-quality doctoral training and scientific research.

Good practices

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

Recommendation: -

The indicator is considered **fulfilled**.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1

The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

Findings

The evaluation panel verified that the educational, research, and administrative facilities used within the doctoral study domain Psychology are adequately maintained and periodically upgraded to ensure appropriate conditions for doctoral studies, scientific research, and academic activities. The lecture halls and seminar rooms available to the Doctoral School of Psychology are equipped with modern teaching and communication technologies, including video projectors, computers, projection screens, video conferencing systems, video cameras, and workstations, which facilitate both teaching and learning processes.

According to the documentation analyzed during the evaluation, the Faculty of Psychology and Educational Sciences has implemented continuous infrastructure modernization

measures. The university provides licensed software for basic applications (operating systems and antivirus programs), specialized statistical software (SPSS, SAS/R, EViews, Stata), and application software (Microsoft Office suite, MS SharePoint, MS SQL Server). The ICT infrastructure supporting e-learning platforms relies on state-of-the-art servers ensuring connectivity and operational efficiency. Maintenance procedures and technical support services are in place, and doctoral students confirmed the accessibility and usability of the facilities, digital infrastructure, and research equipment.

Analysis

The evidence reviewed during the evaluation demonstrates that the doctoral study domain Psychology benefits from a modern and well-maintained educational and research infrastructure. The availability of advanced ICT facilities, licensed software, and dedicated technical support ensures favorable conditions for doctoral training and scientific research, while the continuous modernization of resources reflects the institution's commitment to quality assurance and academic excellence.

Good practices

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

Recommendation: -

The indicator is considered fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
--------------------------	---

Findings

According to the Internal Evaluation Report, the domain currently has 11 affiliated doctoral supervisors: Gavreliuc Alin, Macsinga Irina Elena, Maricuțoiu Laurențiu Paul, Mazilescu Crisanta-Alina, Minulescu Mihaela, Rusu Andrei, Sava Florin Alin, Sârbescu Paul-Fabian, Tulbure Bogdan-Tudor, Vintilă Mona, Vîrgă Delia-Mihaela. The doctoral supervisors and the course coordinators responsible for the four courses included in the doctoral curriculum possess the qualifications and professional competencies required to deliver the programme. Evidence supporting this conclusion includes their publication records, citation counts, and Hirsch indices.

Analysis

The evaluation panel concludes that the doctoral study domain Psychology has adequate human resources, both in terms of number and academic qualification.

Good practices:

- high CNATDCU scores for several supervisors and strong recent scientific activity;

– involvement of supervisors in international academic networks, conferences and professional associations;

Recommendation:

Strengthen the doctoral domain by attracting and affiliating new high-performing doctoral supervisors, with particular emphasis on researchers who meet—and preferably exceed—the CNATDCU standards. This is especially important in light of the more demanding national requirements that will come into force on 1 October 2026 and the need to ensure the long-term sustainability and development of the doctoral school.

The indicator is considered fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
--------------------------	--

Findings

Through its Academic Development Centre (CDA) (<https://cda.uvt.ro/>), the West University of Timișoara promotes academic excellence and supports the continuous professional development of academic staff, support staff, and adult learners. Each semester, the Centre offers workshops on topics such as GenAI for learning assessment, collaborative international learning, and learning outcomes authenticity.

In 2025, the CDA launched the TalkEdUVT – Voices Shaping Learning webinar series, bringing together the UVT academic community and partner universities within the UNITA consortium to discuss evidence-based education, academic identity, future competencies, and teaching in the context of GenAI. International experts share case studies, practical tools, and good practices applicable to teaching, research, and doctoral supervision. Professional and personal development within the Doctoral School of Psychology is aligned with the University's vision and is supported by the institutional Procedure on Professional Development.

Analysis

West University of Timișoara provides a well-structured framework for the continuous professional development of academic staff and doctoral supervisors through the activities of the Academic Development Centre. The workshops and webinars address current topics in higher education and research, including evidence-based teaching, international collaboration, and the pedagogical use of generative AI, thereby strengthening the teaching, research, and supervisory competencies required for high-quality doctoral education. Overall, these professional development opportunities are aligned with the University's strategic vision and contribute to the continuous enhancement of academic quality within the Doctoral School of Psychology

Recommendation: –

The indicator is considered fulfilled.

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

Findings

Recruitment procedures comply with the current UVT regulations, particularly the Institutional Regulation on the Habilitation Process and the Framework Procedure for Affiliation and

Disaffiliation within the UVT Doctoral Schools. All recruitment activities are conducted in accordance with these institutional provisions. Academic staff teaching in the Advanced Training Programme of the Doctoral School of Psychology are recruited from affiliated specialists, including doctoral supervisors and collaborating academics or researchers whose expertise matches the subjects taught. The affiliation procedure also allows the recruitment of specialists from partner institutions and other national or international research organisations, subject to institutional approval, thereby ensuring professional selection criteria and a transparent decision-making process

Analysis

The panel concluded that the evidence analysed indicates that recruitment procedures are transparent, well regulated, and consistently implemented in accordance with institutional policies. The affiliation mechanism enables the Doctoral School of Psychology to attract qualified academics and researchers from both national and international institutions, thereby strengthening its teaching and research capacity. Overall, the recruitment framework supports academic quality through merit-based selection and transparent institutional decision-making

Recommendation: -

The indicator is considered **fulfilled**.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

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.

Findings

According to the Integrated Educational Register (REI), the West University of Timișoara has implemented a process of digitalization of selected administrative and academic activities, which has involved the transfer of several institutional procedures to online platforms. At present, various administrative requests can be submitted electronically, and a range of official documents can be issued through digital channels.

Another digitalized process is the admission procedure, which is conducted through the university's online admissions platform (admitere.uvt.ro). The platform supports multiple stages of the admission process, including candidate registration, submission of the required documentation, publication of admission results, and confirmation of admission offers.

The university also operates a digital intranet system that supports the management of administrative processes through secure institutional accounts and email addresses. The platform enables users to access institutional services, submit administrative requests, consult university directories, and manage activities related to doctoral education within a controlled digital environment.

Analysis

Discussions with institutional representatives indicate that the digitalization process is ongoing, with the Doctoral School website currently undergoing updates and further

development. Students from various academic fields, including doctoral students in Psychology, are actively involved in this process.

Regarding communication, institutional email accounts are consistently used as the primary communication channel between academic staff and doctoral students, as well as for administrative correspondence, supporting secure and official institutional communication.

Recommendation: -

The indicator is considered **fulfilled**.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

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

Findings

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

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

The programme integrates learning, teaching, practical training, research and assessment activities, contributing to the achievement of the doctoral qualification. The curriculum, course descriptions and doctoral training activities are aligned with the programme objectives and support the development of advanced scientific and professional competencies. Doctoral students confirmed the relevance of the curriculum to their research interests and appreciated the balance between methodological training, supervision and independent scientific work.

Analysis

The evidence reviewed during the evaluation indicates that the doctoral study programme in Psychology is coherently designed and aligned with the expected learning outcomes and the requirements of doctoral education. The curriculum combines advanced academic training with individual research activities and provides an appropriate balance between compulsory and optional courses, methodological training, and doctoral supervision. The programme is organized according to the ECTS system and supports the development of advanced scientific, methodological, and transferable competencies. The Internal Evaluation Report and the study plans demonstrate that the programme provides adequate conditions for the successful completion of doctoral studies and attainment of the doctoral qualification.

Discussions with doctoral students indicate that the curriculum and teaching strategy are reviewed and updated annually to reflect students' needs and their research interests.

Recommendation: -

The indicator is considered fulfilled.

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
--------------------------	---

Findings

The curriculum includes a matrix of the relationships between learning activities and learning outcomes, which illustrates how the educational activities and competencies are aligned with the expected learning outcomes within the doctoral study programme in Psychology.

The learning outcomes are consistent with the occupational standards and/or the European Skills, Competences, Qualifications and Occupations (ESCO) framework and are described in terms of knowledge, skills, and responsibility and autonomy. They are formulated at an advanced level of complexity, corresponding to the qualifications and competencies expected from graduates of doctoral studies in Psychology.

Analysis

The analysis of the curriculum demonstrates a clear and coherent alignment between learning activities, competencies and expected learning outcomes. The integration of the learning outcomes matrix ensures transparency and consistency in doctoral training, while the correspondence with ESCO standards confirms the programme's relevance and its capacity to develop advanced knowledge, skills, responsibility and autonomy.

Good practices

- strong emphasis on advanced research methodology and scientific communication competencies;
- integration of digital and interdisciplinary competencies within doctoral training;
- alignment of doctoral competencies with international research and academic standards.

Recommendation:

- Inclusion in the curriculum of a module on the use of AI in research.
- Inclusion in the curriculum of a module on the use of AI in research.
- Organisation of workshops on advanced statistics in years 2 and/or 3, tailored to the specific research needs of doctoral students.

The indicator is considered fulfilled.

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

Findings

The Regulation on the Initiation, Development, Monitoring, and Periodic Review of Study Programmes at the West University of Timișoara establishes principles that emphasize student-centred learning, including the use of active learning strategies, methods, and teaching techniques. In addition, the University's Academic Development Centre published a practical guide on student-centred teaching in 2017.

Within the doctoral programme, the learning pathway is individualized. In courses such as Research Methodology and Advanced Topics in Psychology, the content and assignments are adapted to the research topic of each doctoral student. Furthermore, the individual research programme allows doctoral students to undertake research activities aligned with their training needs and research objectives.

Analysis

The meetings indicated that the teaching process is reviewed and adapted annually to reflect the specific characteristics of doctoral research projects and the needs of doctoral students. Students are consulted at the end of each semester and provide feedback to academic staff, primarily through end-of-course discussions. Although doctoral students also have the opportunity to evaluate teaching staff through a dedicated feedback questionnaire, participation rates have been low, as students reported that they had already provided feedback through direct discussions and perceived the questionnaire as having limited additional value.

Regarding areas for improvement, students highlighted the need for an increased number of teaching hours in courses related to statistics and research methodology. In addition, both current students and graduates identified the provision of supplementary learning materials and digital lessons as a positive practice, as it facilitates asynchronous access to information and accommodates individual learning paces.

Recommendation: -

The indicator is considered **fulfilled**.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
---------------------------	--

Findings

According to the Methodology for Accessing Financial Support for Doctoral Students' Mobility and Research Activities, the West University of Timișoara provides doctoral students with access to academic mobility opportunities and financial support for research-related activities. This support is available to both state-funded and tuition-paying doctoral students, provided that the latter have no outstanding tuition fees.

The methodology (art. 6) also specifies the categories of eligible expenses, including travel costs associated with mobility programmes, participation fees for academic and training activities, publication fees for journals indexed in Web of Science, and the purchase of products or services necessary for the implementation of research activities included in the doctoral study contract.

Furthermore, the methodology establishes clear provisions regarding the annual allocation of funds dedicated to doctoral student support, reimbursement procedures for mobility and participation expenses, and financial limits applicable to publication fees.

Analysis

Information regarding mobility opportunities is disseminated through multiple channels, including institutional email accounts and direct communication from academic staff. Doctoral students confirmed that they are aware of the available mobility opportunities. However, institutional data indicate that not all available opportunities are fully utilized.

According to students, the limited uptake of mobility opportunities is primarily related to time constraints. Some doctoral students combine their studies with employment in order to supplement their income, as doctoral scholarships or remuneration from teaching activities are not sufficient.

With regard to the financial support available for research and mobility activities, students reported a generally positive level of satisfaction. The main concern raised relates to the time required for reimbursement and administrative procedures associated with accessing these funds.

Recommendation: -

The indicator is considered **fulfilled**.

Standard S.B.3.2. Fairness The organisational component provides fair opportunities for students.	
Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities

Findings

The West University of Timișoara's Code of Ethics and University Deontology outlines both the fundamental principles governing the university community and the procedural rules that support their implementation. Among these principles is the principle of justice and equity, which emphasizes the fair allocation of resources, the prevention of discrimination, equal opportunities in access to education, employment, and institutional resources, as well as the avoidance of conflicts of interest. The Code further identifies discrimination, exploitation, abuse of power, corruption, favoritism, and nepotism as violations of this principle (art.5, alin. 3).

Doctoral students are represented within institutional decision-making structures, including the Council for Doctoral Studies (CSUD), allowing them to participate in matters relevant to doctoral education. In addition, they benefit from individualized support provided by academic staff and the university's Counselling and Career Guidance Centre (CCOC).

Support mechanisms available to doctoral students include free access to personal development, vocational guidance, and career counselling services. Doctoral students may benefit from up to five individual counselling sessions per year, with information regarding these services being publicly available through the university's student support resources.

Analysis

A good practice highlighted by doctoral students is the implementation of the "UVT Teaching and Learning Brand" programme, which provides support for early-career academics in developing their teaching skills and pedagogical competencies.

Recommendation: -

The indicator is considered **fulfilled**.

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

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

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

Indicator
I.P.B.4.1.1

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

Findings

According to the Regulations of the Doctoral School of Psychology at the West University of Timișoara, doctoral students are granted free access, through their institutional accounts, to relevant academic databases, a similarity-checking system, and specialized data analysis software.

Additional resources available to doctoral students include financial support for research and mobility activities, regulated through the Methodology for Accessing Financial Support for Doctoral Students' Mobility and Research Activities, as well as support services provided by the Counselling and Career Guidance Centre (CCOC) and the Department for Teacher Training (DPPD).

For students with special educational needs, the specialized unit within the CCOC provides individualized counselling and facilitates communication with academic staff and administrative services in order to support the adaptation of the educational process to their specific requirements.

Analysis

Discussions with doctoral students confirmed the availability of the resources described in the institutional regulations, including free access through institutional accounts to academic databases, similarity-checking systems, and specialized data analysis software. Students also reported receiving support from academic staff when encountering difficulties related to their research or studies.

Overall, doctoral students expressed positive views regarding access to institutional resources and the methodological and personal support provided by their supervisors. At the same time, they identified areas for further improvement, particularly the need for additional teaching hours dedicated to statistics and research methodology.

Recommendation: -

The indicator is considered **fulfilled**.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
--------------------------	--

Findings

The learning outcomes of the doctoral programme in Psychology are clearly articulated in the curriculum, course syllabi, and doctoral training activities. The evidence reviewed demonstrates that these outcomes are closely aligned with the scientific competencies, research objectives, and transferable skills required at doctoral level.

Course syllabi explicitly describe the learning objectives, competencies, teaching and learning activities, and assessment methods for each discipline included in the advanced training programme. The curriculum fosters the development of research competence, methodological rigour, ethical conduct, and scientific dissemination skills. During the evaluation visit, doctoral students confirmed the clarity of the learning outcomes and the coherence between the curriculum, research activities, and assessment requirements.

Analysis

The analysis of the documentation and the discussions conducted during the evaluation visit confirms that the learning outcomes are clearly defined and effectively embedded throughout the doctoral curriculum. The programme demonstrates strong coherence between learning objectives, research activities, and assessment methods, fostering the development of advanced research competencies and transferable skills required for doctoral education.

Good practices

- Clear presentation of course objectives and research expectations.
- Effective integration of methodological, ethical, and scientific writing competencies across the curriculum.

Recommendation:

- Explicit alignment between the competencies defined in the curriculum and the learning outcomes specified in the course syllabi.

The indicator is considered fulfilled.

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

Findings

The course syllabi included in the curriculum specify that the achievement of learning outcomes is assessed through both continuous evaluation of students' knowledge and involvement in academic activities, as well as through final examinations. The first semester of the doctoral programme includes the advanced university training programme, corresponding to 30 ECTS credits, which integrates courses focused on research methodology, data analysis, academic ethics and scientific writing.

Throughout the individual scientific research programme, which is tailored to each doctoral student, progress is evaluated annually by the doctoral supervisor and the Guidance and Academic Integrity Committee. For this purpose, doctoral students are required to submit an annual progress report summarizing their scientific and academic activities carried out during the respective year.

The evaluation panel verified that doctoral students are encouraged to participate in conferences, publication activities and research projects, which additionally support the

monitoring and validation of research competencies and transferable skills acquired during doctoral studies.

Analysis

The analysis confirms that the doctoral programme applies a comprehensive and coherent assessment system, combining coursework, continuous monitoring and research evaluation. The annual assessment procedures, together with students' involvement in scientific activities, effectively support the development, monitoring and validation of advanced research competencies and transferable skills.

Good practices

- structured evaluation of doctoral training through the 30 ECTS advanced university training programme;
- use of individualized research plans and annual progress evaluations.

Recommendation: - **The indicator is considered fulfilled.**

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies to the admission procedures.

Findings

Admission to the Doctoral School of Psychology is regulated by two documents: the UVT Methodology for Admission to Doctoral Studies and the Admission Regulation of the Doctoral School of Psychology.

The first document describes the general framework for admission to doctoral studies at the West University of Timișoara and is structured into three chapters: Reference Documents, Organisation of the Admission Process for Doctoral Studies at the West University of Timișoara, and Final Provisions.

The second document follows a similar structure, highlighting aspects specific to the Doctoral School of Psychology.

The candidate's grade following the presentation of the research project before the committee represents the arithmetic mean of the evaluations provided by the members of the admission committee. The minimum grade required for the project presentation in order to be admitted to the Doctoral School of Psychology is 7 (seven).

Analysis

The evidence reviewed during the evaluation indicates that admission to the doctoral programme in Psychology is conducted in accordance with the national and institutional regulatory framework. A notable strength of the programme is its flexible admission approach, which allows candidates to apply either for research topics proposed by doctoral supervisors or for topics developed and proposed by the candidates themselves.

Recommendation: -

The indicator is considered fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
--	--

Findings

Admission to the Doctoral School of Psychology is conducted in accordance with the principles of equity and equal opportunities set out in both the UVT Charter and the UVT Code of Ethics and Professional Conduct. Each year, the Ministry of Education allocates dedicated places for Roma candidates, while the admission of Romanians living abroad and applicants from non-EU countries is carried out in accordance with national admission methodologies that uphold the same principles. In addition, the admission process is adapted to accommodate candidates with special educational needs or disabilities through appropriate support measures, such as individual assistance with the online application process, extended examination time, and participation in the admission interview through online means when necessary.

Analysis

Following discussions with academic staff, students, and graduates of the study programme, it was established that the admission process of the Doctoral School of Psychology demonstrates the application of the principles of equity and equal opportunities.

The institutional procedures ensure an objective, predictable, and open framework for all eligible candidates, without discrimination based on gender, age, ethnicity, social status, or disability.

Recommendation: -

The indicator is considered **fulfilled**

Standard S.B.7.2. Academic journey of students The organisational component carries out actions supporting the students' academic journey.	
Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.

Findings

The institutional regulations clearly define the conditions for the interruption, extension, and resumption of studies. The Regulation of the Doctoral School of Psychology establishes the manner in which doctoral students' professional activity is supported by a guidance committee. Thus, in accordance with Article 21 regarding the establishment and responsibilities of the committee, the guidance committee is appointed upon the proposal of the doctoral supervisor, following a discussion with the doctoral student and based on a proposal approved by the Director of the Doctoral School. The latter may refuse to grant approval and may request the appointment of another member of the guidance committee if it is found that one of the required conditions has not been fulfilled.

Analysis

During the evaluation visit, it was established that the procedural framework implemented by the Doctoral School of Psychology enables the effective management of doctoral students' professional and academic careers, in accordance with national legislation and UVT internal policies. At the same time, graduates highlighted as a strength the organisation, by some doctoral supervisors, of weekly meetings with doctoral students, during which discussions are held and good practices related to the research topics are shared.

Recommendation: -

The indicator is considered fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation Improving the quality of education and research through internationalisation actions.	
Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

Findings

The Doctoral School of Psychology maintains mobility agreements with numerous European universities and benefits from the opportunities provided through the UNITA – Universitas Montium Alliance, supporting doctoral student and staff mobility as well as joint doctoral supervision. Internationalisation is further strengthened through the involvement of external academics from leading European and North American universities in supervisory committees and co-supervision arrangements. Between 2021 and 2025, UVT consistently supported doctoral mobility by funding participation in conferences, summer and winter schools, academic exchanges, and other international training activities.

Analysis

The evidence reviewed demonstrates a strong commitment to the internationalisation of doctoral education through strategic partnerships, mobility opportunities, and the involvement of external academics in doctoral supervision. These initiatives enhance academic collaboration, international networking, and the quality of doctoral training. Overall, they contribute to the international visibility of the doctoral programme.

Recommendation: -

The indicator is considered fulfilled.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process Scientific research activities support students in achieving the learning outcomes.	
Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

Findings

The research outcomes of doctoral students are used for the completion of doctoral studies and the awarding of the doctoral degree. These aspects are detailed in Chapter 6 of the Regulation of the Doctoral School of Psychology. Thus, the quality of the scientific articles resulting from the doctoral thesis determines whether the doctoral degree is awarded. The

number and type of publications required as a minimum standard for obtaining the doctoral degree vary from one doctoral study domain to another, as follows:

For the doctoral study domain of Psychology: two scientific contributions published in journals indexed in Web of Science (SCIE, SSCI, AHCI, ESCI), Scopus, or PsycINFO, at least one of which must be published or accepted for publication in a Web of Science-indexed journal with an impact factor (SCIE or SSCI).

At least one of the contributions must be an article published in a Web of Science-indexed journal within the general category Psychiatry/Psychology, the subcategory Transportation, or the subcategory Ethnic Studies.

Analysis

During the evaluation visit, it can be concluded that the quality of doctoral students' research outcomes determines the achievement of the learning outcomes targeted by the study programme. At the same time, during discussions with academic staff, students, and graduates of the study programme, the connections between the competencies defined in the curriculum and the training and research activities carried out could not be clearly presented and substantiated.

Recommendation:

- Alignment of transversal competencies (e.g., “j) the ability to innovate and the acquisition of concepts related to economic, technological, and social entrepreneurship”) with the “Research and Training Activities” included in the curriculum.

The indicator is considered fulfilled.

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

Findings

The scientific research outcomes of the doctoral students of the Doctoral School of Psychology (Psychology domain) are most often reflected in articles published in journals indexed in Web of Science. Frequently, these journals are ranked in Q1 or Q2. Thus, in 2025, doctoral students published 9 scientific articles.

Analysis

The scientific research outcomes of the doctoral students of the Doctoral School of Psychology (Psychology domain) are most often reflected in articles published in journals indexed in Web of Science. Frequently, these journals are ranked in Q1 or Q2. The evidence analysed during the evaluation indicates that the scientific research outcomes of doctoral students in the field of Psychology are of high quality and have international visibility. Doctoral students highlighted the importance of being provided with opportunities (through institutional grants) to participate in various scientific events in order to promote their research outcomes at national and international levels. At the same time, employers expressed their willingness and openness to strengthen collaboration aimed at implementing the scientific outputs developed within the Doctoral School.

Recommendation:

- Development of partnerships with enterprises and institutions from the socio-economic environment in order to enhance the application and valorisation of scientific research outcomes.

The indicator is considered **fulfilled**.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1. 1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
---	--

Findings

Quality assurance at the West University of Timișoara is coordinated by the Quality Evaluation and Assurance Commission (CEAC), under the responsibility of the Vice-Rector for Educational Innovation. Its activity is governed by the Regulation on the Organisation and Functioning of the Commission and the UVT Quality Assurance Code. According to the Code, the quality assurance system is based on the principles of equal opportunities, institutional autonomy, confidentiality, impartiality, legality, objectivity, professionalism, personal responsibility, and transparency.

Analysis

The evaluation panel concludes that UVT has established a coherent institutional framework for quality assurance, supported by clearly defined regulations and governance structures. The quality assurance principles provide a transparent and objective basis for the design, implementation, and continuous improvement of academic activities. Overall, the institutional framework effectively promotes a quality culture and supports the consistent development of the doctoral programme.

practices

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

Recommendation: -

The indicator is considered **fulfilled**.

Standard S.C.1.2. Stakeholder engagement

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
--	--

Findings

According to the UVT Quality Assurance Code, institutional management is responsible for identifying and meeting the expectations of both direct beneficiaries (students) and indirect beneficiaries (employers, staff, and community), with a focus on learning outcomes and the quality of professional education. Doctoral students are represented on the Doctoral School Council with full voting rights and provide structured feedback each semester through dedicated questionnaires evaluating teaching and doctoral supervision. The results are systematically used to improve educational processes and enhance the quality of doctoral training.

Analysis

The evidence reviewed and discussions with employers' representatives indicate that doctoral students are actively involved in the governance and quality assurance processes of the Doctoral School. Their formal representation and the systematic collection of feedback support participatory decision-making and the continuous improvement of teaching and doctoral supervision. Overall, the quality assurance system promotes stakeholder engagement and responsiveness to the needs of doctoral students

Recommendation: -

The indicator is considered **fulfilled**.

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

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

Findings

The visit panel verified the existence of the UVT Code of Ethics and University Conduct, which provides the framework for the activities of the University Ethics Committee. The Committee operates independently of other university bodies and individuals and develops the strategies and procedures governing the activity of the Doctoral School of Psychology, including the Strategy for the Prevention and Combating of Plagiarism and the Code of Conduct for the Prevention and Combating of Antisemitism. In addition, the Department of Psychology within the Faculty of Psychology and Educational Sciences has an Office for Ethics and Academic Integrity, which supports the promotion of ethical standards and academic integrity.

Analysis

The evidence reviewed, discussions with students and staff indicate that UVT has established a comprehensive institutional framework for promoting academic ethics and integrity. The existence of independent ethics structures, together with dedicated strategies and procedures, supports the consistent implementation of ethical standards in doctoral education and research. Overall, the institutional arrangements contribute to fostering a culture of integrity and responsible research within the Doctoral School of Psychology.

Recommendation: -

The indicator is considered **fulfilled**.

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

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

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

Indicator
I.P.C.3.1.1

The organisational component consistently applies the procedures, and proves their impact on quality assurance.

Findings

The West University of Timișoara conducts annual monitoring and periodic reviews of its study programmes to ensure their quality, continuous improvement, and alignment with labour market needs, in accordance with institutional regulations and ARACIS standards. These processes include the evaluation of curricula, course content, and teaching methods, with the active involvement of academic staff, students, and employers to maintain academic and professional relevance. Within the Doctoral School of Psychology, quality assurance procedures are applied systematically to monitor key performance indicators, including admission outcomes, doctoral student attrition, extensions of study, doctoral thesis completion, the research performance of doctoral supervisors, and feedback collected from doctoral students. This evidence-based monitoring framework supports informed decision-making and contributes to the continuous enhancement of the quality and effectiveness of the doctoral programme.

Analysis

The evaluation panel concluded that the doctoral study domain in Psychology systematically implements quality assurance procedures and effectively uses their outcomes to enhance doctoral education, research performance, and institutional development. The quality assurance system is well established, coherent, and fully integrated into the University's governance and continuous improvement framework

Recommendation: -

The indicator is considered **fulfilled**.

Indicator
I.P.C.3.1.2

Members of its own community and other stakeholders are involved in the procedure implementation process.

Findings

According to the UVT Quality Assurance Code, institutional management is responsible for identifying, documenting, and addressing the needs and expectations of both direct beneficiaries (students) and indirect beneficiaries (employers, staff, and the families of students), with particular emphasis on learning outcomes and the quality of professional education. Both groups are regularly consulted on institutional procedures and decision-making processes. For example, first-year doctoral students provide structured feedback at the end of their first semester on the content of the courses attended and the assessment

methods used, and the results are considered in the continuous improvement of the doctoral programme.

Analysis

The evidence reviewed indicates that stakeholder feedback is systematically integrated into the quality assurance process. The regular involvement of doctoral students and other stakeholders supports evidence-based decision-making and contributes to the continuous improvement of the curriculum, teaching practices, and the overall quality of the doctoral programme.

Good practices

- Strong participation of doctoral students and academic staff in curriculum design and revision.
- Introduction of new elective courses aligned with emerging research trends and digital competencies.
- Systematic use of consultation and feedback mechanisms to support the continuous enhancement of the curriculum and institutional practices.

Recommendation: -

The indicator is considered **fulfilled**.

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

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

Findings

The West University of Timișoara evaluates academic staff through a structured student feedback process, in accordance with the institutional methodology for the evaluation of teaching staff. The evaluation is conducted in two stages: a mid-semester evaluation, which provides lecturers with timely anonymous feedback to support improvements during the ongoing semester, and a final evaluation, carried out at the end of the teaching period, which assesses the overall quality of teaching and the extent to which recommendations from the first evaluation have been implemented. Academic staff receive aggregated reports containing quantitative results and anonymous comments, which are used to reflect on and improve their teaching practices. This continuous feedback cycle promotes evidence-based enhancement of the educational process and contributes to the improvement of teaching quality and educational services across the University.

Analysis

The evidence reviewed indicates that UVT has implemented a well-structured and systematic student evaluation process that supports the continuous improvement of teaching quality. The two-stage evaluation model encourages academic staff to reflect on student feedback and introduce timely improvements during the semester, while also assessing the effectiveness of these changes at the end of the teaching period. The use of anonymous feedback and aggregated reports ensures transparency, objectivity, and confidentiality. Overall, the

evaluation process promotes a student-centred approach to quality assurance and contributes to the continuous enhancement of educational services and academic performance.

Recommendation: -

The indicator is considered fulfilled.

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

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

Findings

The Doctoral School of Psychology systematically uses institutional and external databases to support internal quality assurance and the continuous improvement of its doctoral programmes. Institutional information systems provide data on doctoral students' academic records, research progress, thesis completion, doctoral supervisors, mobility, research grants, and projects, enabling effective monitoring of the entire doctoral pathway, from admission to graduation. The School also relies on scientometric databases, including Web of Science, Scopus, and Google Scholar, to evaluate research performance through indicators such as indexed publications, impact metrics, citations, h-index, and international collaboration. These data are reviewed annually by the Doctoral School Council to monitor academic quality, support evidence-based decisions regarding the affiliation of new doctoral supervisors, and identify emerging research areas.

Analysis

The evidence reviewed indicates that the Doctoral School applies a data-driven approach to quality assurance by systematically using institutional and scientometric databases to monitor academic and research performance. The integration of administrative, educational, and research indicators supports informed decision-making, transparent monitoring of doctoral progress, and the continuous evaluation of doctoral supervisors' performance. Regular analysis of these data contributes to maintaining academic standards, strengthening research capacity, and ensuring the continuous improvement of the doctoral programme.

Good practices

- Periodic monitoring of scientific productivity and key indicators of doctoral students' academic progress.
- Systematic collection and analysis of student feedback and national and international mobility data to support the continuous improvement of doctoral education.
- Integration of quality assurance indicators into institutional reporting and evaluation processes to support evidence-based decision-making and strategic development.

Recommendation: -

The indicator is considered fulfilled.

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

Standard S.C.6.1. Transparency

The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1. 1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

Findings

The official UVT website and the webpage of the Council for Doctoral Studies (CSUD) provide comprehensive public information on the doctoral study programmes. Relevant documentation is available, including regulations, information on academic staff, research activities, and other aspects related to the organisation and operation of the doctoral study domain. The Admission section presents all information required by prospective doctoral candidates in a clear and comprehensive manner, together with a concise overview illustrated in the figure below. In addition, all documents required for admission, such as the application form and the doctoral study contract, are available online.

Analysis

The evaluation panel found that the West University of Timișoara ensures public access to the main information regarding the doctoral study programme through its official website by publishing the essential institutional documents. Relevant information on the organisation and operation of the doctoral study programme in Psychology is available on the official websites of UVT and the Institutional Organiser of Doctoral Studies (IOSUD). In addition, the annual activity reports of the Council for Doctoral Studies (CSUD) are published on the dedicated webpage, in accordance with the University's transparency policy and the applicable legal provisions.

Recommendation: -

The indicator is considered **fulfilled**.

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

Findings

At the level of the Council for Doctoral Studies (CSUD), meetings are quorate when at least half of the occupied CSUD positions are represented. Decisions are adopted by a simple majority of the members present and are communicated to the directors of the doctoral schools and, where appropriate, to other institutional bodies. Although they do not have voting rights, the directors of the doctoral schools attend CSUD meetings and are consulted on the items included on the agenda. Within the Council of the Doctoral School of Psychology, decisions are also adopted by a simple majority of the members present and are communicated to the UVT CSUD and, where appropriate, to doctoral supervisors and doctoral students. CSUD decisions are publicly available on the official doctoral studies website.

Analysis

Institutional decisions are communicated through the University's official website and internal communication channels, including email. The evaluation panel found that the West University of Timișoara ensures the transparent dissemination of institutional decisions through these communication channels, thereby supporting openness and effective communication with the academic community.

Recommendation: -

The indicator is considered **fulfilled**.

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.	
Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

Findings

The Council for Doctoral Studies (CSUD) at the West University of Timișoara consistently carries out the procedures required for the external quality assurance process coordinated by ARACIS. Staff involved in doctoral education actively participate in these activities together with the leadership of the Doctoral School. The most recent external evaluation of the doctoral study domain in Psychology was conducted in 2021, followed by the mandatory progress report submitted in 2024 in accordance with ARACIS requirements. The evaluation panel confirmed that the University complies with the legal requirements governing the periodic external quality assurance of doctoral programmes.

Analysis

The evidence reviewed during the evaluation indicates that the Doctoral School of Psychology effectively implements the procedures required for the external quality assurance process in accordance with the applicable legislation. These procedures are carried out in compliance with the methodologies and regulations established by ARACIS, ensuring the consistent fulfilment of external quality assurance requirements.

Dovezile analizate în timpul evaluării indică faptul că Școala doctorală de Psihologie asigură implementarea procedurilor necesare procesului de evaluare externă a calității, în conformitate cu legislația aplicabilă. Aceste proceduri se desfășoară în conformitate cu metodologiile și reglementările stabilite de ARACIS.

Recommendation: -

The indicator is considered **fulfilled**.

IV. SWOT Analysis

Strengths:	INTERNAL FACTORS	Weaknesses:
- Highly qualified human resources with strong international visibility. - Modern, high-quality, and up-to-date facilities and resources (infrastructure and software). - Adaptation of the content of first-semester courses to		- Lack of a quantitative evaluation of academic staff (unlike in bachelor's and master's degree programmes). - The number of international mobilities undertaken by doctoral

doctoral students' needs and research interests. - Provision of grants to support doctoral research activities (conference and publication fees, data collection through specialised agencies). - A mixed approach to admission to the doctoral programme, based both on research topics proposed by doctoral supervisors and on topics proposed by candidates.		students is relatively limited (in relation to the opportunities provided by UVT).
SWOT analysis		
Opportunities: - Collaboration with the Timiș County Youth Foundation, the Timiș County Centre for Educational Resources and Assistance (CJRAE), and Nokia.	EXTERNAL FACTORS	Threats: –

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	-

2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	- Analysis of the opportunity to develop a professional doctoral programme alongside the existing research doctoral programme, a recommendation resulting from discussions with employers' representatives.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	-
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	-
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	- Strengthen the doctoral domain by attracting and affiliating new high-performing doctoral supervisors, with particular emphasis on researchers who meet—and preferably exceed—the CNATDCU standards. This is especially important in light of the more demanding national requirements that will come into force on 1 October 2026 and the need to ensure the long-term sustainability and development of the doctoral school.

6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	-
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	-
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	-
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	-
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	- Inclusion in the curriculum of a module on the use of AI in research. - Organisation of workshops on advanced statistics in years 2 and/or 3, tailored to the specific research needs of 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.	F	-

12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	-
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	-
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	-
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	- Explicit alignment between the competencies defined in the curriculum and the learning outcomes specified in the course syllabi.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	-
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	-

18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	-
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	-
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	-
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	- Alignment of transversal competencies (e.g., "j) the ability to innovate and the acquisition of concepts related to economic, technological, and social entrepreneurship") with the "Research and Training Activities" included in the curriculum.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	- Development of partnerships with companies and socio-economic institutions aimed at the valorisation of scientific research outcomes.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-

24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	-
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	-
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	-
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	-
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	-
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	-
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	-
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the	F	-

	evaluated study programme as provided by the law.		
--	---	--	--

Summary Table of Performance Indicators – Degree of Fulfillment

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

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

VI. Conclusions

The external evaluation confirms that the doctoral study domain **Psychology** provides a well-structured and coherent academic and research environment, supported by a solid institutional framework, transparent governance and effective quality assurance processes. The doctoral programme is fully aligned with the applicable ARACIS standards, the national regulatory framework and the principles of the European Higher Education and Research Area.

The analysis of the Internal Evaluation Report, the supporting documentation and the discussions held during the site visit with doctoral students, graduates, academic staff, doctoral supervisors, employers and institutional representatives confirm the academic maturity, organisational coherence and continuous development of the doctoral domain. The programme successfully integrates advanced academic training with high-quality scientific research while promoting research-based learning, international cooperation and interdisciplinary collaboration.

A major strength of the doctoral domain is the high academic and scientific profile of the doctoral supervisors. The supervision team consists of experienced researchers with significant scientific achievements, sustained publication activity in internationally recognised journals, active participation in competitive research projects and extensive academic collaboration. Their expertise, commitment and availability ensure high-quality doctoral supervision, personalised guidance and a supportive research environment that fosters both the successful completion of doctoral studies and the professional development of doctoral candidates.

The evaluation also highlights the effective integration of doctoral students into research teams, the availability of appropriate research infrastructure, the continuous development of

digital resources and the institutional commitment to maintaining high academic standards. Doctoral students confirmed the relevance of the curriculum, the quality of supervision, the accessibility of institutional resources and the supportive academic environment.

Overall, the evaluation panel concludes that the doctoral study domain **Psychology** demonstrates a high level of compliance with the ARACIS quality standards and performance indicators. Effective institutional management, a strong research culture, qualified doctoral supervisors, active international engagement and well-established quality assurance mechanisms provide a solid foundation for the continued development of doctoral education and for strengthening the international visibility, scientific excellence and societal impact of doctoral research in Psychology.

Based on the overall evaluation results, the panel proposes:

– maintaining accreditation (MAC) of the doctoral study domain Psychology within IOSUD – West University of Timișoara.

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

VII. Annexes

Enclose the schedule of the on-site visit.

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

[†] 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.