



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:	Doctoral School of Psychology
Doctoral Domain:	Education Sciences
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. dr. Alois GHERGUȚ	Expert evaluator	
2.	Prof. dr. Sergiu BACIU	International Expert	
3.	Victor Malairău	PhD Student Evaluator	

I. Introduction

This report was prepared in the context of the request for periodic evaluation of the doctoral field of study Educational Sciences within IODS from West University of Timișoara. The doctoral domain in Educational Sciences is included in the Psychology Doctoral School from West University of Timișoara.

The period of the external visit was between 23 and 24 June 2026, and the evaluation panel included Prof. Dr. Alois GHERGUT, Prof. Dr. Sergiu BACIU, and the student Victor MALAIRĂU.

The West University of Timișoara (UVT) was established by Royal Decree-Royal Law No. 660 of 30 December 1944 and has been operating continuously as an emblematic higher education and research institution for the western region of Romania on the basis of Council of Ministers Decision No. 999 of 27 September 1962. By Decision of the Romanian Government No. 458 of 29 July 1994, the institution received its current name—the West University of Timișoara.

According to the University Charter (Article 5), the general mission of the UVT is education and advanced research, generating, transferring, and certifying knowledge to society through:

- a) initial and continuing education at university, postgraduate and non-university tertiary level, with a view to the professional and personal development of students, doctoral students and trainees, their active preparation for society, as well as the sustainable integration of graduates into the labor market and the satisfaction of the advanced competence needs of the socio-economic environment;
- b) scientific research, artistic creation and sporting performance, development, innovation and technology transfer, through individual and collective creation, relevant to the advancement of knowledge and the socio-economic environment;
- c) community involvement, through joint activities for the benefit of the university and the social, economic and cultural environment, as well as through the formation and promotion of democratic values, the rule of law and fundamental human rights, preparing active and socially involved citizens.

Currently, the 12 faculties of the West University of Timișoara offer 83 bachelor's degree programs and 98 master's degree programs in 35 fields of study.

The West University of Timișoara is an Organizing Institution for Doctoral Studies (IOSUD – UVT) and operates as such under the National Education Law (199/2023, updated) and Order 3020/2024 – Framework Regulation for Doctoral Studies. It is defined as such by the Charter of the West University of Timișoara (Chapter 8, Article 42), which stipulates in this regard: "UVT is an Organizing Institution for Doctoral Studies (hereinafter referred to as IOSUD-UVT). IOSUD-UVT operates on the basis of the Institutional Regulations for the Organisation and Conduct of Doctoral Studies, which is approved by the UVT Senate, in accordance with the law.

Doctoral studies at IOSUD – West University of Timișoara were conducted during the 2025-2026 academic year within the following doctoral schools: Arts (field: Visual Arts), Law (field: Law), Economics and Business Administration (fields: Accounting, Economics, Marketing, Management, Finance), Philosophy, Sociology and Political Science (fields: Social Work, Sociology, Philosophy, Political Science, Communication Sciences), Music and Theatre (fields: Music, Theatre, and Performing Arts), Psychology (fields: Psychology, Education Sciences, Sports Science, and Physical Education), Exact and Natural Sciences (fields: Biology, Chemistry, Physics, Geography, Computer Science, Mathematics), Humanities (fields: Philology and History). There are thus 8 doctoral schools, within which 26 doctoral study programs are organized.

The last external evaluation of the quality of education at doctoral level took place in 2021, concluded by ARACIS Council Decision No. 100 of 25.11.2021, which *maintained the accreditations* for IOSUD-UVT for 21 of the 22 doctoral study areas evaluated at that time.

The Doctoral School of Psychology was established in 2014, following the efforts of members of the Department of Psychology at UVT. Alongside the doctoral training programme in Psychology (launched in 2014), two other doctoral training programmes have since been launched, in the field of Education

Sciences (since 2018) and in the field of Sports Science and Physical Education (since 2019), through the affiliation of coordinators qualified in the two fields of study to the School.

The period 2016-2024 was one of continuous development for the Doctoral School of Psychology in all respects: in terms of the number of coordinators, the number of study programmes, the number of doctoral students and the number of scientific achievements. While in 2014 the Doctoral School began operating with three doctoral coordinators in the field of psychology, in 2016 there were six doctoral coordinators affiliated in this field. With the launch of the other two study programmes, the number of coordinators has increased. Thus, there are currently 20 doctoral coordinators affiliated, distributed across the fields of study as follows: 11 coordinators in the field of Psychology, 5 coordinators in the field of Education Sciences, and 4 coordinators in the field of Sports Science and Physical Education. As for doctoral students, the Doctoral School currently has 67 doctoral students. The summary situation for these 67 students in training is as follows:

- 38 students are enrolled in the doctoral programme in Psychology: 13 in the first year, 8 in the second year, 8 in the third year, 3 in extension and 6 in extension;
- 16 students are enrolled in the Doctoral Training Programme in Sports Science and Physical Education: 7 in the first year, 3 in the second year, 3 in the third year, 1 in extension and 2 in extension;
- 13 students are enrolled in the doctoral programme in Education Sciences: 1 in the first year, 3 in the second year, 4 in the third year, 3 in extension and 2 in extension.

Since its inception, the doctoral programme in Education Sciences at the West University has set itself the following objectives: to complement the existing doctoral training offered by the doctoral schools within the Universitaria Consortium (at the University of Bucharest, Alexandru Ioan Cuza University of Iași, and Babeș-Bolyai University of Cluj Napoca); to offer advanced doctoral training that generates internationally relevant research skills.

II. Methods used

Before the site visit, the evaluation panel studied the Internal Evaluation Report of IOSUD-UVT and other relevant documents (annexes, additional documents, etc.). In addition, we studied the websites of IOSUD-UVT doctoral schools that were accessible in English. During the visit, 23-24 June 2026, it was a good opportunity to enhance the information which had received about doctoral studies of educational sciences at the IOSUD-UVT.

The site visit started with a preliminary meeting of experts, who are members of the evaluation team. At this meeting, there was discussion about preparation and harmonization of evaluation stages. During the whole period of evaluation, we had a possibility to participate in a number of group meetings with representatives of the IOSUD-UVT, the domain of Educational Sciences, IOSUD staff, the director of doctoral schools, students, alumni, employers, and other persons from qualitative management and the ethics panel. All this helped us to complete the report. We had occasion to discuss the information received with the colleagues from IOSUD-UVT and clarify possible ambiguities.

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.
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All the operational processes of the Doctoral School of Psychology are based on methodologies, regulations and procedures that are periodically reviewed, in accordance with the law. The general framework for the functioning of doctoral studies within IOSUD-UVT is stipulated in three main documents: the Charter of the West University of Timișoara, the IOSUD-UVT Institutional Regulations on Doctoral Studies and the Regulations of the Doctoral School of Psychology.

The UVT Charter specifically mentions and describes a number of components of doctoral studies: The Council for Doctoral Studies—CSUD (art. 9.13), the Director of CSUD (art. 9.23), and the Director of the doctoral school (art. 9.28).

The regulations governing the organisation and functioning of the Doctoral School of Psychology were revised relatively recently, being approved by the doctoral supervisors of the School on 10 January 2025 and by the Council for Doctoral Studies on 21 January 2025.

The Council of the Doctoral School of Psychology is composed of director of the doctoral school (Assoc. Prof. Paul Sârbescu and members from all three areas of the doctoral school, as well as a doctoral student).

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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The Doctoral School of Psychology consults with relevant stakeholders in the development of methodologies and regulations, as well as other decision-making processes. In accordance with the Regulations of the Doctoral School of Psychology, all coordinators affiliated with the doctoral school are consulted on any changes/revisions to methodologies, regulations and procedures. Coordinators are also consulted on the appropriateness of affiliating new coordinators when new affiliation requests arise. The Doctoral School of Psychology Council reviews and approves any changes, requests and new processes before they are forwarded to the Doctoral Studies Council. First-year doctoral students are consulted after the first semester of doctoral studies (and the corresponding session) regarding the subjects they have taken. Specifically, they are asked to provide feedback on both the content of the subjects and the assessment method. Specific examples are provided to support these facts of the case.

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

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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The existing material resources meet the needs of doctoral students and teaching staff. UVT has set up special spaces for doctoral students of the Doctoral School of Psychology in its premises on Paris Street, as well as at its headquarters on V. Pârvan Boulevard, no. 4, room 303. The infrastructure's research is significant, with all doctoral students benefiting from a multitude of software licenses dedicated to research in behavioral and educational sciences. The "Eugen Todoran" Central University Library (B.C.U.)—ranked among the four largest university libraries in Romania—the "Eugen Todoran" B.C.U. provides doctoral students with over 1,000,000 documents, and through Anelis Plus, doctoral students have free access to all major databases (e.g., ScienceDirect, Wiley, Sage, Scopus, Springer, or Web of Science). Another important aspect is that UVT is subscribed to the PsycINFO and PsycArticles databases.

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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The material base of the Doctoral School of Psychology is constantly updated, in accordance with the university's vision expressed in the UVT Charter. By allocating rooms and laboratories exclusively to doctoral students, the aim is to ensure optimal conditions in which they can carry out their work. The rooms available to the SDP have technical equipment appropriate to the modern stage of learning and communication, which facilitates the work of teaching staff and the receptivity of doctoral students (ex. video projector, computer, projection screen, videoconferencing equipment, video camera, workstations). The software applications used within UVT are licensed for both basic software (operating systems, antivirus programmes), specialised software (SPSS, SAS/R), and application software (ex. Microsoft Office suite, MS Sharepoint, MS SQL Server, other dedicated programmes: EViews, Stata, etc.). The network infrastructure, which serves the online learning platforms, consists of two state-of-the-art servers that ensure maximum connectivity and operability. The ICT infrastructure and e-Learning platforms are efficiently managed and are constantly maintained in proper working order.

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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The level of qualification and professional experience of the teaching staff and doctoral supervisors within the SDP guarantees a high standard of quality in doctoral training and scientific research. In terms of human resources, five coordinators affiliated with the Doctoral School are involved in the coordination of the field of Education Sciences. Most of the coordinators are tenured at the West University of Timișoara (UVT; 4 out of 5 coordinators) and meet the current habilitation standards (4 out of 5 coordinators). Alongside these coordinators, the guidance committees include members of the Faculty of Psychology and Education Sciences (FPSE), the Department of Education Sciences within UVT, who hold at least the title of lecturer, as well as specialists from other university centers in Romania and abroad.

✓ Recommendation:

Affiliation to the doctoral school of 1-2 PhD supervisors from UVT habilitated in the field of educational sciences to strengthen the evaluated field.

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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The constant involvement of teaching staff and doctoral supervisors in training, research, and scientific dissemination activities reflects an institutional culture oriented towards continuous learning and professional performance. The West University of Timișoara, through its Academic Development Centre (CDA) (<https://cda.uvt.ro/>), cultivates academic excellence and pursues the continuous professional and personal development of university teaching staff, auxiliary staff, and adult learners. In 2025, CDA launched the TalkEdUVT Voices Shaping Learning webinar series, an initiative that aims to bring together the academic community of UVT and the universities in the UNITA consortium in an international dialogue on evidence-based education, the identity of university teachers, the skills of the future, teaching and emotion management in the context of GenAI, etc. Internationally renowned guests present and discuss case studies, concrete tools, ideas, and examples of good practices that can be applied in teaching, research, and mentoring students and young researchers. Professional and personal development within the Doctoral School of Psychology is carried out in accordance with the UVT vision, as expressed in the Operational Procedure on Professional Training.

The indicator is: fulfilled.

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

The recruitment process meets the needs of the SDP and is in line with institutional provisions. Recruitment procedures follow the UVT regulations in force. Specifically, these are mainly the Institutional Regulation on the organization and conduct of the process of granting the habilitation certificate and the Framework Procedure for Affiliation or Disaffiliation within the Doctoral Schools of IOSUD-UVT. All recruitment procedures follow the provisions mentioned in these documents. The recruitment of teaching staff for the SDP advanced training programme is carried out from among specialists affiliated with the doctoral school (doctoral supervisors and/or teaching staff/research collaborators) with specializations and research activities relevant to the areas of the disciplines taught. The framework affiliation procedure explicitly provides for the possibility of affiliating teaching staff/researchers involved in teaching and/or research within the doctoral school, including from partner institutions or other research institutions/units in the country or abroad. This affiliation is subject to an assessment of its appropriateness and institutional approvals (CSD/CSUD/Senate), thus ensuring selection based on professional criteria and a transparent decision-making process.

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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Members of the academic community within UVT, including doctoral students and doctoral supervisors in SDP, have access to e-learning platforms, digital libraries, international databases, and high-performance ICT infrastructure, which facilitate collaboration and the educational process. These tools actively support the process of learning, research, and academic collaboration.

At the administrative level, after the admission of doctoral students (a process that includes several digitized stages: registration for the admission competition with the necessary documents, display of results, and confirmation of places on the admitere.uvt.ro platform), their records and academic progress are managed through a dedicated computer system (University Management System - UMS). Access is controlled on the basis of individual accounts, managed by the IT&C Department of the UVT, which ensures data security and continuity of administrative services. The information managed in the UMS is also reflected in the Single Matriculation Register (RMU) as a unified national record-keeping system. At the end of doctoral studies, after the public defense of the doctoral thesis, the documents specific to the doctoral internship (the doctoral student's file and thesis) are uploaded and archived by the Doctoral Studies Office in the Integrated Educational Register (REI) for national validation.

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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The structure of the doctoral programme is coherent and balanced, with the main objective of developing advanced research skills. The curriculum integrates theoretical and practical activities, facilitating the development of doctoral students' analytical, critical, and methodological skills.

The program for doctoral studies in educational sciences evaluated is structured on 4 years with the first semester, which includes didactic activities. Each semester has 30 ECTS credits (totalling 240 ECTS) and a list of activities for doctoral students, which they must do to pass each semester.

* 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.

The curriculum for the doctoral programme ensures the development of professional skills (content, cognitive and research) in specialist areas, as well as transversal skills. Also presented are the learning outcomes (CNC level 8) for each category (knowledge, skills, responsibility/autonomy).

✓ Recommendation:

The inclusion in the curriculum of elective courses, alongside existing ones, that provide a broader and specific perspective on the training of doctoral students in the field of educational sciences.

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).

The expected learning outcomes, established in accordance with level 8 of the CNC, ensure consistency between academic training and current labor market requirements. The matrix between activities and learning outcomes (from the learning plan) shows how activities/competences are correlated with learning outcomes within the doctoral programme in Education Sciences. These are described in terms of knowledge, skills, responsibility/autonomy (knowledge at the most advanced level in a field of work or study and knowledge at the frontier between different fields; skills/aptitudes at the most advanced and specialized skills and techniques, including the ability to synthesize and evaluate, necessary for solving critical research and/or innovation problems and for extending and redefining existing knowledge or professional practices; responsibility and autonomy indicate demonstration of a high level of authority, innovation, autonomy, scientific and professional integrity, and a sustained commitment to developing new ideas or processes at the forefront of a professional or study situation, including research).

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.

The teaching process promotes the activation of prior knowledge and its application in new research topics, stimulating the active involvement of doctoral students through debates, analyses, and individual reflections, as well as the exchange of perspectives and the development of critical thinking. Thus, the practices applied ensure progressive learning, based on experience and dialogue, in accordance with the principles of student-centred learning and the objectives of doctoral training.

The courses are common to students in the field of education sciences, and the assignments to be written by each student are individual, in accordance with their needs and the specifics of their research topic. Also, the individual research program ensures an individual path of learning and acquiring research skills, with the possibility of crediting various activities, depending on the training needs of the doctoral student.

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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Existing institutional mechanisms ensure transparent and equitable access to mobility programmes, promoting the principles of internationalisation, equity and educational inclusion. Doctoral students are eligible for financial support for mobility and other research activities throughout their studies, in accordance with the *Methodology for accessing financial support for mobility and research activities of doctoral students*. Specifically, according to this methodology, doctoral students can request reimbursement of travel expenses related to mobility activities. For example, each year at least three first-year doctoral students participate in the APIO Winter School, which focuses on improving doctoral students' statistical and methodological knowledge.

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

Doctoral students benefit from administrative and educational support tailored to their individual needs, including psychological counseling and career guidance services, academic tutoring, and facilities for students with disabilities. In addition, the representative structures of doctoral students are functional and actively involved in the decision-making process at the CSUD level. The UVT Career Counselling and Guidance Centre (CCOC) provides individual career counselling, vocational and educational counselling, and personal optimisation counselling to UVT students from all study cycles. Each student who needs support in choosing their educational and professional path can benefit from up to 5 individual counseling sessions offered by CCOC-UVT during an academic year.

The Doctoral School of Psychology adheres to the principles of fairness and equal opportunities set out in both the UVT Charter and the UVT Code of Ethics and Academic Conduct. According to this document (Art. 5), members of the university community ensure and accept: the fair and equitable allocation of resources; the prevention and elimination of discrimination; equal opportunities in terms of access to education, employment and access to resources of any kind; the elimination of conflicts of interest.

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.

The educational resources, digital platforms, and support services offered by the SDP are diverse, integrated, and tailored to the specific nature of doctoral studies. The institutional infrastructure enables the efficient conduct of the learning and research process, supporting the autonomy of doctoral students

and the quality of scientific results. The Regulations of the Doctoral School of Psychology contain explicit references to access to research resources, as can be seen in Article 15. For students with special educational needs, the CCOC's Department for Students with Disabilities provides individualized counseling and constant collaboration with teaching staff and faculty secretariats.

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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The learning plan presents learning outcomes, which are formulated in a uniform and operational manner, in line with the professional and transversal competences specific to CNC level 8. Also, the learning plan/curriculum also shows how activities/skills are correlated with learning outcomes within the doctoral programme in education sciences.

An analysis of the disciplines' curricula shows that the learning outcomes specified in the learning plan/curriculum are not fully reflected and are not adequately aligned with the topics, content of the courses, and evaluation forms.

✓ Recommendation:

Including the learning outcomes and specifically expressing them for more clarity and rigor in the elaboration of each syllabus's curriculum: to exist concordance between the learning outcomes (as expressed in the learning plan) and the syllabus/disciplines' curricula (formulated using operational verbs).

The indicator is: fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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The evaluation process allows for the monitoring of doctoral students' scientific and professional progress, and the annual progress report is a central tool for tracking research results and scientific dissemination (publications, conferences, research internships, and teaching activities). During the individual scientific research programme (tailored to each doctoral student), progress is assessed annually by the doctoral supervisor and the Academic Integrity Guidance and Committee. To this end, doctoral students must submit an annual progress report summarizing their work for that year.

✓ Recommendations

Completing the assessment section of each syllabus curriculum with more detailed information on how the learning outcomes specified in each subject's curriculum are assessed. The evaluation process must be explicitly aligned with the syllabus's intended learning outcomes, and assessment criteria shall be clearly articulated.

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.

Admission to the Doctoral School of Psychology is regulated by two documents: the UVT Methodology for Doctoral Admission and the Admission Regulations of the Doctoral School of Psychology. The first document describes the general framework for admission to doctoral studies at UVT in three chapters: Reference Documents, Organization of the Admission Process for Doctoral Studies at the West University of Timișoara, and Final Provisions. The second document is structured in a similar manner, highlighting specific aspects for the Doctoral School of Psychology. The candidate's grade following the presentation of the project before the committee is the arithmetic mean obtained from the evaluations of the members of the admission committee. The minimum grade obtained for the project presentation in order to be admitted to the Doctoral School of Psychology is 7 (seven).

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.

The Doctoral School of Psychology admission process demonstrates the application of the principles of fairness and equal opportunities. Institutional procedures ensure an objective, predictable, and open framework for all eligible candidates, without discrimination on the basis of gender, age, ethnicity, social status, or disability.

Admission to the Doctoral School of Psychology is carried out in accordance with the principles of fairness and equal opportunities set out in both the UVT Charter and the UVT Code of Ethics and Professional Conduct. Thus, each year there are places specially allocated by the Ministry of Education for Roma candidates. The admission of Romanians from all over the world, as well as citizens from third countries of the European Union, is carried out on the basis of methodologies specially developed by the Ministry of Education, which in turn comply with the principles of fairness and equal opportunities. Also, for candidates with special educational needs/disabilities, the admissions committee adapts the process to meet these needs (individual assistance for registration on the dedicated platform, more time for the admissions test, the candidate's presence in the online environment, etc.).

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.

The procedural framework implemented by the Doctoral School of Psychology allows for the effective management of doctoral students' professional and academic careers, in accordance with national legislation and the internal policies of the UVT. Institutional regulations clearly define the conditions for interruption, extension, and resumption of studies. The Regulations of the Doctoral School of Psychology regulate how students' professional activity is supported by a guidance committee. Specifically, they are mentioned in Article 21 regarding the formation and obligations of the committee. For example, the guidance committee is formed at the proposal of the doctoral supervisor, following a discussion with the doctoral student and a proposal approved by the director of the Doctoral School. The latter may refuse to give his approval and request the appointment of another member of the guidance committee if he finds that one of the conditions has not been met.

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.

The Doctoral School of Psychology applies the UVT's internationalization policy, contributing to the creation of an open and internationally competitive academic environment. The aforementioned international cooperation actions contribute to the alignment of doctoral programmes with international quality standards and to the promotion of UVT as an active partner in global academic and scientific exchanges.

IOSUD UVT has concluded a series of mobility agreements for doctoral students and teaching staff, including in the field of doctoral studies in Education Sciences. UVT is also part of the UNITA – Universitas Montium Alliance, a European consortium of 12 research universities from 7 different countries. This alliance also offers opportunities for mobility and coordination in the co-supervision of doctoral students.

Another indicator of internationalization is the presence of external members in doctoral supervision committees and joint doctoral supervision committees. By way of example, below are the external members (from outside Romania) of the doctoral supervision committees for doctoral students enrolled in the 2025-2026 academic year (and one co-supervisor): Prof. Tina Hascher (Bern University), Prof. Andrew Gloster (University of Lucerne), Prof. Dr. Cort Rudolph (Wayne State University), Dr. Marine Rougier (University of Ghent), Prof. Dr. Marco Perugini (University of Milano-Bicocca), Prof. Dr. Aurélie Gauchet (co-supervisor, Université Savoie Mont Blanc), Assoc. Prof. Dr. Clémentine Bry, (Université Savoie Mont Blanc), Prof. Michelle Hall (University of Nottingham).

The mobility of doctoral students (and teaching staff) has been consistently supported by UVT (through the Doctoral School of Psychology, in the case of doctoral students) during the period 2021-2025. Both conference participation and summer/winter school, academic exchange, and other types of mobility are supported. From discussions with students and graduates, we founded specific examples of doctoral student mobility programs.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator
I.P.B.9.1.1

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

The quality of doctoral students' research results determines the achievement of the learning outcomes targeted by the study programme. The research results of doctoral students are utilized for the completion of doctoral studies and the award of the doctoral degree. These matters are detailed in Chapter 6 of the Regulations of the Doctoral School of Psychology. Overall, the quality of the scientific articles resulting from the doctoral thesis determines whether or not the doctoral degree is awarded. The number and type of publications that constitute a minimum level for the award of a doctoral degree varies from one field of doctoral study to another, as follows: for the doctoral study field Educational Sciences: two articles in journals indexed in at least 2 recognized BDIs (including Web of Science or Scopus) or two publications (conference proceedings type) from the volumes of national or international peer-reviewed conferences or a book chapter in a recognized volume B and an article in a journal indexed in at least 2 recognized BDIs (including Web of Science or Scopus).

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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The scientific research results of doctoral students in the field of Educational Sciences are of high quality and are visible at an international level. The scientific research results of the doctoral students of the Doctoral School of Psychology (field of Education Sciences) are materialized both through articles published in Web of Science indexed journals and through other articles (e.g. Scopus indexed). A selection of articles published by doctoral students between 2021 and 2025 are included in the report, and these could be accessed on UVT site.

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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Quality assurance is coordinated through the institutional CEAC, which prepares periodic quality assurance reports and monitors the implementation of quality assurance procedures. During the evaluation visit, it was noted that the quality assurance reports published on the university website were available only up to 2022. Following the observations made by the evaluation panel, this issue was remedied, and the reports are currently available up to 2025.

Quality assurance at the IOSUD level focuses on the monitoring and continuous improvement of doctoral study programmes, teaching activities, curricula, educational resources and research performance. The effectiveness of these activities is reflected in the CEAC reports, and the institutional quality assurance mechanisms are operational. During the evaluation, it was found that the Quality Assurance Code available on the institutional website and referenced in the Internal Evaluation Report dates from 2014, while the Regulation on the Organisation and Functioning of the Quality Evaluation and Assurance Commission dates from 2015.

The institution has adopted a Strategy for the Prevention and Combating of Plagiarism, supporting academic integrity and research ethics.

✓ Recommendation:

It is recommended to update the Quality Assurance Code and the Regulation on the Organisation and Functioning of the Quality Evaluation and Assurance Commission in accordance with the current legal provisions and the applicable ARACIS standards.

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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IOSUD and the doctoral school periodically organize consultations with members of the academic community, graduates and employers regarding the development of doctoral study programmes, the revision of regulations and study plans, and other academic procedures. Stakeholders' opinions are also collected through student evaluation questionnaires, meetings with doctoral students, graduates and employers, and through the collaboration developed with institutional and socio-economic partners. The feedback received is considered in the continuous improvement of the educational process and in adapting the doctoral study programmes to the needs of the labour market.

During the evaluation visit, both graduates and employers confirmed that they are periodically consulted regarding the development of the doctoral study programmes and that meetings are regularly organised for this purpose. However, the evaluation panel found that documentary evidence supporting these consultation activities (e.g. minutes of meetings, attendance lists or consultation reports) was not available. Nevertheless, the information collected during the interviews indicates that stakeholder consultation represents an established practice within the doctoral school and contributes to the continuous improvement of the educational process.

✓ Recommendations

The doctoral school should systematically document future consultation meetings with doctoral students, graduates and employers by preparing meeting minutes / attendance lists / other supporting documents, in order to ensure the traceability of the consultation process and to provide evidence during external quality assurance procedures.

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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The Ethics Committee operates on the basis of its own Regulation, approved by a decision of the University Senate and recently updated in accordance with the applicable legal provisions. The annual reports of the Ethics Committee are published on the University's website. Within the University Ethics Committee, a subcommittee dedicated to research ethics is also active. This subcommittee oversees the implementation of research ethics policies, in accordance with the regulations governing scientific research ethics.

The Ethics Committee operates on the basis of its own Regulation, approved by the University Senate and recently updated in accordance with the applicable legal provisions. The independence of the Ethics Committee is ensured through the institutional regulatory framework, while the procedure for appointing its members complies with the legal and institutional requirements regarding representativeness. The Committee prepares an annual activity report, and its decisions are published on the university website, ensuring transparency of its activity. A particularly important role in doctoral studies is played by the Research Ethics Subcommittee, which oversees the implementation of research ethics policies and provides ethical approval for research activities, where applicable.

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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The institutional CEAC coordinates the implementation of quality assurance procedures. The procedures governing the initiation, monitoring and periodic review of doctoral study programmes and related activities are implemented within IOSUD in accordance with the institutional regulatory framework and are periodically reviewed. The curricula and course syllabi are subject to regular analysis and revision, while quality assurance activities are reflected in the annual CEAC reports.

The evaluation panel found that the procedures for the initiation, monitoring and periodic review of doctoral study programmes are consistently applied within IOSUD and contribute to the quality assurance process. Monitoring activities are carried out systematically through the institutional quality assurance mechanisms, ensuring the periodic review of curricula, teaching activities and academic procedures. However, the evaluation also showed that no dedicated quality assurance structure exists at the IOSUD level to coordinate and monitor these activities specifically for doctoral education.

✓ Recommendations

It is recommended to establish a dedicated quality assurance structure at the IOSUD level, responsible for coordinating and monitoring quality assurance procedures specific to doctoral education.

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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The institution has established structures, policies and procedures for the management and quality assurance of teaching, learning and research activities, supporting the continuous improvement of the quality culture. The institutional CEAC includes representatives of academic staff, students, employers and the trade union. The implementation and monitoring of procedures related to the initiation, monitoring and periodic review of doctoral study programmes involve academic staff, doctoral students and other relevant stakeholders.

UVT and IOSUD actively involve teaching staff, students, employers, and graduates. Their contributions are integrated into regulations, partnerships, and reports of the specialized commissions and CEAC. Meetings with various stakeholders revealed that the faculty frequently organizes consultations; therefore, the interested parties are actively involved.

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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Evaluations are conducted each semester using the Semester Evaluation Questionnaires completed by students. The evaluation results are communicated to the teaching staff. The evaluation questionnaire is not harmonised with the structure of the questionnaires used at the bachelor's and master's levels, as it consists exclusively of open-ended questions.

The doctoral school applies the semester-based evaluation of teaching staff by doctoral students and the evaluation results are analysed within the quality assurance process. During the evaluation visit, it was found that the questionnaire currently consists exclusively of open-ended questions. While this format allows respondents to provide qualitative feedback, it does not enable the generation of statistical data or the monitoring of trends over time. Consequently, the analysis and dissemination of evaluation results are limited.

✓ Recommendations

It is recommended to revise the student evaluation questionnaire by introducing rating-scale questions that allow statistical analysis of the results while maintaining the possibility for qualitative feedback through open-ended questions, and to ensure the publication of the aggregated statistical results in accordance with the applicable legal provisions.

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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The institution systematically collects and analyses data regarding the results of teaching staff evaluations conducted by students, the academic performance and progress of doctoral students, graduate employability and employer feedback, the academic mobility of students and teaching staff, participation in research activities, publications and projects, as well as educational resources, material infrastructure and their degree of use. The collected data are analysed by CEAC and are used in the preparation of quality assurance reports and proposals for the continuous improvement of academic activities.

UVT has an integrated digital infrastructure and centralized information systems that facilitate access to academic information and institutional documents for students, academic staff and other stakeholders. Data regarding academic performance, graduate employability, research activity and stakeholder satisfaction are systematically collected and analysed through institutional procedures. The institution uses these databases to support evidence-based decision-making and the continuous improvement of the quality assurance process at the doctoral level.

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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The official UVT website and the IOSUD webpage provide information of public interest regarding the doctoral study programmes. Relevant documents are available, including regulations, information regarding

teaching staff, research activities and other aspects related to the organisation and functioning of the doctoral study domain.

The evaluation panel found that UVT ensures public access to the main information regarding the doctoral study programmes through its official website by publishing essential documents: curricula, course syllabi, activity reports, information on tuition fees and scholarships, regulations, accommodation, etc.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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Relevant information regarding the organisation and functioning of the doctoral study programmes is available on the official UVT and IOSUD websites. Decisions adopted at the institutional level are communicated through the university website and internal communication channels, including e-mail.

The evaluation panel found that UVT ensures transparent communication of institutional decisions through its official website and internal communication channels. The CSUD decisions and the CEAC reports are also publicly available. During the evaluation visit, it was noted that the CEAC reports available on the website covered the period only up to 2022. Following the observations made by the evaluation panel, the institution updated the dedicated section, and the reports are currently available up to 2025. At the same time, it was observed that the section dedicated to CSUD reports did not contain any published reports at the time of the evaluation visit.

✓ Recommendations

It is recommended to publish the CSUD activity reports on the dedicated webpage, in accordance with the institutional transparency policy and the applicable legal provisions.

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.

The institution and IOSUD ensure the implementation of the procedures required for the external quality evaluation process, in accordance with the applicable legislation. These procedures are carried out in compliance with the methodologies and regulations established by ARACIS.

The staff involved in the doctoral study domain actively participate in the external quality assurance process together with the IOSUD management. The latest external evaluation of the doctoral study domain in Educational Sciences was carried out in 2021, and in 2024 the institution prepared the mandatory progress report, in accordance with the applicable ARACIS requirements. The evaluation panel found that the institution complies with the legal requirements regarding periodic external quality assurance.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: • Modernized and constantly developing material base; the Doctoral School benefits from lecture halls and seminars, research laboratories, modern libraries and access to databases, essential resources for doctoral students' activities. • Well-regulated and functional organizational framework: there are functional structures with clear roles in the management of doctoral studies, which ensure the consistent application of internal and national regulations • Transparency and quality: Quality assurance processes are well regulated, with periodic evaluations and updated databases, ensuring rigorous management of the doctoral program. • The quantity and quality of articles published by doctoral students is constantly increasing. • Active involvement of doctoral students, graduates and employers in the development of the doctoral study programmes through regular consultation meetings.	INTERNAL FACTORS ↑	Weaknesses: • There are only five doctoral supervisors with habilitation in educational sciences, and attracting new supervisors requires time and investment. • Financial resources are limited, and this could be a limit for research grants that can restrict infrastructure development and the attraction of international PhD students. • Many doctoral students fail to complete their studies within the standard time frame and are forced to request an extension. • The institutional Quality Assurance Code (2014) and the Regulation on the Organisation and Functioning of the Quality Evaluation and Assurance Commission (2015) have not yet been updated in accordance with the current legal framework and ARACIS standards. • The current student evaluation questionnaire consists exclusively of open-ended questions, preventing statistical analysis and publication of aggregated results.
SWOT analysis		
Opportunities: • Expanding international collaborations and more possibilities of developing international and co-tutored partnerships with other EU universities. • The interest from employers for graduates trained in applied and interdisciplinary fields. • The possibility of attracting researchers and professors from	EXTERNAL FACTORS ↓	Threats: • Increasing competition between universities, both nationally and internationally. • The exodus of young researchers to institutions and competition from other sectors (public policies, consultancy, NGOs), which can reduce the recruitment potential of doctoral students. • Demographic decline and reduction

other universities, including through collaborations, associations, habilitations, and mobilities • Access to funding for emerging areas: Research programs such as Horizon Europe, Erasmus+ or UEFISCDI projects. • New perspectives and practices in education, e.g.: digital education, social inclusion, well-being in education, and intercultural education. • Partner universities in the UNITA alliance could offer new opportunities for both doctoral students (e.g. mobility) and coordinators (e.g. cosupervision). • Further strengthening cooperation with employers, graduates and other stakeholders to enhance the relevance and quality of doctoral education. • Alignment of institutional quality assurance procedures with the updated national legislation and current ARACIS standards.		in the number of graduates. • Possible risk of low perception of educational sciences in actual social context, which can increase the risks of being marginalized in competitions for resources or academic recognition. • Frequent changes in educational legislation, which can affect the stability of the framework for organizing doctoral studies. • Underfunding of research in the country could reduce the number of projects available to doctoral students both during their studies (e.g. mobility projects) and after their completion (e.g. postdoctoral research projects). • Frequent legislative and regulatory changes requiring continuous adaptation of institutional regulations and quality assurance procedures. • Increasing national and international quality assurance requirements may generate additional administrative workload.
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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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	revising methodologies, regulations and implementation procedures.		
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	Affiliation to the doctoral school of 1-2 PhD supervisors from UVT habilitated in the field of educational sciences to strengthen the evaluated field.
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	The inclusion in the curriculum of elective courses, alongside existing ones, that provide a broader and specific perspective on the training of doctoral students in the field of educational sciences.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	participate in academic mobility programmes organised in person and/or virtually.		
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	Including the learning outcomes and specifically expressing them for more clarity and rigor in the elaboration of each syllabus's curriculum: to exist concordance between the learning outcomes (as expressed in the learning plan) and the syllabus/disciplines' curricula (formulated using operational verbs).
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	Completing the assessment section of each syllabus curriculum with more detailed information on how the learning outcomes specified in each subject's curriculum are assessed. The evaluation process must be explicitly aligned with the syllabus's intended learning outcomes, and assessment criteria shall be clearly articulated.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	of its own community and collaboration in academic and research activities.		
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	It is recommended to update the Quality Assurance Code and the Regulation on the Organisation and Functioning of the Quality Evaluation and Assurance Commission in accordance with the current legal provisions and the applicable ARACIS standards.
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	The doctoral school should systematically document future consultation meetings with doctoral students, graduates and employers by preparing meeting minutes / attendance lists / other supporting documents, in order to ensure the traceability of the consultation process and to provide evidence during external quality assurance procedures.
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	It is recommended to establish a dedicated quality assurance structure at the IOSUD level, responsible for coordinating and monitoring quality assurance procedures specific to doctoral education.
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	It is recommended to revise the student evaluation questionnaire by introducing rating-scale questions that allow statistical analysis of the results while maintaining the possibility for

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			qualitative feedback through open-ended questions, and to ensure the publication of the aggregated statistical results in accordance with the applicable legal provisions.
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	It is recommended to publish the CSUD activity reports on the dedicated webpage, in accordance with the institutional transparency policy and the applicable legal provisions.
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

All 32 analyzed performance indicators were assessed as fulfilled. The evaluation panel concludes that the doctoral study domain of Educational Sciences within IOSUD West University from Timișoara meets the ARACIS standards and performance indicators applicable to the maintenance of the accreditation procedure.

VI. Conclusions

In conclusion, based on the analysis of the Internal Evaluation Report, supporting documents, and discussions carried out during the evaluation visit, the evaluation panel proposes: **maintaining accreditation** (MAC) of the doctoral study domain Educational Sciences within IOSUD – West University of Timișoara. The proposal is substantiated by the fact that all 32 analyzed performance indicators were assessed as fulfilled.

VII. Annexes



- The schedule of the on-site visit.