

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 Timisoara
Doctoral School:	Doctoral School of Sport and Physical Education Science
Doctoral Domain:	Sport and Physical Education Science
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. PhD. Virgil ENE-VOICULESCU	Expert evaluator	
2.	Prof. PhD. Eleonora MILEVA	International Expert	
3.	Brăguță Andreea	PhD Student Evaluator	

I. Introduction

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

The Internal Evaluation Report was prepared by the Director of the Doctoral School of Psychology (Associate Professor Paul Sărbescu, PhD), with the support of the coordinators and doctoral students in the field of doctoral studies in Sports Science and Physical Education (Professor Simona Petracovschi, PhD).

The external evaluation visits of the afore mentioned field took place between June 24-25th, 2026, with the physical participation of the members of the evaluation committee.

For the elaboration of this internal evaluation report, in order to maintain the accreditation, the standards and performance indicators according to the [G.D. no. 962/2024 on the approval of the Methodology for external evaluation of the quality of education in higher education](#), and [The 2025 Guide for the Conduct of External Quality Assessment Procedures for the Provisional Authorization of Operation, Accreditation or Maintenance of Accreditation of a Field of Doctoral Studies](#).

The internal evaluation was carried out following the collection and analysis of statistical data related to the number of doctoral students, the number of doctoral theses defended, the number of doctoral supervisors, etc., the review of internal documents (curricula, discipline sheets, CVs, lists of papers), consultation of stakeholders (doctoral supervisors, doctoral students, doctors, employers, referees, members of the advisory and academic integrity committees, etc.), covering the period 2021-2025.

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

The West University of Timisoara 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.

In fact, it is defined as such by [the Charter of the West University of Timisoara](#) (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 Organization and Conduct of Doctoral Studies](#), which is approved by the UVT Senate, in accordance with the law.

The term of office of [CSUD members](#) who are teaching staff is 5 years, valid for the period 2024-2029. The term of office of CSUD members who are representatives of doctoral students is renewed annually.

Doctoral studies at IOSUD – West University of Timisoara took place 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 programmerrrs are organized.

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

The Doctoral School of Psychology was established in 2014, following the efforts of members of the Department of Psychology at UVT. Alongside the doctoral training programmerr in Psychology (launched in 2014), two other doctoral training programmerrrs 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 programmerrrs, 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 programmerrrs, 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.

II. Methods used

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

Prior to the site visit, the Self-Evaluation Report (REI) of the West University of Timisoara, together with its annexes and supporting documents, was reviewed. The evaluation team also examined the websites of UAIC's doctoral schools. The visit conducted on June 24–25th 2026 provided additional insights into the doctoral field of Sport and Physical Education Science.

The evaluation was based on the self-evaluation report, annexes, official documents available on the university website, and supplementary documents requested before and during the visit. Meetings held according to the evaluation schedule addressed key aspects of the doctoral program, including institutional and faculty development strategies, doctoral supervisors' involvement, doctoral students' feedback, implementation of quality assurance procedures and regulations, the activity of the ethics committee, and the operation of research laboratories.

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

The on-site visit began with a preliminary meeting of the evaluation team to coordinate and harmonize the evaluation process. During the visit, the experts participated in a series of meetings with representatives of West University of Timisoara, the Sport Science and Physical Education doctoral field, academic staff, the director of the doctoral school, employers, and representatives of the quality assurance and ethics structures. These discussions provided valuable information and supported the completion of the evaluation report.

According to the evaluation calendar, the evaluation committee visited:

- classrooms and seminar rooms;
- sports facilities: gym, fitness rooms, outdoor field (football, handball, volleyball, athletics);
- secretariat;
- Interdisciplinary Research Centre in Human Movement Science;
- Doctoral school laboratory;
- Library.

- Other relevant methods or aspects.

Not applicable (N/A).

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. Organizational components and institutional processes

The HEI has organizational 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 programmer/domain, the HEI has adequate organizational 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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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

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 Timisoara (<https://www.uvt.ro/wp-content/uploads/2025/07/Anexa-1.-Carta-UVT-2025-dupa-aviz-MEC.pdf>), the IOSUD-UVT Institutional Regulations on Doctoral Studies (<https://drive.google.com/file/d/1svFWBqlhM0ABeaOtqaEPXoAq8NrLQ6T/view>) and the Regulations of the Doctoral School of Psychology (<https://www.uvt.ro/wpcontent/uploads/sites/2/2025/02/Regulament-SDP.pdf>).

The regulations governing the organization and operation 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

(<https://www.uvt.ro/wpcontent/uploads/sites/2/2025/02/Regulament-SDP.pdf>).

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

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.

- ✓ Future directions

It is essential to maintain the same level of transparency in decision-making and to consult the members of the doctoral school on any relevant issues.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

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

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. An example of such a consultation regarding the most recent affiliation in the field of Education Sciences can be found here: <https://drive.google.com/file/d/1ZsvtPUP2LOfKuR9scIFek6SkvCDIiaR/view>.

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

The Doctoral School of Psychology consults with relevant stakeholders in the development of methodologies and regulations, as well as other decision-making processes.

- ✓ Future directions

It is essential to maintain the same level of transparency in decision-making and to consult the members of the doctoral school on any relevant issues.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion A.2. The material resources and optimization 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 programmer/domain.

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

In terms of the material resources available at the doctoral school, enrolled doctoral students have access to the entire infrastructure of the UVT, including:

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

- 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 - through Anelis Plus, doctoral students have free access to all major databases (e.g. Science Direct, Wiley, Sage, Scopus, Springer or Web of Science). An important aspect is that UVT is the only university in Romania subscribed to the PsycINFO and Psych Articles databases (<https://anelis-plus.ro/resursebeneficiari-2025/>).

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

The existing material resources do not meet the needs of doctoral students and teaching staff, making it necessary to establish a Research Center for the field of Sports Science and Physical Education.

- ✓ Future directions

Continuing the process of modernizing IT equipment to ensure ongoing compatibility with current digital tools and to support advanced research activities.

Recommendations:

The currently purchased research equipment must be placed in a research center in the field to support teaching staff and especially doctoral students.

The indicator is: partially fulfilled.

Standard S.A.2.2. Management of material resources

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

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

The rooms available to the SDP are equipped with technical equipment appropriate to the modern stage of learning and communication, which facilitates the work of teachers and the receptivity of doctoral students (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 programmers), specialized software (SPSS, SAS/R), and application software (Microsoft Office suite, MS SharePoint, MS SQL Server, other dedicated programmers: E Views, 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.

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

The material base of the Doctoral School of Psychology is constantly updated, in accordance with the university's vision as 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.

- ✓ Future directions

Continuing to ensure adequate maintenance of the equipment and infrastructure used.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

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

According to the Curriculum presented on page 14 of this report, doctoral students in Psychology must take subjects taught by teaching staff with proven expertise in research. Table 6 summaries some relevant indicators of this activity (extracted from Web of Science), together with the number of articles published between 2021 and 2025. Table 7 also summaries some relevant indicators regarding the activity of coordinators between 2021 and 2025.

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

The 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.

- ✓ Future directions

Intensify efforts to attract teaching staff and researchers with international experience in order to strengthen the international dimension of doctoral programmes.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

The West University of Timișoara, through the 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. To this end, it offers a series of workshops each semester on topics of interest, such as: GenAI for learning assessment, Co-design, implementation and assessment of international collaborative learning, Authenticity of learning outcomes, etc.

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

The constant involvement of teaching staff and doctoral supervisors in training, research and scientific dissemination activities reflect an institutional culture oriented towards continuous learning and professional performance.

- ✓ Future directions

Continue to encourage teaching staff to participate in professional training activities.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

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

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 (<https://drive.google.com/file/d/1u5X8kv5YwlqwLYRagdMk6dwVn-f8RSJ/view>), and the Framework Procedure for Affiliation or Disaffiliation within the Doctoral Schools of IOSUD-UVT (https://drive.google.com/file/d/1A-CH_ceNZ1EF7In2ONfNUCfj6k4dAwX/view). All recruitment procedures follow the provisions mentioned in these documents.

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

The recruitment process meets the needs of the SDP and is in line with institutional provisions.

- ✓ Future directions

Continue to maintain the transparency and integrity of the recruitment process.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion A.4. Digitalization of institutional processes

Standard S.A.4.1. Digital transformation

The digital transformation process in the organizational 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 organizational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The digitization of institutional processes was a priority for UVT between 2022 and 2025, with the vision described in detail in the UVT Digitization Strategy 2022-2025 (<https://www.uvt.ro/wpcontent/uploads/2022/06/Anexa-11.-Strategia-de-digitalizare-a-UVT-2022-2025-1.pdf>). Specifically, many bureaucratic procedures (e.g. obtaining certificates, submitting applications) have been moved exclusively online. This digitization is not only aimed at improving the quality of services for teaching staff, but also for doctoral students (e.g. submitting funding applications online). The processes related to this strategy are monitored by the Digitization and Data Analysis Department (<https://digital.uvt.ro/>).

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

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.

- ✓ Future directions

Continuing the digitization process, in particular by moving as many physical bureaucratic procedures as possible exclusively online.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmers

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

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

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

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

The doctoral research training programme (page 14) includes four subjects, two of which are dedicated to the in-depth study of research methodology (Research Methodology and Scientific Authorship) and statistical data processing (Advanced Multivariate Statistics). In addition to these two subjects, doctoral students also receive training in qualitative research techniques as part of the Advanced Topics in Psychology course. The programme is organised on the basis of https://drive.google.com/file/d/1ESO4bh_rKM5jzmGG9mFyaNSc_2XkSLBt/view.

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

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

The 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.

- ✓ Future directions

Continue to periodically review the curriculum to keep it in line with ARACIS standards.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

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

In the curriculum design and development process, the organizational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

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

The Matrix between Activities and Learning Outcomes (see Curriculum) shows how activities/competences are correlated with learning outcomes within the doctoral programme in Sports

- ✓ Science and Physical Education. These are described in:

Knowledge – Knowledge at the most advanced level in a field of work or study and knowledge at the frontier between different fields;

Skills/Aptitudes – The most advanced and specialised skills and techniques, including the ability to synthesise and evaluate, necessary for solving critical research and/or innovation problems and for extending and redefining existing knowledge or professional practices;

Responsibility and autonomy – 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.

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

The expected learning outcomes, established in accordance with level 8 of the CNC, ensure consistency between academic training and current labour market requirements.

- ✓ Future directions

Continue to correlate the expected learning outcomes with the competences set out in the CNC in order to maintain the European compatibility of the qualification obtained.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

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

The Doctoral School of Psychology adheres to both the principles listed above and those set out in Student-centred teaching – Practical Guide (<https://cda.uvt.ro/wp-content/uploads/2023/01/Ghidpractic-CDA-Instruirea-centrata-pe-student.pdf>), produced by the Academic Development Centre of the UVT. Some examples of adherence to these principles involve discussing and improving doctoral students' individual projects within the Research Methodology and Scientific Authorship course. Thus, although these subjects are common to students in the field of Sports Science and Physical Education, the tasks to be completed by each student are individual, in accordance with their needs and the specific nature of their research topic. Furthermore, the individual research programme ensures, as its name suggests, 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.

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

The 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.

- ✓ Future directions

Continue to update the content of course descriptions in line with labour market requirements and current trends in international research.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

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

(<https://drive.google.com/file/d/1uyBAIKQU7ZizhGHGpLjFE4iJQVkgYmbA/view>). 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 (<https://apio.ro/event-6448623>), which focuses on improving doctoral students' statistical and methodological knowledge.

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

Existing institutional mechanisms ensure transparent and equitable access to mobility programmes,

- ✓ promoting the principles of internationalisation, equity and educational inclusion.
- ✓ Future directions

- ✓ Continue to offer opportunities for doctoral students to participate in international mobility programmes,
- ✓ based on existing agreements.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organizational component provides fair opportunities for students.

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

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 (<https://www.uvt.ro/wpcontent/uploads/2021/01/Cod-de-Etica-si-Deontologie-Universitara-din-UVT-votat-Senat-UVT-7-iunie-2018.pdf>). According to this document (Art. 5, para. 2), members of the university community ensure and accept: a) the fair and equitable allocation of resources; b) the prevention and elimination of discrimination; c) equal opportunities in terms of access to education, employment and access to resources of any kind; d) the elimination of conflicts of interest.

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

The SDP aims to consistently apply the principles of equal opportunities and non-discrimination.

✓ **Future directions**

Continuing to ensure equal opportunities for doctoral students.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organizational 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 programmer.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The Regulations of the Doctoral School of Psychology contain explicit references to access to research resources, as can be seen from Article 15(pg.29). Personalized support is provided through **Student Counselling and Support Services**, which offer individual counselling (educational/vocational, career, personal optimization). Students benefit from professional and psychological counselling through the Career Counselling and Guidance Centre and the Department for Teacher Training (<https://dppd.uvt.ro/>), which offers support for the development of professional skills, academic path management and integration into the professional environment. For students with special educational needs, the CCOC's Department for Students with Disabilities provides individualized counselling and constant collaboration with teaching staff and faculty secretariats.

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

The 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.

- ✓ Future directions

Continue to ensure that doctoral students and doctoral supervisors have access to resources and services tailored to their individual needs.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

For all subjects in the curriculum, both the content and learning outcomes are described in detail in the subject files, available on the doctoral school's website and below:

- Advanced topics in Sports Science

https://drive.google.com/file/d/1bJ2ASoN_IWRWDMTVycolpWA0egQNfz3K/view?ts=698c24f9

- Statistics for Behavioral Sciences

<https://drive.google.com/file/d/1Lq25FHY16yErGtaZq6AWAxUooaSwtyNZ/view>;

- Research methodology and scientific authorship

<https://www.uvt.ro/wp-content/uploads/sites/2/2023/10/Metodologia-cercetarii-Sava-F.pdf>;

- Research ethics <https://drive.google.com/file/d/1LThL9-zOHDtYsbMr5-mzGz6OLEvyMwCD/view>.

The Curriculum also shows how activities/skills are correlated with learning outcomes within the doctoral programmer in Sports Science and Physical Education. Learning outcomes are also presented in Table 8, according to CNC 8 level.

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

The learning outcomes are formulated in a uniform and operational manner, in line with the professional and transversal competences specific to CNC level 8.

- ✓ Future directions

Continue to correlate learning outcomes with developments in the relevant field of research.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

The subjects in the curriculum check learning outcomes through both mid-term exams and final exams. Below is an example taken from the Research Methodology and Scientific Authorship subject description:

- Continuous assessment (50%) - Conducting a systematic narrative or meta-analytical assessment based on the literature on a specific topic related to the doctoral thesis project;

- Final assessment (50%) - A structured test is conducted during the exam session, consisting of a set of multiple-choice questions, each with four answer options, only one of which is correct.

During the individual scientific research programmer (tailored to each doctoral student), progress is assessed annually by the doctoral supervisor and the Academic Guidance and Integrity Committee. To this end, doctoral students must submit an annual progress report summarizing their work for that year.

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

The 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, teaching activities).

- ✓ Future directions

Continue to monitor the results of evaluations (exams, progress reports) at the level of the Doctoral School of Psychology.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator I.P.B.7.1.1	The organizational component applies the admission procedures.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Admission to the Doctoral School of Psychology is regulated by two documents: the UVT Methodology for Doctoral Admission (<https://drive.google.com/file/d/19GDRgSJxoPkr-K3D7hY7s7AHPGBihB0t/view>) and the Admission Regulations of the Doctoral School of Psychology (<https://drive.google.com/file/d/192kmccJf2BQeHWRMj6PI-vo94rnqiup/view>).

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 Timisoara, and Final Provisions. The second document is structured in a similar manner, highlighting specific aspects for the Doctoral School of Psychology.

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

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.

- ✓ Future directions

Maintaining the application of the principles of fairness and equal access in the admission process through the uniform application of institutional and national regulations.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

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 University Conduct (<https://www.uvt.ro/wp-content/uploads/2021/01/Cod-de-Etica-si-Deontologie-Universitara-din-UVT-votat-Senat-UVT-7-iunie-2018.pdf>). 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 of 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.).

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

The SDP 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.

- ✓ Future directions

Maintaining the application of the principles of fairness and equal access in the admission process through the uniform application of institutional and national regulations.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

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

The Regulations of the Doctoral School of Psychology regulate how students' professional activity is supported by a guidance committee. Specifically, the following are mentioned in Article 21 regarding the formation and obligations of the committee (pg.33).

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

The procedural framework implemented by the SDP 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.

- ✓ Future directions

Continue to apply the provisions of the methodologies and regulations on the professional activity of doctoral students.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.8. Internationalization process

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

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

The 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 Hasher (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).

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

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

- ✓ **Future directions**

Continuing to support the participation of doctoral students and doctoral supervisors in mobility programmers tailored to their needs, and including internationally renowned specialists in the committees for the public defense of doctoral theses.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalized upon in achieving the learning outcomes envisaged through the study programmer.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The research results of doctoral students are utilised 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. Below we present the essential information regarding these aspects.

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

The quality of doctoral students' research results determines the achievement of the learning outcomes targeted by the study programmer.

- ✓ **Future directions**

Maintaining and expanding learning based on scientific investigation by systematically including research results in teaching and doctoral supervision activities.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

The organizational component carries out scientific research activities aligned with the objectives of the evaluated study programmer.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalized upon in an adequate manner.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The scientific research results of the doctoral students of the Doctoral School of Psychology (in the field of Sports Science and Physical Education) are materialised both through articles published in Web of Science indexed journals and through other articles (e.g. Scopus indexed). Below is a selection of articles published by doctoral students between 2021 and 2025.

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

The scientific research results of doctoral students in the field of Sports Science and Physical Education are of high quality and are visible at an international level.

- ✓ Future directions

Increasing the level of scientific quality by continuing to publish articles in Web of Science indexed journals (preferably in the Q1 or Q2 zone).

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

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

Quality assurance at UVT is managed by the Commission for Evaluation and Quality Assurance (CEAC), coordinated by the vice-rector responsible for educational innovation. Two documents regulate the activity of this commission: the Regulations for the Organization and Functioning of the Commission for Quality Assessment and Assurance (<https://www.uvt.ro/wp-content/uploads/2020/12/Regulament-deorganizare-si-functionare-Comisia-pentru-Evaluarea-si-Asigurarea-Calitatii.-HS-52-din-14.01.2015..pdf>) and the UVT Quality Assurance Code (<https://www.uvt.ro/wp-content/uploads/2020/12/Codul-deasigurare-a-calitatii-in-UVT.-HS-50-din-27.11.2014..pdf>). According to this code, the specific principles governing the quality assurance process at the West University of Timisoara are: ensuring equal opportunities, autonomy, confidentiality, impartiality, legality, objectivity, professionalism, personal responsibility and transparency.

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

The internal quality management system implemented at the level of the UVT and its faculties ensures coherence and consistency in the conduct of educational and research activities. The uniform application of procedures allows for the continuous evaluation of processes and the early identification of possible inconsistencies.

- ✓ Future directions

Maintaining the current principles and quality of consistency in educational and research activities.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

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

According to the UVT Quality Assurance Code, the highest level of UVT management must identify, document and meet the needs and expectations of:

a) direct beneficiaries, i.e. students, defined as curriculum requirements that include learning outcomes and specific performance indicators;

b) indirect beneficiaries, namely employers, employees, families of direct beneficiaries, defined as requirements for the quality of professional training provided by UVT.

Doctoral students are represented on the Doctoral School Council and have the right to vote on all matters relating to academic, methodological and ethical activities. At the same time, their opinions and recommendations are collected every semester through a feedback questionnaire. This tool is used to evaluate the quality of teaching and scientific guidance activities, and the results obtained are systematically used to optimize educational processes. For example, the form sent to doctoral students in February 2026 can be accessed here: <https://forms.gle/vTg691FR1tXBeyGF8>

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

The Doctoral School of Psychology adopts a participatory approach to quality assurance, based on collaboration between all categories of stakeholders.

- ✓ Future directions

Continuing consultation with stakeholders (internal and external) to ensure transparency in decision making processes and improve educational and research activities.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

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

The UVT Ethics Committee operates on the basis of the UVT Code of Ethics and Academic Conduct (<https://www.uvt.ro/wp-content/uploads/2021/01/Cod-de-Etica-si-Deontologie-Universitara-din-UVTvotat-Senat-UVT-7-iunie-2018..pdf>).

The Committee acts independently of other structures or persons within the UVT. The Committee frequently develops procedures and strategies to regulate various aspects relevant to the Doctoral School of Psychology. These include the Strategy for preventing and combating plagiarism (<https://drive.google.com/file/d/1OFwy932nxuhqLB4U-RkgMbwbleq8mxjc/view>) and the Code of Conduct for preventing and combating anti-Semitism (<https://drive.google.com/file/d/1AFFS2J1Vcl8z2Xv11jgto9BmAvXaJc7/view>). The person responsible for the Office of Academic Ethics and Integrity is Associate Professor Corina Ilin (contact: corina.ilin@euvt.ro), from the Department of Psychology of the Faculty of Psychology and Education Sciences.

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

The activity of the UVT ethics committee is carried out according to a framework regulated in accordance with the laws in force.

- ✓ Future directions

Continued compliance with the provisions of the legislation in force regarding the autonomous functioning of the university ethics committee, based on its own regulations.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion C.3. Procedures for the initiation, monitoring and periodic review of the study programmers 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 programmers and domains and the performed activities, and applies them systematically.

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

UVT carries out annual monitoring and review of study programmers to ensure quality and adaptation to market requirements, in accordance with internal procedures and ARACIS standards. This process involves the evaluation of curricula, content and teaching methods, involving teaching staff, students and employers to ensure academic and professional relevance. These procedures are described in detail in the Regulations on the initiation, development, monitoring and periodic review of university study programmers and fields of study at the West University of Timisoara and their corresponding curricula

(<https://www.uvt.ro/wp-content/uploads/sites/3/2025/02/Regulament-initiere-elaborare-monitorizare-revizuire-programe-domenii-planuri.pdf>). By applying the provisions of the regulatory documents for quality assurance, the SDP monitors the results of the admission process, the dropout rate, extensions of study, the defense of doctoral theses, the fulfilment of research performance indicators by doctoral supervisors and the feedback received from doctoral students.

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

The application of procedures and regulations at SDEP level ensures consistency and transparency in administrative processes relating to doctoral studies, as well as compliance with academic ethics and integrity standards.

- ✓ Future directions

Maintaining the consistent application of the regulated institutional framework to ensure the quality of doctoral studies in the field of Sports Science and Physical Education.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

According to the UVT Quality Assurance Code, the highest level of UVT management must identify, document and meet the needs and expectations of:

- a) direct beneficiaries, i.e. students, defined as curriculum requirements that include learning outcomes and specific performance indicators;
- b) indirect beneficiaries, namely employers, employees, families of direct beneficiaries, defined as requirements for the quality of professional training provided by UVT. Both direct and indirect beneficiaries are frequently consulted on UVT's operational procedures and existing decision-making processes. For example, first-year doctoral students are consulted after the first semester of doctoral studies (and the corresponding session) on the subjects they have studied.

Specifically, they are asked to provide feedback on both the content of the subjects and the assessment methods. For example, the form sent to doctoral students in February 2026 can be accessed here:

<https://forms.gle/vTg691FR1tXBeyGF8>

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

In the Doctoral School of Psychology, community members and other stakeholders are involved in the process of implementing procedures through a participatory approach that supports a process of continuous quality improvement by periodically reviewing institutional regulations in line with identified needs and legislative changes.

- ✓ Future directions

Continue to consult regularly with stakeholders (internal and external) to ensure transparency, updating and improvement of the procedure implementation process.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures

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

Indicator	The organizational component analyses the results of the students' biannual evaluation of teachers.
I.P.C.4.1.1	

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

UVT carries out the process of student evaluation of teaching staff in accordance with the Methodology for the evaluation of teaching staff by students at UVT (<https://www.uvt.ro/wpcontent/uploads/sites/3/2025/02/Metodologie-evaluare-cadre-didactice.pdf>). This valuation is carried out in two stages. The first stage of student evaluation of teaching staff will take place halfway through each semester, focusing on teaching activities carried out in the first half of the semester. The results will be made available to teachers immediately after the end of the evaluation period, in the form of a general report containing the average marks obtained for each question following the students' evaluations and the answers to the open questions, without mentioning their authors.

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

The evaluation of teachers by doctoral students provides a mechanism for monitoring the quality of the doctoral training process.

✓ Future directions

Continue to collect and analyse doctoral students' opinions on the activities of the doctoral school.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator	The organizational component systematically collects and analyses data required for the internal quality assurance process.
I.P.C.5.1.1	

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

The Doctoral School systematically uses institutional and external databases to support internal quality assurance activities (e.g. offering reserved places to coordinators) and to monitor and continuously improve the quality of doctoral programmes. The following institutional databases are used within the university:

- the integrated academic management platform (records of doctoral students, academic situations, academic progress, public defenses);
- the database on doctoral supervisors (CNATDCU minimum standards, updated scent metric indicators);
- the register of doctoral theses and progress reports;
- database on mobility, grants and research projects.

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

The Doctoral School systematically and thoroughly uses institutional, academic, and scent metric databases to monitor academic performance, doctoral students' progress, and the quality of research activity, integrating the results of the analyses into the decision-making process and continuous improvement mechanisms.

✓ Future directions

Maintaining the systematic use of institutional, academic and scent metric databases to monitor academic performance.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

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

The website dedicated to doctoral studies at UVT (<https://doctorat.uvt.ro/>) provides a range of information and useful documents for both teaching and research staff and doctoral students. These include: the list of doctoral coordinators in the various doctoral fields, the lists of admitted candidates, the range of scholarships on offer, data on doctoral thesis defenses and orders regarding the awarding of doctoral degrees. Also, the Admission section provides comprehensive information for prospective doctoral students, as well as a summary in the figure below. Last but not least, all the documents required for admission (e.g. application form, study contract) are made available to candidates.

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

The ongoing publication of information on doctoral activities reflects UVT's commitment to transparency and public accountability. It serves as a communication tool, ensuring access to information of interest to current and prospective doctoral students, doctoral supervisors and stakeholders.

✓ **Future directions**

Regular updating of content and diversification of the types of information provided.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Information on all decision-making processes related to doctoral studies is available on the website dedicated to doctoral studies at UVT (<https://doctorat.uvt.ro/>). These include (but are not limited to) Admission, Study Plan, Completion of Studies and Postdoctoral Studies. At the CSUD level, meetings are constituted with the presence of at least half of the total number of CSUD positions occupied, and decisions are taken by a simple majority (half + one) of the members present and communicated to the directors of the doctoral school, as well as to other forums (as appropriate). The directors of doctoral schools are invited (without voting rights) to CSUD meetings, where they are consulted on the items on the agenda. At the level of the Doctoral School of Psychology Council, decisions are taken by simple majority of the members present and are communicated to the CSUD UVT, respectively (as appropriate) to the doctoral supervisors and/or students within the school. CSUD decisions are published on the doctoral studies website.

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

The transparency of decision-making processes at the UVT, CSUD and Doctoral School of Psychology levels is based on the publication of decisions, free access to internal regulations and constant information for interested parties.

✓ **Future directions**

Maintaining transparency measures by regularly publishing information relevant to the academic community.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

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

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

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

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

According to the UVT Quality Assurance Code, the external quality assessment of the educational act is carried out by ARACIS and other external assessment agencies (EUA – European University Association, ENQA – European Network of Quality Assurance, ECA – European Consortium for Accreditation), at the request of the education provider. For the purpose of classifying the university and ranking accredited study programmers, the education provider is required to request periodic external quality assessment by authorised agencies and institutions (e.g. ARACIS, CNCS, etc.).

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

The procedures related to the external evaluation process are carried out periodically, in accordance with the law.

- ✓ Future directions

Continue to participate without delay in the external evaluation process of the study programme.

Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: - The quantity and quality of articles published by doctoral students is constantly increasing. - The research infrastructure is constantly developing, with new spaces dedicated to doctoral students.	INTERNAL FACTORS 	Weaknesses: - Many doctoral students fail to complete their studies within the standard time frame and are forced to request an extension.
SWOT analysis		
Opportunities: - Partner universities in the UNITA alliance could offer new opportunities for both doctoral students (e.g. mobility) and coordinators (e.g. supervision).	EXTERNAL FACTORS 	Threats: - 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).

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 programmer/domain, the HEI has adequate organizational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	In accordance with the EER.
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	In accordance with the EER.
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.	PF	<i>The currently purchased research equipment must be placed in a research center in the field to support teaching staff and especially doctoral students.</i>
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	In accordance with the EER.
5.	I.P.A.3.1.1 The human resources of the organizational component are suitable to perform the activities pertaining to the evaluated study programmer/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	In accordance with the EER.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	In accordance with the EER.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	In accordance with the EER.
8.	I.P.A.4.1.1 The organizational 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	In accordance with the EER.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programmer is developed and structured according to the expected learning outcomes, and organized based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which,	F	In accordance with the EER.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	together, lead to a higher education qualification.		
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	In accordance with the EER.
11.	I.P.B.3.1.1 The organizational component ensures implementation of the student-centered learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	In accordance with the EER.
12.	I.P.B.3.1.2 The organizational component ensures opportunities for students to participate in academic mobility programmes organized in person and/or virtually.	F	In accordance with the EER.
13.	I.P.B.3.2.1 The organizational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	In accordance with the EER.
14.	I.P.B.4.1.1 The organizational 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 organization of the study programme.	F	In accordance with the EER.
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	In accordance with the EER.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	In accordance with the EER.
17.	I.P.B.7.1.1 The organizational component applies the admission procedures.	F	In accordance with the EER.
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	In accordance with the EER.
19.	I.P.B.7.2.1 The organizational component applies the regulations concerning the students' professional activity.	F	In accordance with the EER.
20.	I.P.B.8.1.1 The organizational component carries out international cooperation actions supporting mobility of the members	F	In accordance with the EER.

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 capitalized upon in achieving the learning outcomes envisaged through the study programmer.	F	In accordance with the EER.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalized upon in an adequate manner.	F	In accordance with the EER.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organizational component consistently applies the procedures, and proves their impact on quality assurance.	F	In accordance with the EER.
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	In accordance with the EER.
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	In accordance with the EER.
26.	I.P.C.3.1.1 The organizational component consistently applies the procedures, and proves their impact on quality assurance.	F	In accordance with the EER.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	In accordance with the EER.
28.	I.P.C.4.1.1 The organizational component analyses the results of the students' biannual evaluation of teachers.	F	In accordance with the EER.
29.	I.P.C.5.1.1 The organizational component systematically collects and analyses data required for the internal quality assurance process.	F	In accordance with the EER.
30.	I.P.C.6.1.1 The organizational component ensures publication and access to information of public interest regarding the evaluated study programmer.	F	In accordance with the EER.
31.	I.P.C.6.1.2 The organizational component ensures transparent decision-making processes.	F	In accordance with the EER.
32.	I.P.C.8.1.1 The organizational component carries out the procedures pertaining to the external quality evaluation process, aiming to organize the evaluated study programmer as provided by the law.	F	In accordance with the EER.

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity (8)	7	1	0
Domain B. Educational efficacy (14)	14	0	0
Domain C. Quality management (10)	10	0	0
Total (32)	31	1	0

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

1. The currently purchased research equipment must be placed in a research center in the field to support teaching staff and especially doctoral students.
2. Updating the curriculum in accordance with the needs and difficulties of doctoral students.
3. Continuing efforts to include doctoral students in research and development projects.

VI. Conclusions

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

Propose and substantiate a decision.

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

- a) **accreditation*** (AC)/ **maintaining accreditation** (MAC);
- b) ~~conditional maintaining of the provisional authorization to operate*~~ (CMPA)/ ~~conditional maintaining of accreditation~~ (CMAC);
- c) ~~non-accreditation*~~ (NAC)/ ~~withdrawal of the accreditation~~ (WAC).

VII. Annexes

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