

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:	"1 Decembrie 1918" University of Alba Iulia
Doctoral School:	Doctoral School of History, Philology and Educational Sciences
Doctoral Domain:	Philology
The objective of the external evaluation:	Maintaining accreditation (MAC)



THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

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Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof. dr. Boldea Iulian	Expert evaluator	
2.	Prof. dr. Armașu Canțir Ludmila	International Expert	
3.	Drd. Zbranca Ionuț Leonte	PhD Student Evaluator	



I. Introduction

The REE was drafted in the context of the periodic external evaluation procedure for maintaining the accreditation of the doctoral study domain *Philology* within the Doctoral School of History, Philology and Educational Sciences, organized by IOSUD – “1 Decembrie 1918” University of Alba Iulia (UAB). The commission, approved by the ARACIS Council via Decision No. 152/H/07.05.2026, was composed as follows:

1. Prof. dr. BOLDEA Iulian, Ph.D. – The University of Medicine, Pharmacy, Science and Technology “George Emil Palade” of Târgu Mureș (chair);
2. Prof. Armașu Canțir Ludmila, Ph.D. – “ION CREANGA” State Pedagogical University of Chisinau, Republic of Moldova;
3. ZBRANCA Ionut Leonte – student at „Babeș-Bolyai” University of Cluj-Napoca

The evaluation visit took place on June 16–17, 2026.

The “1 Decembrie 1918” University of Alba Iulia is a public higher education institution established in 1991. UAB operates on the basis of university autonomy, according to the University Charter and internal regulations, as well as in accordance with the legal framework established by the legislation in force, the Constitution of Romania, Higher Education Law no. 199/2023, and national regulations regarding quality assurance in education and the education system in Romania. It comprises 5 faculties, hosting approximately 6000 students across 38 BA programmes, 27 MA programmes and 4 doctoral domains. “1 Decembrie 1918” University of Alba Iulia assumes a mission of education and advanced scientific research, generating and transferring knowledge to society through initial and continuing education, RDI and technological transfer and community engagement. UAB is integrated into the National and European Higher Education Area. From a strategic management perspective, actions aimed at fulfilling the mission and objectives are carried out in accordance with its [Strategic Plan 2025–2029](#). The international dimension is strengthened through strategic partnerships, including participation in the EU-ACE Alliance Consortium.

Doctoral studies at UAB are organized into 3 doctoral schools, coordinated by the Council for Doctoral Studies (CSUD), which oversees the strategic and operational management of doctoral education. The doctoral study domain of *Philology* is organized within the *Doctoral School of History, Philology and Educational Sciences*, part of IOSUD-UAB. The doctoral school currently covers two domains: Philology and History, both of which have retained their accreditation following the previous external evaluation in 2021.

II. Methods used

The evaluation process included reviewing and analyzing the Internal Evaluation Report (REI) for the field under study, along with related links, documents, data, and information available on the UAB website. It also involved observing and gathering findings from meetings with university leadership, faculty, CSUD representatives, the doctoral school, the CEAC committee, and teaching staff involved in implementing the program.

Additionally, an inspection of teaching and research spaces was conducted, covering infrastructure, the library, teaching areas, and registrar documents.

The external evaluation of the study program comprised these activities: analysis of the Internal Evaluation Report and its annexes/links; review of documents and data from the UAB website in digital format; a visit to UAB and the Faculty of History, Letters and Educational Sciences headquarters, observing classrooms, seminar rooms, laboratories for PhD students, secretariat, and university library; discussions with university leadership, the doctoral school council, faculty involved in organizing the program, PhD students, graduates, employers, and teaching staff involved in the program.

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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✓ Presentation of the state of facts

The structure and operation of doctoral studies at IOSUD – UAB, including the PhD program in Philology, are grounded in a formal institutional framework. This framework is governed by the [University Charter](#), regulations for doctoral studies, the [Regulations of the Doctoral School of Philology](#), and specific procedures covering aspects like admission, study completion, ethics, and mobility. Key organizational entities include CSUD, the Council of the Doctoral School ([CSDIFSE](#)), doctoral supervisors, guidance and integrity committees, along with administrative support units. Decisions are made through formal governance, such as regular CSUD meetings and publicly accessible decisions. The REI confirms that institutional rules and procedures are periodically reviewed and updated to align with legislative changes and institutional needs.

✓ Analysis of the state of facts,

IOSUD-UAB features a coherent and effective management system, underpinned by well-defined organizational units and a comprehensive regulatory framework that covers every phase of doctoral studies. Regularly updating regulations and involving stakeholders in governance fosters transparency and enhances organizational flexibility.

✓ Aspects that constitute best practice examples

(i) multi-level governance structure to ensure effective coordination; (ii) representation of doctoral students in decision-making bodies; (iii) transparency of decisions through public communication; (iv) continuous alignment of regulations with national legislation.

✓ Recommendations: 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 ¹ and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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¹ The faculty, department, subsidiary, extension - hereinafter “organisational components”

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

At the IOSUD–UAB level, adopting and updating methodologies, regulations, and procedures requires consulting with internal stakeholders. These include doctoral supervisors, students, and members of academic guidance and integrity committees, primarily through their representation on governance bodies such as CSUD and CSDIFSE, as well as in institutional regulations that govern decision-making processes.

The REI also refers to the involvement of other stakeholders (graduates, doctoral thesis committee members, external partners). Representatives of the socio-economic and cultural environment are also consulted in the process of revising regulations, including within meetings organised with the CIC-DSUD Philology committee, where the level of graduate training and measures for increasing the relevance of doctoral programmes are analysed ([CIC-DSUD Philology Meetings](#), [Annex A.1.2.1. Minutes Academic Business Social Environment](#)).

- ✓ Analysis of the state of facts

Stakeholder consultation is ensured through formal institutional mechanisms, including representation in the CSD, CSUD, and Senate, consultations with doctoral supervisors, institutional feedback questionnaires, and meetings with the CIC-DSUD Philology committee. These structures integrate stakeholder perspectives into the development and revision of regulations and procedures. Stakeholder involvement is systematic and embedded in regulated decision-making processes, with doctoral supervisors and doctoral students actively participating in governance and regulatory updates. Collaboration among the CSD, CSUD, and Senate ensures coherent decision-making and supports compliance with national legislation and ARACIS standards.

- ✓ Aspects that constitute best practice examples

The institutionalized consultation mechanisms implemented within the Doctoral School of History, Philology and Educational Sciences may be regarded as examples of good practice, reflecting a transparent, participatory, and procedurally consistent approach to academic governance and quality assurance.

- ✓ Recommendations

Formalize stakeholder consultation processes, particularly for external stakeholders, through clearly defined procedures.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources	
The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.	
Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

- ✓ Presentation of the state of facts

The “1 Decembrie 1918” University of Alba Iulia provides adequate material resources and infrastructure to support doctoral studies in Philology. The Doctoral School of History, Philology and Educational Sciences benefits from lecture rooms, seminar spaces, computer laboratories, multimedia equipment, internet access, videoconferencing systems, and specialized software. Doctoral students have access to extensive printed and electronic bibliographic resources through the [university library](#), including

international scientific databases such as JSTOR, SpringerLink, ScienceDirect, Web of Science, and ProQuest Ebook Central. The library also offers over 3,000 titles, more than 10,000 volumes, and around 200 philology journals. Research activities are supported by specialized institutional research centers ([CIEL](#), [CCFDM](#), [CCIS](#)). The university ensures suitable administrative and student service facilities, including a cafeteria, and provides accessible spaces for persons with disabilities, while complying with safety and hygiene standards. Overall, the [infrastructure](#) adequately supports teaching, research, and academic activities in accordance with quality assurance requirements.

✓ **Analysis of the state of facts**

The material resources of the “1 Decembrie 1918” University of Alba Iulia support the academic and research activities of the Doctoral School of History, Philology and Educational Sciences in accordance with the quality standards applicable to doctoral studies. Teaching and research spaces are accessible and adapted for persons with disabilities, reflecting the university’s commitment to inclusion and equal opportunities. The Doctoral School of History, Philology benefits from dedicated spaces for teaching and research activities, equipped with video projection systems, IT equipment, printers, and internet access. Through the institutional digital infrastructure, doctoral supervisors and doctoral students also have access to international scientific databases necessary for research activities.

✓ **Aspects that constitute best practice examples**

Good practice examples include the provision of remote access to international scientific databases, the integration of doctoral research within specialized research centres, and the accessibility of academic spaces for persons with disabilities.

✓ **Recommendations – N/A.**

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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✓ **Presentation of the state of facts**

IOSUD-UAB and the Doctoral School of History, Philology sustainably and efficiently manage the material resources used for doctoral studies. Teaching spaces, research infrastructure, and support facilities are functional, regularly monitored, and allocated according to academic and research needs. The management of movable and immovable assets is coordinated by the General Administrative Directorate, which oversees technical, administrative, financial, and maintenance activities. Annual institutional investment programmes support the rehabilitation of buildings, modernization of IT infrastructure, procurement of equipment and furniture, and repair works. University facilities comply with safety, hygiene, and functional standards, ensuring suitable conditions for study, research, and work. The [spaces](#) used by the Doctoral School of History, Philology are properly equipped with computers, video projectors, internet access, and other technical equipment necessary for doctoral activities. The university [library](#) and planned investments in teaching and student facilities further support the sustainability and quality of the academic environment.

✓ **Analysis of the state of facts**

IOSUD-UAB and the Doctoral School of History, Philology efficiently manage material resources through annual investment and maintenance plans coordinated by the General Administrative Directorate. Rehabilitation and modernization activities maintain appropriate, accessible, and functional conditions for doctoral studies and research. Updated technical infrastructure, institutional digital platforms, licensed

software, and a secure ICT network support the effective conduct of academic and administrative activities. Doctoral supervisors and students benefit from reliable digital services and adequately equipped spaces. In addition, access to international scientific databases, electronic bibliographic resources, and the university library's specialized collections provides essential support for research, documentation, and the preparation of doctoral theses in Philology.

✓ **Aspects that constitute best practice examples**

Examples of good practice include the annual investment and maintenance planning correlated with doctoral research needs, the continuous modernization of IT and digital infrastructure, secure institutional digital services, and sustained access to international scientific databases and electronic resources. These measures support a stable, accessible, and research-oriented environment for doctoral studies.

✓ **Recommendations – 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 programme/domain.

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

The Doctoral School of History, Philology of the “1 Decembrie 1918” University of Alba Iulia benefits from seven doctoral supervisors affiliated as of 1 October 2025 ([nine](#) at the moment of the visit), all meeting the national CNATDCU standards for doctoral supervision. Their expertise covers literary studies, linguistics, intercultural communication, cultural studies, and humanities research methodologies. Scientific visibility is reflected through [publications](#) indexed in WoS and ERIH+, with notable research profiles such as Prof. dr. Teodora Popescu (20 WoS and 22 ERIH+ publications; Hirsch Index: WoS 5, Google Scholar 14) and Prof. dr. Nicolau Felix Narcis (15 WoS and 16 ERIH+ publications). The PPSUA curriculum is delivered by experienced doctoral supervisors and international academics from universities in Italy and Poland, contributing to interdisciplinary and internationalized doctoral training. Each doctoral student is supported by a supervisory and academic integrity committee including at least one external member, ensuring academic quality and compliance with doctoral standards.

✓ **Analysis of the state of facts**

DSUD Philology has adequate human resources for the implementation of the doctoral programme, benefiting from the activity of seven doctoral supervisors who cover the main research directions in Philology. All supervisors hold habilitation or legally recognized doctoral supervision rights, meet CNATDCU standards, and demonstrate scientific visibility through internationally indexed publications and academic activities. The PPSUA courses are taught by academic staff and specialists with expertise relevant to the subjects delivered. Doctoral supervision is supported by supervisory and academic integrity committees established according to institutional regulations. The programme also benefits from an international dimension through the involvement of academics from foreign universities in teaching activities, contributing to the quality and international relevance of doctoral training.

✓ **Aspects that constitute best practice examples**



Examples of good practice include the involvement of international academics from universities in Italy and Poland in doctoral teaching activities, the establishment of supervisory and academic integrity committees with external members for each doctoral student, and the transparent annual allocation of state-funded doctoral places based on performance indicators and self-evaluation criteria.

✓ **Recommendations:** 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,**

The “1 Decembrie 1918” University of Alba Iulia supports the professional and personal development of the academic staff involved in the Doctoral School of History, Philology through continuing education, academic mobility, and support for scientific performance. Between 2021 and 2025, three doctoral supervisors completed 23 Erasmus+ international mobilities, including 14 teaching and 9 training mobilities, reflecting increasing international engagement. The university encourages participation in research projects, international conferences, scientific publishing, and interinstitutional collaborations, contributing to academic visibility and professional development. Institutional initiatives also support cotutelle doctoral studies, international partnerships, and academic career advancement through habilitation. In 2025, the doctoral supervision capacity was strengthened through the affiliation of new habilitated academics, including Assoc. Prof. Dr. Lucian Vasile Bâgiu and Assoc. Prof. Dr. Speranța Sofia Milancovici, while additional habilitation certificates obtained by other academics further expanded the institution’s doctoral supervision potential.

✓ **Analysis of the state of facts**

The data indicate that the professional development of the teaching staff within SDF is supported through functional and documented institutional mechanisms. Participation in Erasmus+ mobilities, research projects, conferences, and academic collaborations demonstrates real access to opportunities for training and internationalization. The increase in mobilities during the analysed period and the expansion in the number of habilitated staff in 2025 reflect the strengthening of the institution’s capacity for doctoral supervision.

Overall, the human resources benefit from adequate conditions for continuous professional development, confirmed by verifiable data and supporting documents.

✓ **Aspects that constitute best practice examples**

Examples of good practice include the sustained participation of doctoral supervisors in Erasmus+ teaching and training mobilities, the institutional support for habilitation and academic career development, and the development of a cotutelle methodology that promotes the internationalization and European integration of doctoral studies. These measures strengthen doctoral supervision capacity and international academic cooperation.

✓ **Recommendations**

Implementation of structured institutional professional development programs, including training in doctoral supervision and teaching.

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures Teaching staff recruitment procedures compliant with the provisions of the law.	
Indicator	Recruitment procedures comply with the provisions of the law, and are established

I.P.A.3.2.1 and carried out transparently.

✓ **Presentation of the state of facts**

The “1 Decembrie 1918” University of Alba Iulia applies transparent and legally compliant recruitment procedures for teaching and research staff, in accordance with Higher Education Law no. 199/2023 and the university’s internal methodologies. Competitions for academic positions are organised only after publication in the Official Gazette of Romania and are announced on the institutional platform, together with information regarding requirements, calendar, committees, evaluation criteria, and necessary documents. These measures ensure transparency, equal opportunities, and non-discriminatory access for candidates. Academic promotion is carried out according to specific institutional regulations governing career advancement. Within the Doctoral School of History, Philology the recruitment of new doctoral supervisors is achieved through habilitation and affiliation procedures regulated by institutional methodologies and doctoral school regulations. In 2025, new procedures concerning habilitation and affiliation were approved, leading to new affiliations and the initiation of collaborations with academic staff from other universities, thereby strengthening doctoral supervision capacity and academic expertise.

✓ **Analysis of the state of facts**

The recruitment and affiliation procedures applied by the “1 Decembrie 1918” University of Alba Iulia and the Doctoral School of History, Philology are regulated through public methodologies aligned with national legislation and institutional standards. Transparency and equal opportunities are ensured through the publication of positions in the Official Gazette and on the university platform, together with open access to competition documentation. The affiliation of doctoral supervisors is based on the evaluation of academic files and validation by competent academic structures, ensuring compliance with objective academic criteria. The affiliations completed in 2025 and the initiation of additional procedures demonstrate the institution’s capacity to strengthen, renew, and sustainably develop its academic human resources.

✓ **Aspects that constitute best practice examples**

Examples of good practice include the publication of all competition information on the institutional platform, ensuring transparency and equal access, as well as the structured affiliation procedure for doctoral supervisors based on academic file evaluation and validation by academic bodies. The inclusion of academics from other universities further supports institutional openness and academic development.

✓ **Recommendations: N/A.**

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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✓ **Presentation of the state of facts**

The “1 Decembrie 1918” University of Alba Iulia has implemented a digital transformation strategy focused on administrative simplification, operational efficiency, and improving services for students, academic staff, and external partners. Through the integrated Smart UMS platform and the institutional IT infrastructure managed by the IT and Printing Service and the IT Office, the university digitalizes academic and administrative workflows, from [admission](#) to graduation. The system includes modules for academic records, online admission, electronic registry, online payments, accommodation, e-learning,

human resources, alumni monitoring, and [research activity reporting](#). Doctoral students and academic staff benefit from secure access to institutional platforms, scientific databases, and electronic library resources. Digital tools also support doctoral studies through [plagiarism detection software](#) recognized by CNATDCU, with similarity reports analyzed by doctoral supervisors and academic integrity committees according to institutional procedures. These digital systems contribute to transparency, efficient communication, reduced bureaucracy, and the modernization of academic management processes.

✓ **Analysis of the state of facts**

The presented data highlight the systematic use of digital tools in managing the university's academic and administrative processes. The [Smart UMS](#) platform and its associated applications support the administration of students' academic trajectories, the management of admission processes, the monitoring of research activities and access to digital resources. At the same time, the use of the similarity-checking system for doctoral theses contributes to ensuring academic integrity and compliance with the quality standards of doctoral research. The integration of these digital tools supports the transparency of institutional processes and improves access to academic services.

✓ **Aspects that constitute best practice examples**

Examples of good practice include the implementation of the integrated Smart UMS platform covering the entire academic trajectory of students, the digitalization of administrative workflows through electronic registry and online admission systems, and the use of CNATDCU-recognized plagiarism detection software with clearly defined similarity thresholds and multi-level verification procedures ensuring academic integrity.

✓ **Recommendations**

Implementation of structured institutional professional development programs, including training in doctoral supervision and teaching.

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/s²

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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✓ **Presentation of the state of facts**

The [doctoral study programme in Philology](#) at the "1 Decembrie 1918" University of Alba Iulia is structured according to the ECTS system and comprises 240 credits over four years. The curriculum combines theoretical-methodological training with progressively independent research activities, ensuring the gradual development of advanced research competencies. Year I includes 30 ECTS allocated to the Training Programme Based on Advanced University Studies, covering courses in academic discourse, literary criticism, ethics and academic integrity, cultural studies, and linguistics. Scientific progress is monitored through four annual reports worth 120 ECTS, while 60 ECTS are awarded for conference participation and scientific publications in Years II and III. The pre-defence of the doctoral thesis carries 30 ECTS. The programme includes optional and elective subjects tailored to doctoral research topics, as

² 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.

well as courses taught in English by international academics. Curriculum design, course syllabi, and individual study plans are systematically reviewed and approved through institutional quality assurance structures ([Internal Quality Commission CIC-DSUD-Philology](#), [CEAC-IOSUD](#), [CSUD](#)).

✓ **Analysis of the state of facts**

The doctoral programme in Philology has a coherent curricular structure, with 240 ECTS credits distributed between advanced training, research activities, scientific dissemination, and final evaluation. The significant number of credits allocated to research and annual progress reports reflects the programme's strong scientific orientation and focus on original research outcomes. First-semester courses provide the methodological and interdisciplinary foundation necessary for doctoral training, while courses taught in English support internationalization. Academic quality is ensured through formal mechanisms for the annual evaluation and institutional validation of study plans and course descriptions. Overall, the programme demonstrates a clear correlation between curricular structure, programme objectives, and expected learning outcomes, in line with doctoral education standards.

✓ **Aspects that constitute best practice examples**

Examples of good practice include the allocation of ECTS credits for measurable research outputs such as publications and participation in international conferences, the systematic monitoring of doctoral progress through annual reports and pre-defence evaluations, and the inclusion of courses taught in English by international academics, supporting both research performance and the internationalization of doctoral education.

✓ **Recommendations:**

Implementation of structured institutional professional development programs, including training in doctoral supervision and teaching.

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).

✓ **Presentation of the state of facts**

The Doctoral School of History, Philology ensures the alignment of the doctoral qualification with the competencies and occupations relevant to the field of Philology, in accordance with Level 8 of the National Qualifications Framework and ESCO classifications. The programme develops advanced knowledge, research skills, critical analysis abilities, academic writing competences, and professional autonomy necessary for original scientific research and innovation. Learning outcomes are explicitly defined in the [curriculum](#) and course [syllabi](#) of the Training Programme Based on Advanced University Studies and are correlated with ESCO occupations

- 2310.1.41 – University research assistant
- 2641.3 – Literary scholar
- 2632.1.1 – Communication scientist
- 2642.1.8 – Editor-in-chief

The curriculum supports the acquisition of advanced research methods, scientific dissemination skills, and interdisciplinary competencies required in academic and professional contexts. Through this alignment, the doctoral programme ensures coherence between qualification level, targeted competencies, and occupational standards, preparing graduates for advanced research, higher

education, publishing, and communication-related careers in accordance with European academic and professional requirements.

✓ **Analysis of the state of facts**

The data highlight the structural correspondence between the competencies of the doctoral programme and the European occupational requirements relevant to the field. The graduate profile is built on competencies related to advanced research, intellectual autonomy and the production of original knowledge, which are defining elements for academic and scientific occupations in the field of Philology. This alignment is supported by the explicit definition of competencies, the reference to external occupational standards, and the orientation of the programme toward activities specific to the academic and research environment.

✓ **Aspects that constitute best practice examples**

Examples of good practice include the explicit alignment of doctoral competencies with Level 8 NQF descriptors and ESCO occupational standards, as well as the integration of professional and transversal competencies into the curriculum and course syllabi. This approach ensures transparency, international comparability, and strong relevance of the programme to academic and research careers.

✓ **Recommendations: N/A.**

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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✓ **Presentation of the state of facts**

The Doctoral School of History, Philology implements a student-centred educational model based on academic autonomy, individualized supervision, and research integration. The [Curriculum](#) starting 2025–2026 and [course syllabi](#) support flexible learning pathways, allowing doctoral students to choose optional and elective subjects together with the doctoral supervisor according to the thesis topic. The programme combines mandatory methodological training, including the course “Scientific Research Methods in Literary Criticism and History. Ethics and Academic Integrity”, with independent and interdisciplinary research activities. Continuous academic support is provided by doctoral supervisors and [Supervisory and Academic Integrity Committees](#) through periodic meetings, tutorial activities, and personalized feedback. Student progress is monitored through [reports](#), presentations, and [research outputs](#) evaluated according to institutional procedures. Doctoral students benefit from access to research centres, scientific databases, conferences, workshops, mobility programmes, and support for publishing in internationally indexed journals. [Student satisfaction](#) evaluations are integrated into institutional improvement plans.

✓ **Analysis of the state of facts**

The doctoral programme in Philology consistently implements student-centred learning principles through a flexible and individualized curricular structure. Doctoral students develop individual research plans and select courses relevant to their thesis topics, ensuring the personalization of the academic pathway. Continuous interaction with doctoral supervisors and Supervisory Committees provides scientific guidance and ongoing monitoring of progress. Courses are designed to develop advanced research competencies through updated bibliography, applied tasks, and current research methods in Philology. Periodic evaluations, conference participation, and research dissemination activities support the active

and research-oriented character of the programme. Overall, the programme reflects a flexible educational model aligned with European standards of doctoral training.

✓ **Aspects that constitute best practice examples**

Examples of good practice include the individualized doctoral pathways based on thesis topics, the integration of Supervisory and Academic Integrity Committees in continuous mentoring, and the inclusion of research dissemination activities, conferences, and publication support within the educational process. The combination of face-to-face and online supervision further strengthens flexibility and continuous academic support.

✓ **Recommendations: N/A.**

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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✓ **Presentation of the state of facts**

The doctoral study programme in Philology within IOSUD-UAB provides extensive opportunities for international academic mobility through [77 Erasmus+ agreements](#) with universities from 26 countries. [Mobility activities](#) are coordinated by the Erasmus+ Office and the Centre for International Relations, which manage agreements, selection procedures, counselling, and academic recognition. Between 2020 and 2025, doctoral students participated in 18 international mobilities, including long-term study mobilities in Russia, Bulgaria, and Poland, and 15 Blended Intensive Programmes in countries such as Austria, Cyprus, and Montenegro. In addition, 49 participations in international seminars and conferences delivered by foreign specialists were recorded, resulting in over 56% of doctoral students benefiting from international training experiences. Doctoral students may also access [funding](#) for conferences and training placements abroad. In 2025, doctoral students participated in the international programme "Developing PhD Students' Linguistic and Intercultural Competences in an AI-Based Era" hosted by the University for Continuing Education, Krems, Austria.

✓ **Analysis of the state of facts**

The institutional data confirm a stable framework for supporting academic mobility within the doctoral programme in Philology. Through 77 Erasmus+ agreements with universities from 26 countries, doctoral students have access to broad international opportunities coordinated by specialized structures. Between 2021 and 2025, they completed 47 international mobility activities, including Erasmus+ mobilities, conferences abroad, and seminars delivered by foreign specialists. These activities show the effective use of internationalization opportunities. Their integration into individual research plans and validation through annual progress reports ensure relevance to doctoral training, research objectives, and the academic and professional development of doctoral students.

✓ **Aspects that constitute best practice examples**

Good practice examples include integrating mobilities into individual doctoral research plans, recognising Blended Intensive Programmes within the doctoral pathway, and providing broad international access through 77 Erasmus+ agreements with universities from 26 countries.

✓ **Recommendations: N/A.**

The indicator is: fulfilled.

Standard S.B.3.2. Fairness The organisational component provides fair opportunities for students.	
Indicator	The organisational component provides fair opportunities for students, in line with



I.P.B.3.2.1	their potential and aspirations, taking into account the diversity of learning styles and abilities
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✓ **Presentation of the state of facts**

The “1 Decembrie 1918” University of Alba Iulia implements [institutional policies](#) promoting equity, inclusion, and equal opportunities through strategic documents and [operational plans](#) and [monitoring reports](#) dedicated to social equity, gender equality, and support for students at risk of exclusion or dropout. These measures address the needs of students from disadvantaged backgrounds, rural areas, and persons with disabilities. The educational process is regulated through institutional procedures ensuring transparency and fairness in evaluation, quality assurance, and [student satisfaction monitoring](#). Feedback from doctoral students is [systematically analysed](#) and used to improve academic and administrative activities. Academic, professional, and psychological counselling services are provided through the Centre for Information, Counselling and Career Guidance ([CICOC](#)), while the [ALUMNI](#) department supports students’ academic and professional integration. At doctoral level, individualized support is ensured through doctoral supervisors and Supervisory and Academic Integrity Committees. Doctoral students are also represented in institutional governance and quality assurance structures, including CSUD, doctoral school councils, and the University Senate.

✓ **Analysis of the state of facts**

The analysis of the data indicates the existence of functional institutional mechanisms ensuring equity in doctoral education and throughout the training process. The individualized doctoral pathway allows educational activities to be adapted to the needs and capacities of each doctoral student. Periodic monitoring of progress and personalized support measures contribute to preventing academic risk and supporting educational performance. Interactive teaching methods and digital tools facilitate equal access to academic resources and support diverse learning styles. Measures dedicated to students with specific needs reflect the institution’s commitment to inclusion and equal opportunities. The educational framework is equitable, adaptive, and focused on supporting each doctoral student’s academic and professional development.

✓ **Aspects that constitute best practice examples**

Examples of good practice include the systematic evaluation of doctoral students’ satisfaction and doctoral supervisors’ performance, with the results being analysed and integrated into institutional improvement measures. Another example is the monitoring and support of students at risk of exclusion or dropout through dedicated equity and inclusion policies.

✓ **Recommendations:**

Ensuring the systematic collection of data on student profiles and needs to inform policy development.

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.

✓ **Presentation of the state of facts**

Within IOSUD-UAB, doctoral students in Philology benefit from institutional mechanisms ensuring access to educational resources and support services adapted to the doctoral cycle, the field of study, and individual learning needs. The university provides support measures for students with adaptation difficulties, learning difficulties, or disabilities through regulations governing [doctoral admission](#) and [student accommodation](#). Doctoral students have access to digital infrastructure through the [university library](#), [ANELIS PLUS](#) scientific databases, electronic catalogues, [Moodle](#), and MS Teams platforms. Academic support is provided by doctoral supervisors and [Supervisory and Academic Integrity Committees](#) through periodic meetings, progress reports, and structured feedback. [Academic integrity](#) is monitored using the [Sistemantiplagiat.ro](#) software recognized by CNATDCU. Counselling and career guidance services are offered through CICOC. The university [also financially supports](#) participation in conferences, summer schools, international placements, and publication activities, [reimbursing](#) 121,659.77 lei for doctoral research activities during 2020–2025. These measures support accessibility, academic progress, inclusion, and research participation.

✓ [Analysis of the state of facts](#)

The institutional data indicate the existence of a functional and diversified system of resources and support services for doctoral students. Counselling and guidance structures support individual educational pathways and help prevent academic dropout. The monitoring of doctoral progress and personalized academic guidance allows the adaptation of the educational process to individual needs and capacities. Access to digital infrastructure and online educational resources facilitates equal opportunities and supports accessibility, including for students with specific needs. The integration of counselling services, individual academic support, and modern educational resources reflects a coherent institutional framework focused on the effectiveness, accessibility, and quality of the doctoral educational process in accordance with current standards.

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

Examples of good practice include the provision of periodic training in scientific documentation and academic writing through the university library, the integration of structured academic monitoring through Supervisory and Academic Integrity Committees, and the institutional reimbursement of doctoral research expenses, conferences, placements abroad, and publication costs, amounting to 121,659.77 lei during 2020–2025.

✓ [Recommendations: 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 \(documents preferably included through links in the body of the IER\)](#)

The Doctoral School of History, Philology defines learning outcomes in accordance with Level 8 descriptors of the National and European Qualifications Frameworks, focusing on advanced research competencies, critical thinking, and innovation in Philology. Learning outcomes are structured around knowledge, skills, and responsibility/autonomy, covering theories and methodologies in linguistics, literature, and cultural studies, advanced research techniques, academic writing, dissemination of scientific results, ethical conduct, and independent research management. These outcomes are integrated into the [curriculum](#), [course syllabi](#), doctoral study contract, and institutional regulations,

ensuring transparency and a shared understanding of academic expectations among doctoral students and supervisors. The coherence between learning outcomes, curriculum, research activities, and evaluation methods is ensured through [institutional regulations](#), the [doctoral thesis guide](#), and [procedures for monitoring scientific progress](#). Individual doctoral study plans are established annually and may be adapted with institutional approval, supporting personalized doctoral training aligned with national and European academic standards.

✓ **Analysis of the state of facts**

The learning outcomes of the doctoral programme are formulated in a unitary and operational manner, aligned with Level 8 competencies of the National Qualifications Framework and with current directions in Philology and humanities research. They cover discourse and literary analysis, advanced linguistic studies, interdisciplinary approaches, digital research methods, and the use of specialized IT tools. Course syllabi clearly present content, teaching methods, and evaluation criteria, ensuring coherence and transparency in the training process. Performance assessment focuses on advanced competencies, including critical analysis, original research contributions, academic writing, ethical conduct, and the dissemination of scientific results through publications and participation in national and international academic events.

✓ **Aspects that constitute best practice examples**

Examples of good practice include the transparent publication of learning outcomes in the curriculum and course syllabi, their detailed discussion with doctoral students and supervisors at the beginning of each academic year, and the possibility of annually adapting individual doctoral study plans according to the student's research pathway and training needs.

✓ **Recommendations: 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**

Within IOSUD-UAB, the verification of learning outcomes in the doctoral field of Philology is carried out through a structured system of continuous and final assessment regulated by institutional regulations and national legislation, namely [Institutional Regulation on the organisation and conduct of doctoral university studies in UAB](#), the [Regulation of the Doctoral School of Philology \(SDF\)](#), the [Operational Procedure regarding the submission, defense and evaluation of doctoral students' scientific progress reports](#), and the provisions of Order no. 3.020/2024. [Course syllabi](#) clearly specify assessment methods, evaluation criteria, and promotion requirements, ensuring transparency and alignment with targeted competencies. During the advanced university studies stage, assessment includes scientific presentations, debates, thematic studies, research projects, colloquia, and final examinations. During the individual research stage, doctoral students are periodically evaluated through annual scientific progress reports endorsed by the doctoral supervisor and the Supervisory and Academic Integrity Committee, as well as through the monitoring of publications and scientific dissemination activities. [Completion of doctoral studies](#) includes plagiarism verification using [sistemantiplagiat.ro](#), pre-defence before the Supervisory Committee, a 90-day transparency procedure, and the public defence before a doctoral committee including external reviewers ([Guide for the preparation, writing and defence of the doctoral thesis](#); [Operational Procedure regarding the submission, defence and evaluation of doctoral students' scientific progress reports within DSUD Philology](#)). The assessment system ensures objectivity, scientific quality, and rigorous verification of doctoral competencies.

✓ **Analysis of the state of facts**

The institutional data indicate the existence of a formalized and staged system for verifying learning outcomes within the doctoral field of Philology, based on institutional regulations and national legislation. Assessment is carried out continuously through evaluations, annual progress reports, and monitoring of scientific output, allowing systematic supervision of doctoral students' performance. The correlation between assessment methods, course syllabi, and curriculum ensures transparent and standardized evaluation criteria. The involvement of doctoral supervisors and Supervisory and Academic Integrity Committees confirms the collegial character of the assessment process. Final stages, including pre-defence, originality verification, transparency procedures, and public defence, ensure academic and ethical validation of doctoral research.

✓ **Aspects that constitute best practice examples**

Examples of good practice include the staged assessment system distributed throughout the doctoral pathway, the mandatory 90-day transparency period for doctoral theses, and the multi-level verification of academic integrity through repeated originality checks and evaluation by Supervisory and Academic Integrity Committees and external reviewers.

✓ **Recommendations:**

Implementation of structured institutional professional development programs, including training in doctoral supervision and teaching.

The indicator is: fulfilled.

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

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

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

Admission to the doctoral study field Philology is organised in accordance with the [Methodology regarding the organisation and conduct of the admission competition for doctoral university studies within IOSUD-UAB](#), the [Methodology regarding admission to postdoctoral programmes](#), the [Regulation on the admission and enrolment of foreign citizens at "1 Decembrie 1918" University of Alba Iulia](#), [Regulation on the admission and enrolment of Romanians living abroad at "1 Decembrie 1918" University of Alba Iulia](#), [Regulation of the Doctoral School of Philology](#). Information concerning admission procedures, admission requirements, available research topics, and doctoral supervisors is published on the [IOSUD-UAB](#) website and made available in both in [RO](#) and [EN](#) versions to ensure transparency and accessibility. The admission process is supported by the [IOSUD-UAB registration platform](#), while admission outcomes are documented through the [admission results](#).

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

The documented admission procedures and institutional practices reveal a transparent and well-structured framework governing access to doctoral studies. The publication of regulations, admission requirements, research topics, and information regarding doctoral supervisors ensures that prospective candidates have access to complete and relevant information prior to admission. Furthermore, the availability of information in multiple languages and the use of dedicated digital platforms facilitate accessibility, transparency, and equal opportunities for applicants. The admission

process is therefore supported by clearly defined regulations and mechanisms that contribute to the effective organisation and management of doctoral studies.

✓ **Aspects that constitute best practice examples**

Good practice examples include the publication of comprehensive admission information through dedicated digital platforms, the availability of information in both Romanian and English, and the integration of online registration mechanisms into the admission process. These measures enhance transparency, facilitate access for prospective candidates, including international applicants, and contribute to the efficient administration of doctoral admissions.

✓ **Recommendations: N/A.**

The indicator is: fulfilled.

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

Admission to the doctoral study field Philology is organised in accordance with the [Methodology on the organisation and conduct of the admission competition for doctoral university studies within IOSUD-UAB](#), for romanians living abroad the [Regulation on the admission and enrolment of Romanians living abroad at "1 Decembrie 1918" University of Alba Iulia](#), and for the foreign citizens the [Regulation on the admission and enrolment of foreign citizens at "1 Decembrie 1918" University of Alba Iulia](#). Information concerning admission conditions, procedures, and the rights and obligations of doctoral students is made publicly available through the institutional policy of [Publishing all relevant information](#), the [IOSUD-UAB registration platform](#), the [Admission Methodology](#), and the [Doctoral Studies Contract](#), ensuring transparency and equal access to information for all applicants.

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

The institutional arrangements governing admission to doctoral studies provide a transparent and coherent framework for access to the programme. The existence of clearly defined regulations for both Romanian and international candidates, together with the systematic publication of admission information through dedicated digital platforms, ensures that prospective applicants have access to complete and up-to-date information. Furthermore, the integration of admission procedures, enrolment regulations, and contractual provisions within a unified institutional framework supports fairness, transparency, and the effective organisation of doctoral studies.

✓ **Aspects that constitute best practice examples**

The integration of digital platforms into the publication of admission information and the management of the application process, together with the availability of clear regulations and contractual documents for all categories of candidates, contributes to a transparent and accessible admission framework. The combination of online registration mechanisms and publicly available documentation facilitates equal opportunities and supports the efficient administration of doctoral admissions.

✓ **Recommendations: N/A.**

The indicator is: fulfilled.



Standard S.B.7.2. Academic journey of students

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

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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The doctoral study field Philology provides doctoral students with a regulatory and administrative framework that supports the organisation of studies, the allocation of resources, and the recognition of academic achievements. The rights and obligations of doctoral students are established through the for the Organisation and Conduct of Doctoral Studies at the "1 Decembrie 1918" University of Alba Iulia, the [Regulation of the Doctoral School of Philology](#), the [Doctoral Studies Contract](#), and the internal operational procedures applicable to doctoral programmes. The allocation of state-funded places and doctoral scholarships is governed by the [Operational Procedure for the Allocation of Subsidized Places / Subsidized Places with Scholarship, by doctoral supervisors within the fields of doctoral studies](#), while the management of academic records is supported by the [SmartUMS Platform](#). Internationalisation and mobility are facilitated through the [Methodology of "1 Decembrie 1918" University of Alba Iulia for the academic recognition of study periods completed under unregulated mobility programmes](#) and the [Methodology for Recognising the Doctoral Diploma and the Doctoral Title in Sciences or in a Professional Field Obtained Abroad at "1 Decembrie 1918" University of Alba Iulia](#). The implementation of these mechanisms is documented through the relevant institutional reports and [Annex B.7.2.1 – Administrative records of doctoral progression](#)

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

The institutional arrangements governing the organisation of doctoral studies reveal a coherent framework designed to support academic progression, transparency, and equal access to educational opportunities. The integration of regulatory provisions, digital administrative tools, and formal procedures for the allocation of scholarships and the recognition of qualifications ensures the effective management of doctoral studies. Moreover, the incorporation of mobility and diploma recognition mechanisms into the institutional framework contributes to the international dimension of the doctoral programme and supports the academic and professional development of doctoral students.

- ✓ Aspects that constitute best practice examples

The integration of digital administrative platforms with transparent procedures for scholarship allocation, academic record management, and the recognition of study periods and qualifications obtained abroad constitutes an effective institutional practice. The combination of clearly defined regulations, publicly accessible documentation, and structured administrative support promotes equal opportunities and facilitates the efficient organisation and internationalisation of doctoral studies.

- ✓ Recommendations: N/A.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

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

The internationalisation of the doctoral study field Philology is implemented in accordance with the objectives established in the [Internationalisation Strategy 2025–2029](#). Doctoral students and supervisors participate in international academic activities through mobility programmes, conferences, and joint research initiatives, as reflected in [Annex B.8.1.1. List of agreements – Philology](#), [Annex B.8.1.2. Student mobilities - Erasmus/International Conferences/Seminars](#), and [Annex B.3.1.1. Conferences organised by IOSUD FILSE during 2020–2025](#). The international dimension of doctoral studies is further strengthened through the [Methodology for Organising Doctoral Studies in Joint Supervision at the “1 Decembrie 1918” University of Alba Iulia](#), which provides the framework for collaboration with partner institutions abroad.

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

The internationalisation mechanisms established at the institutional level provide a coherent framework for integrating doctoral studies into the European and international academic environment. The existence of cooperation agreements, participation in mobility programmes and scientific events, and the availability of joint supervision mechanisms create opportunities for academic exchange and research collaboration. Moreover, the systematic promotion of international activities contributes to the development of doctoral students' research competencies and enhances the visibility and attractiveness of the doctoral study field.

- ✓ Aspects that constitute best practice examples

The integration of institutional partnerships, mobility opportunities, and joint supervision arrangements within a unified internationalisation framework strengthens the international dimension of the doctoral study field. The combination of international agreements, participation in conferences and mobility programmes, and support for collaborative doctoral research enhances the programme's international profile and contributes to the continuous development of its academic and research capacity.

- ✓ Recommendations:

Expand opportunities for joint research and co-supervision with international partners.

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.
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- ✓ Presentation of the state of facts

The doctoral study field Philology provides doctoral students with institutional and financial support for the development of their research activity, in accordance with the [legislation in force](#) and the provisions of the [Doctoral Studies Contract](#). Research activities are organized and monitored through the the [Operational procedure regarding the submission, defense, and evaluation of doctoral students' Scientific Progress Reports](#) and the [Annual Research Plan](#), which establish the framework for planning, monitoring, and evaluating doctoral research. Additional institutional support is provided through the [Methodology on the reimbursement of expenses for doctoral research within “1 Decembrie 1918” University of Alba Iulia](#), the [Methodology for Funding Scientific Research at the “1 Decembrie 1918” University of Alba Iulia](#), in accordance with [Order of the Ministry of Education and Research no. 3259 of 13 February 2025](#), and the [Operational Procedure PO–CCȘ–01 regarding financial support for publishing scientific research results](#), which facilitate participation in research and scientific dissemination activities.

- ✓ Analysis of the state of facts

The institutional arrangements reflected in the supporting documentation reveal a coherent framework for supporting doctoral research activities through clearly defined academic, administrative, and financial mechanisms. The combination of formal procedures for monitoring research progress and institutional measures for funding research activities and scientific dissemination creates favourable conditions for the development of high-quality doctoral research. Furthermore, the integration of these mechanisms into the overall governance of doctoral studies contributes to the effective planning, implementation, and monitoring of research activities.

✓ **Aspects that constitute best practice examples**

Good practice examples include the integration of research planning, progress monitoring, and financial support mechanisms within a unified institutional framework. The combination of annual research planning, structured scientific progress evaluations, and dedicated funding opportunities for doctoral research and publication activities supports the continuous development of doctoral students and strengthens the research capacity of the doctoral study field.

✓ **Recommendations: N/A.**

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme
The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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✓ **Presentation of the state of facts**

Scientific research represents a fundamental component of doctoral education within the doctoral study field Philology at IOSUD-UAB. Doctoral students and supervisors carry out research activities through the [Centre for Research and Innovation in Linguistic Education – CIEL](#), the [“SPECULUM” Research Centre for the Study of the Imaginary](#), and the [Centre for Philological Research and Multicultural Dialogue](#). Research results are disseminated through participation in national and international conferences, as documented in [Annex B.3.1.1 – Conferences organised by IOSUD-FILSE during the period 2020–2025](#)). Doctoral students also publish in recognized scientific journals, including [Annales Universitatis Apulensis. Series Philologica](#) (indexed ERIH+, CEEOL, EBSCO), [Journal of Linguistic and Intercultural Education](#) (indexed SCOPUS, ERIH+, EBSCO, ProQuest), [Incursiuni in imaginar/ Incursions into the imaginary](#) (indexed ERIH+, CEEOL, EBSCO, DOAJ). Research outcomes and mobility activities are reflected in [Annex B.3.1.2. Results of doctoral students' research activity and impact 2020–2025](#) and ([Annex B.8.1.2. Student mobilities – Erasmus / International Conferences / Seminars](#)).

✓ **Analysis of the state of facts**

The institutional practices reflected in the supporting documentation reveal a well-developed framework for integrating doctoral students into national and international research activities. The existence of specialised research centres, regular participation in scientific conferences, publication opportunities, and international mobility schemes supports the development of advanced research competencies and promotes the visibility of doctoral research. Furthermore, the systematic dissemination of research results through institutional structures and scientific events contributes to strengthening the academic profile and international dimension of the doctoral study field.

✓ **Aspects that constitute best practice examples**

Examples of good practice are the active integration of doctoral students into the research centres affiliated with IOSUD-UAB, together with their sustained participation in international conferences, scientific publications, and mobility programmes. The close connection between doctoral training,

institutional research structures, and international academic collaboration creates a dynamic research environment that enhances the quality, visibility, and impact of doctoral education

✓ **Recommendations:** 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 organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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✓ **Presentation of the state of facts**

IOSUD-UAB implements a structured quality assurance system through institutional and doctoral-level bodies, including the [Quality Evaluation and Assurance Committee](#), [CSUD](#), the Council of the Doctoral School of History, Philology, and the Internal Quality Commissions of [IOSUD-CSUD](#) and [DSUD-Philology](#). Their activity is regulated through [institutional regulations](#), operational procedures, and quality assurance strategies covering doctoral supervision, [scientific progress evaluation](#), [plagiarism prevention](#), thesis completion, and [curricular document revision](#). The Doctoral School of History, Philology ensures transparency through publicly available operational documents, including the doctoral thesis guide and admission methodology. Student satisfaction evaluations and [periodic assessments of doctoral supervisors](#) are systematically analysed and integrated into action plans. The quality assurance framework also includes [annual operational plans](#), [self-evaluation reports](#), and monitoring of performance indicators. Institutional analyses indicate increases in [defended doctoral theses](#), [internationally indexed publications](#), participation in international conferences, and [Erasmus+ mobilities](#) during 2021–2025. The systematic application of these procedures has contributed to improving doctoral programme performance and addressing recommendations from previous external evaluations.

✓ **Analysis of the state of facts**

The institutional quality assurance practices reflected in the supporting documentation reveal a coherent and comprehensive framework for the continuous monitoring and improvement of doctoral studies. The combination of regulations, methodologies, and operational procedures ensures the systematic evaluation of doctoral programmes, doctoral students' progress, and the performance of doctoral supervisors. The integration of quantitative indicators and periodic evaluations into institutional reports provides a reliable basis for academic planning and quality enhancement. Furthermore, the coordinated involvement of specialised quality assurance structures supports transparency, consistency, and the continuous adaptation of doctoral education to academic and research developments

✓ **Aspects that constitute best practice examples**

Good practice examples include the integration of institutional regulations, operational procedures, and periodic evaluations into a unified quality assurance framework, together with the systematic monitoring of doctoral students' progress, doctoral supervisors' performance, and research outcomes. The regular use of evidence gathered through internal evaluations and institutional reports to support academic decision-making contributes to the continuous improvement, international visibility, and overall quality of doctoral education within IOSUD-UAB.



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

✓ Presentation of the state of facts

At the doctoral field Philology level, stakeholders are actively involved in the implementation and continuous improvement of quality assurance processes through institutional mechanisms coordinated by CSUD, the Internal Quality Assurance Commission (CEAC-IOSUD), the Doctoral School Council (CSD), and the Internal Quality Evaluation and Assurance Committee (CEAC-IOSUD). Doctoral students, doctoral supervisors, and external stakeholders participate in consultation and evaluation activities through questionnaires, meetings, and periodic reviews. Representatives of the socio-economic and cultural environment are also involved in conferences, scientific events, and projects organized by IOSUD-UAB in collaboration with FILSE, the Research Centres, and SDIFSE, as reflected in [Annex A.1.2.1 – Minutes – Academic, Business and Social Environment](#); [Annex B.3.1.1 – Conferences organised by IOSUD-FILSE during the period 2020–2025](#). The outcomes of these activities are integrated into institutional decision-making and the periodic revision of doctoral programmes.

✓ Analysis of the state of facts

The institutional practices reflected in the supporting documentation reveal a well-established framework for stakeholder participation in the governance and quality assurance of doctoral studies. The involvement of doctoral students, doctoral supervisors, and external stakeholders through formal consultation mechanisms, evaluation instruments, and structured feedback processes supports the continuous adaptation of doctoral programmes to academic, scientific, and societal developments. Moreover, the incorporation of stakeholder perspectives into programme review and institutional decision-making contributes to the continuous enhancement of the quality and relevance of doctoral education.

✓ Aspects that constitute best practice examples

Good practice examples include the systematic involvement of doctoral students and external stakeholders in quality assurance processes through formal consultation and evaluation mechanisms, complemented by their active participation in conferences, scientific events, and collaborative activities organised by IOSUD-UAB. The incorporation of these perspectives into programme evaluation and institutional decision-making supports the continuous enhancement of the quality, relevance, and societal responsiveness of doctoral education.

✓ Recommendations: 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 organisational structures adequately perform their specific role and functions.

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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✓ **Presentation of the state of facts**

Regarding the ethical dimension, IOSUD-UAB has established a comprehensive institutional framework for promoting and safeguarding academic integrity in doctoral studies. This framework is regulated by the [Regulation on the Organisation and Functioning of the University Ethics Commission](#) and the [Code of University Ethics and Deontology](#), implemented under the authority of the [Ethics Commission](#). The Commission examines allegations of misconduct, analyses evidence, and records decisions in official documents. Doctoral theses are systematically verified for originality through anti-plagiarism software (www.sistemantiplagiat.ro), in accordance with the institutional regulations, while preventive measures are supported through the [Strategy for the prevention and combating of plagiarism in the preparation of doctoral theses](#). The activity of the Ethics Commission and the implementation of these measures are reflected in its [annual reports](#).

✓ **Analysis of the state of facts**

The analysis of the supporting documentation demonstrates the existence of a coherent institutional framework for ensuring academic integrity throughout the doctoral education process. The combination of regulatory instruments, formal procedures for investigating ethical misconduct, systematic similarity checks, and preventive actions provides a structured approach to safeguarding research quality and originality. Furthermore, the integration of ethics monitoring and reporting mechanisms into the University's governance system supports transparency, accountability, and the continuous promotion of ethical standards in doctoral studies.

✓ **Aspects that constitute best practice examples**

Examples of good practice are the systematic verification of doctoral theses through specialised anti-plagiarism software, the existence of a dedicated institutional strategy for preventing plagiarism, and the publication of the Ethics Commission's annual activity reports. The integration of preventive, monitoring, and corrective mechanisms within a unified ethical framework strengthens the culture of academic integrity and supports the credibility of doctoral research at IOSUD-UAB.

✓ **Recommendations: N/A.**

The indicator is: fulfilled.

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

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

✓ **Presentation of the state of facts**

The process of initiating, monitoring, and periodic review of the doctoral study field Philology is carried out in accordance with the [Regulation on the initiation, approval, monitoring, and periodic evaluation of study programmes and fields](#), the [Institutional Regulation on the organisation and conduct of doctoral university studies within "1 Decembrie 1918" University of Alba Iulia](#), and the [Institutional Regulation on the organisation and conduct of postdoctoral advanced research programmes within "1 Decembrie 1918" University of Alba Iulia](#). The implementation of these regulations ensures a stable, transparent, and predictable framework for the development of doctoral programmes and their alignment with national and



international academic standards. CSUD, CSD, CMC, and the Internal Quality Commission periodically analyse academic indicators, doctoral students' results, and research performance, with findings reflected in the [Annex B.3.1.2 – Results of doctoral students' research activity and impact 2020–2025](#), and [Annex A.1.3 – Situation of doctoral theses defended during 2021–2025](#). The annual review process is further supported by the [Operational Procedure on the submission, presentation, and evaluation of doctoral students' scientific progress reports](#)

✓ **Analysis of the state of facts**

The examination of the supporting documentation demonstrates the existence of a coherent institutional framework governing the initiation, monitoring, and periodic review of doctoral studies. The systematic analysis of academic indicators, research performance, and doctoral students' progress, together with the annual evaluation of curriculum plans and study documentation, provides a reliable evidence base for institutional planning and quality assurance. The integration of these findings into the decision-making process supports the continuous adaptation and improvement of the doctoral study field in response to academic and societal developments.

✓ **Aspects that constitute best practice examples**

Examples of good practice are the annual review and updating of curriculum plans and study documentation, combined with the systematic monitoring of doctoral students' scientific progress and research outcomes.

The integration of these evaluation mechanisms within the activities of CSUD and the Doctoral School Council supports evidence-based decision-making and contributes to the continuous enhancement of the quality and relevance of the doctoral study field.

✓ **Recommendations:**

The use of performance indicators and documented monitoring measures should be stepped up.

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**

The process for initiating, monitoring, and reviewing the doctoral university study field Philology is based on the active involvement of doctoral students, doctoral supervisors, and the academic and quality assurance structures of IOSUD-UAB, including CSUD, CSD, CEAC-IOSUD, and the CIC-DSUD-Philology. The institutional framework is regulated through the [Operational Procedure on the organisation and conduct of the process for evaluating the level of satisfaction of students/master's students/doctoral students in relation to the professional and personal development ensured by the University](#) and the [Operational Procedure on the organisation and conduct of the periodic quality evaluation of doctoral supervisors within "1 Decembrie 1918" University of Alba Iulia](#). Doctoral students contribute through satisfaction surveys and the periodic evaluation of doctoral supervisors, while external partners and representatives of the socio-cultural environment participate in consultations concerning the relevance and sustainability of the doctoral programme. The outcomes of these activities are synthesised in the [report](#) and are further reflected in the [Annex A.1.2.1 – Mission – Academic, Business and Social Environment](#), providing evidence for institutional decision-making and the continuous improvement of the doctoral study field.

✓ **Analysis of the state of facts**

The examination of the supporting documentation demonstrates the existence of a participatory institutional framework that integrates the perspectives of doctoral students, academic staff, and external

stakeholders into the governance and quality assurance of doctoral studies. The use of formal evaluation procedures, consultation mechanisms, and structured feedback instruments ensures the systematic collection and analysis of information relevant to the development of the doctoral programme. Furthermore, the incorporation of evaluation outcomes into institutional reports and decision-making processes supports continuous improvement and strengthens the transparency and accountability of doctoral education.

✓ **Aspects that constitute best practice examples**

Examples of good practice are the active involvement of doctoral students in both institutional satisfaction surveys and the periodic evaluation of doctoral supervisors, together with the systematic consultation of external partners and socio-cultural stakeholders. The integration of these perspectives into formal quality assurance mechanisms and institutional decision-making contributes to the continuous enhancement of the doctoral study field and promotes a participatory governance model.

✓ **Recommendations: 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 I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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✓ **Presentation of the state of facts**

The quality of doctoral supervisors within IOSUD-UAB is periodically evaluated under the [Operational Procedure on the organisation and conduct of the periodic quality evaluation of doctoral supervisors within "1 Decembrie 1918" University of Alba Iulia](#). The process is conducted primarily through the Solaris platform, ensuring confidentiality and anonymity, and uses multiple assessment tools, including doctoral student questionnaires, peer review, direct supervisor evaluation, self-assessment reports, and a standardized performance scoring model. Following each evaluation cycle, results are processed by the Solaris administrator and the CMC secretary, analysed by the directors of the doctoral schools, and consolidated at the CSUD level. Based on these findings, the CSUD Director proposes improvement measures where necessary. Individual results are discussed with each doctoral supervisor and incorporated into the institutional summary report, which is reviewed by CMCSI, endorsed by CEAC-UAB, approved by the Senate, and published. This mechanism ensures that feedback is systematically integrated into decision-making and the continuous enhancement of doctoral supervision quality. The results for the evaluation process of teaching staff for the academic year 2024–2025 are summarised in the [Report on the periodic evaluation process of the quality of doctoral supervisors for the academic year 2024–2025](#)

✓ **Analysis of the state of facts**

The examination of the supporting documentation demonstrates the existence of a structured institutional framework for the periodic evaluation of doctoral supervisors and the systematic integration of doctoral students' feedback into quality assurance processes. The use of multiple assessment instruments, together with the clearly defined procedural flow for data processing, analysis, and reporting, ensures the consistent collection and use of evaluation results. The involvement of the doctoral schools, CSUD, CMCSI, CEAC-UAB, and the University Senate in reviewing and approving the outcomes strengthens

institutional accountability and transparency. Furthermore, the incorporation of evaluation findings into action plans and discussions with individual doctoral supervisors supports the continuous enhancement of academic supervision and contributes to the development of a quality-oriented institutional culture.

✓ **Aspects that constitute best practice examples**

Examples of good practice are the implementation of a multi-source evaluation system for doctoral supervisors, combining doctoral student feedback, peer evaluation, direct supervisor assessment, and self-evaluation within a unified institutional procedure. The use of the Solaris platform, together with the systematic consolidation and publication of evaluation results and the integration of findings into institutional action plans, promotes transparency, accountability, and the continuous improvement of doctoral supervision activities.

✓ **Recommendations:**

Strengthen feedback mechanisms linking evaluation results to concrete improvement measures.

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

✓ **Presentation of the state of facts**

CSUD, CŞD, CMC, and the Centre for Scientific Research (CCŞ) systematically monitor and analyse key indicators relating to the quality and performance of doctoral studies. The data collected include doctoral students' academic progress, research outputs (BDI/WoS-indexed publications and conference participation), defended and validated doctoral theses, ERASMUS+ mobility activities, student satisfaction, and the results of the periodic evaluation of doctoral supervisors. Academic progress is monitored through annual scientific reports and evaluations conducted by supervisory committees, while, since 2025, a monthly reporting system for scholarship-funded and state-funded doctoral students has enhanced the monitoring of participation in academic and research activities. Admission data are centralized annually and comparatively analysed across doctoral study fields to identify trends and support institutional planning. The information collected is consolidated in the [Annual Self-evaluation Report of the Doctoral Schools](#), presented by CSUD to the University Senate, where it serves as an evidence base for academic decision-making, quality assurance activities, and the continuous improvement of doctoral education.

✓ **Analysis of the state of facts**

The examination of the supporting documentation demonstrates the existence of a structured institutional framework for the systematic collection, analysis, and use of data supporting the quality assurance of doctoral studies. The integration of digital platforms and formal monitoring procedures enables the continuous tracking of doctoral students' academic progress, research outputs, admission trends, mobility activities, and the results of doctoral supervisor evaluations. The annual consolidation of these data within the Self-evaluation Report of the Doctoral Schools provides a reliable evidence base for institutional planning and supports informed academic and managerial decision-making. Furthermore, the periodic analysis of these indicators by the relevant academic structures facilitates the identification of trends and areas for improvement, contributing to the continuous enhancement of doctoral education and institutional quality assurance processes.

✓ **Aspects that constitute best practice examples**

Examples of good practice are the use of integrated digital platforms and formalised institutional mechanisms for the systematic collection, analysis, and use of data supporting the quality assurance of

doctoral studies. The annual consolidation of academic indicators, research outputs, admissions, mobility activities, and doctoral supervision results within the Self-evaluation Report of the Doctoral Schools provides a robust evidence base for institutional planning and informed decision-making. The regular analysis of these data by the relevant academic structures supports the continuous monitoring and improvement of doctoral programmes and strengthens evidence-based governance at the IOSUD-UAB level.

✓ Recommendations: N/A.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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✓ Presentation of the state of facts

IOSUD-UAB provides comprehensive, publicly accessible, and regularly updated information on its doctoral programmes through the [IOSUD-UAB website](#). Available resources include the [IOSUD Regulation](#) and the [Regulation of the Doctoral School](#), [curriculum plans](#) and [course specifications](#), information on [doctoral supervisors](#), [proposed research topics](#) and [admission requirements](#), the [doctoral studies contract](#) and the [guide for the preparation of the doctoral thesis](#), as well as [tuition fees](#), the [structure of the academic year](#), the [calendar of activities](#), the examination schedule, and [information on the conduct of examinations and annual progress reports](#), announcements regarding the [pre-defence](#) and [public defence of doctoral theses](#). The website also publishes [abstracts of doctoral theses](#), information on the [confirmation of the doctoral title](#), [conferences](#) and academic events organised by IOSUD-UAB, the [automatic recognition of doctoral diplomas](#) and the [automatic recognition of the status of doctoral supervisor](#) obtained abroad, the [habilitation procedure](#), and [opportunities](#) for doctoral student mobility and publication, ensuring transparency and compliance with legal requirements.

✓ Analysis of the state of facts

The analysis of the documentation and institutional practices shows that IOSUD-UAB has an effective and coherent system for ensuring information transparency and accessibility related to doctoral studies. The comprehensive range of publicly available documents, covering regulations, admission procedures, academic activities, doctoral supervision, thesis defence processes, opportunities for mobility and professional development, and the recognition of qualifications, enables prospective candidates, doctoral students, and stakeholders to obtain complete and up-to-date information regarding the organisation and conduct of the doctoral programmes. The regular updating and publication of these resources strengthen institutional accountability, facilitate informed participation in academic processes, and support compliance with national legal requirements and quality assurance standards.

✓ Aspects that constitute best practice examples

- centralized publication and regular updating of all information relevant to doctoral studies through the IOSUD-UAB website.
- integration of academic, administrative, and regulatory information into a single digital platform, including regulations, admission procedures, doctoral supervision, thesis activities, recognition procedures, and mobility opportunities, promotes transparency, enhances communication with

stakeholders, and ensures equal access to information for students, applicants, and the wider academic community.

✓ Recommendations: N/A.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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✓ Presentation of the state of facts

Decision-making transparency within IOSUD-UAB is ensured through the documentation, approval, and publication of institutional acts by its academic governing structures. The decisions of the [University Senate](#) and the [Administrative Council](#) are published on the institutional website, while those of the [CSUD](#) and the [CSD](#) (Council of the Doctoral School) are recorded in minutes and communicated to relevant stakeholders through the GDPR regulations. The [annual Operational Plan of IOSUD](#) and the [Report on the implementation of the operational plan](#) are approved by the competent academic bodies and published, providing transparency regarding strategic objectives and their implementation. At doctoral school level, the [Annual Research Plan](#) is approved by the Doctoral School Council and establishes the institution's academic priorities. In addition, the Annual Self-Evaluation Report of the Doctoral Schools within IOSUD-UAB is published on the institutional website, summarizing academic activity and demonstrating the measures adopted to ensure accountability, traceability, and continuous quality assurance in the decision-making process.

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

✓ Aspects that constitute best practice examples

Examples of good practice are the systematic publication of strategic, operational, and self-evaluation documents, as well as the integrated communication of decisions adopted by the University's governing bodies. The public availability of the Annual Operational Plan, its implementation report, the Annual Research Plan, and the Annual Self-Evaluation Report of the Doctoral Schools promotes accountability, traceability, and stakeholder engagement. This comprehensive approach strengthens institutional transparency and supports evidence-based governance within IOSUD-UAB.

✓ Recommendations: 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 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.

✓ Presentation of the state of facts

For the external evaluation of the doctoral university study field *Philology*, IOSUD-UAB and the Doctoral School of History, Philology prepared and submitted to ARACIS a self-evaluation report, supporting annexes, and relevant documentation in line with the applicable methodology and standards. The academic and quality assurance structures – CSUD, CCI, DSUD Philology, and CEAC-IOSUD-UAB – periodically analyse the activity of doctoral programmes, evaluate internal processes, and monitor the



implementation of ARACIS recommendations. The programme was externally evaluated in [2021](#) for maintaining accreditation and subsequently, in 2024, underwent an [intermediate evaluation](#) process, resulting in successful completion and continuation of its accredited status. Following the [external evaluation conducted in 2021](#), recommendations were implemented, monitored, and documented through internal quality assurance mechanisms. Participation in evaluation visits and the adoption of recommended measures demonstrate IOSUD-UAB's commitment to meeting ARACIS standards and ensuring the effective functioning and continuous improvement of the doctoral programme.

✓ [Analysis of the state of facts](#)

The doctoral university study field Philology complies with ARACIS requirements for external evaluation and accreditation. Following the successful external evaluation completed in 2021, the programme continued its quality assurance activities through the preparation of a self-evaluation report and supporting documentation for the progress evaluation finalized in 2025. Internal structures, including CSUD, CSD, CIC-DSUD Philology, and CEAC-IOSUD, analysed the evaluation outcomes and addressed the three recommendations issued by ARACIS. Corrective measures were documented and implemented, demonstrating effective institutional quality assurance processes and the programme's commitment to continuous improvement, regulatory compliance, and maintaining high academic standards.

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

Examples of good practice are the existence of a structured institutional mechanism for monitoring and implementing ARACIS recommendations through the coordinated involvement of CSUD, CSD, CIC-DSUD Philology, and CEAC-IOSUD. The systematic tracking of quality indicators, the documentation of corrective measures, and the integration of external evaluation findings into internal quality assurance processes ensure continuous compliance with accreditation standards. This approach promotes evidence-based decision-making, supports the continuous improvement of doctoral programmes, and facilitates effective preparation for future external evaluation cycles.

✓ [Recommendations: N/A.](#)

[The indicator is: fulfilled.](#)

IV. SWOT Analysis

Strengths: ✓ the doctoral field Philology is officially accredited and operates institutionally within the Doctoral School of History, Philology, part of the Faculty of History, Letters and Educational Sciences; ✓ the doctoral school has been functioning since 2005, ensuring institutional stability and academic continuity; ✓ the doctoral programme has an explicit strategic objective: advanced original research with international visibility; ✓ the quality of the academic staff has improved, and the expertise of doctoral supervisors has diversified. ✓ a rigorous admission selection process contributes to attracting high-performing candidates. ✓ research directions are diverse and up-to-date (semantics, pragmatics, discourse analysis, metaphorology, media studies, mental lexicon, contemporary literature, cultural studies, etc.); ✓ the doctoral school has a functional governance structure, including members from partner universities and doctoral student representatives; ✓ the monitoring and evaluation of doctoral students' activity are carried out systematically through institutional mechanisms.	INTERNAL FACTORS 	Weaknesses: ✓ a relatively small number of doctoral supervisors in the field 7 supervisors affiliated as of 1 October 2025 (nine at the moment of the visit); ✓ structural dependence on the existing human resources for covering philological sub-fields; ✓ the need to organise periodic elections to complete governance structures (existence of vacant positions); ✓ recent institutional restructurings (e.g., integration into the Doctoral School of History, Philology and Educational Sciences) involve periods of administrative adjustment; ✓ the international visibility of research depends on participation in mobility programmes and externally funded projects; ✓ the development of emerging sub-fields depends on the expansion of academic expertise.
SWOT analysis		
Opportunities: ✓ the 2026 institutional reorganisation creates a common interdisciplinary doctoral structure (History–Philology–	EXTERNAL FACTORS 	Threats: ✓ frequent legislative changes regarding doctoral studies and the organisation of doctoral schools;



Educational Sciences); ✓ the existence of postdoctoral programmes at IOSUD level provides academic continuity for graduates; ✓ institutional strategic orientation towards doctoral research with international visibility; ✓ possibility of expanding collaborations with partner universities through external members of the Doctoral School Council; ✓ the diversity of research directions allows the development of interdisciplinary topics; ✓ the existence of institutional mechanisms for implementing ARACIS recommendations indicates the capacity for adaptation and improvement.		✓ dependence on maintaining accreditation standards and external evaluation requirements; ✓ inter-university competition for attracting high-performing candidates; ✓ fluctuations in funding for doctoral research; ✓ pressure of scientometric performance indicators on the humanities; ✓ risk of reduction in specialised human resources if new doctoral supervisors are not attracted.
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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 revising methodologies, regulations and implementation procedures.	F	Formalize stakeholder consultation processes, particularly for external stakeholders, through clearly defined 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	F	



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	are adequately equipped.		
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	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Implementation of structured institutional professional development programs, including training in doctoral supervision and teaching.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to	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	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	Expand opportunities for joint research and co-supervision with international partners.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	an adequate manner.		
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	The use of performance indicators and documented monitoring measures should be stepped up.
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	Strengthen feedback mechanisms linking evaluation results to concrete improvement measures.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled



Domain A. Institutional capacity	8	-	-
Domain B. Educational efficacy	14	-	-
Domain C. Quality management	10	-	-
Total	32	-	-

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

Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions

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

The evaluation of the doctoral program in Philology at IOSUD – “1 Decembrie 1918” University of Alba Iulia indicates that the program operates within a coherent institutional, academic, and regulatory framework, aligned with national legislation and ARACIS standards. The organizational structures, governance mechanisms, and regulatory instruments ensure the smooth operation of the doctoral program and support the achievement of its objectives. The program benefits from qualified human resources, with doctoral advisors who meet national standards and are actively involved in teaching and research activities. The program emphasizes research, integrating scientific inquiry into doctoral training, as evidenced by doctoral students' participation in research activities, publications, and scientific events. Sufficient material and academic resources, such as library services, research infrastructure, and digital tools, effectively support learning and research activities. The evaluation also confirms the existence of functional quality assurance mechanisms, including internal evaluation processes, institutional procedures, and participation in external evaluation exercises. Transparency of information and participatory governance contribute to the overall coherence and credibility of the program. At the same time, the analysis identified areas where further strengthening would enhance the overall quality and visibility of the doctoral program. These include strengthening the evidence base demonstrating the impact of quality assurance processes, improving the explicit alignment between learning outcomes, curriculum, and assessment, expanding the systematic use of data and digital tools in program management, as well as further developing structured stakeholder engagement and support measures for diversity and inclusion. Additional attention to monitoring and documenting the results of internationalization and professional development activities would also contribute to the program's continuous improvement. Overall, the doctoral study program in Philology demonstrates a good level of compliance with ARACIS standards, with no major deficiencies affecting its operation. The areas identified for improvement represent directions for development rather than structural weaknesses.

Propose and substantiate a decision.

Following the completion of the accreditation³/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:

- maintaining accreditation (MAC).**

VII. Annexes

³ When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.



THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

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