

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:	Transylvania University of Brasov
Doctoral School:	INTERDISCIPLINARY DOCTORAL SCHOOL
Doctoral Domain:	ENGINEERING AND MANAGEMENT
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No	Last Name and First Name	Team role	Signature
1	MEREUȚĂ ELENA	Expert evaluator	
2	CAZACU VITALIE	International Expert	
3	BUHUȘ ȘTEFĂNUȚ-IULIAN	PhD Student Evaluator	

I. Introduction

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

The External Evaluation Report (EER) was prepared at the request of the Transylvania University of Brasov (UNITBV), Interdisciplinary Doctoral School, as part of the procedure for maintaining accreditation of the doctoral university study field in Engineering and Management. The external evaluation visit took place between 22-23 June 2026, with the physical participation of the evaluation committee members. The Internal Evaluation Report (REI) for the doctoral field in Engineering and Management was developed under the coordination of Prof. Adriana FLORESCU, coordinator of the Engineering and Management Doctoral Field, in collaboration with other doctoral supervisors in the same field.

The methodology for developing the internal evaluation report included the following steps:

- Collecting data regarding the activity of the doctoral study program: curricula, material and human resources, research infrastructure, performance indicators;
- Systematic analysis and interpretation of data according to ARACIS standards and the requirements of the educational legislative framework applicable;
- Consulting stakeholders – academic staff, PhD students, graduates, employer representatives – in order to identify strengths and areas for improvement;
- Preliminary drafting of the report, highlighting the progress made, the challenges identified, and the proposed improvement measures.

This internal evaluation report was developed in accordance with the Methodology for the External Evaluation of the Quality of Education in Higher Education, approved by Government Decision. The report complies with the provisions of the Law on Higher Education No. 199/2023, as subsequently amended and supplemented, and the Framework Regulation on Doctoral Studies, approved by OME No. 3020/2024, as subsequently amended and supplemented. The structure of the report follows the Guide 2025 for conducting external quality evaluation procedures for maintenance of accreditation of doctoral study fields, as developed by the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The report was prepared using data provided by doctoral supervisors, PhD students, the Interdisciplinary Doctoral School (IDS), the Council for University Doctoral Studies (CSUD), and the university's administrative and support structures, including the Quality Assurance Office, Project Management Department, Intellectual Property Department, University Library, and Finance and Accounting Department. Preparation of the report was overseen by a working group coordinated by Prof. Ph.D. Eng. Habil. Adriana Florescu, coordinator of the Engineering and Management Doctoral Study Program, and Prof. Ph.D. Eng. Ph.D. Marketing Angela Repanovici, doctoral supervisor.

The report received approval from the Council of the Interdisciplinary Doctoral School on 13 March 2026 and from the Council for University Doctoral Studies, as documented in CSUD Decision No. 204 of 13 March 2026.

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

Transylvania University of Braşov (UNITBV) is an accredited state higher education institution operating under university autonomy, as established by the Constitution of Romania and Higher Education Law no. 199/2023. The university adheres to national quality assurance regulations and internal policies. Its current name is documented by Order of the Minister of Education and Science no. 4894/22.03.1991. Established in 1948 as the Braşov Forestry Institute, the university has evolved and diversified over more than seventy years.

The institution's activity is based on the Charter of UNITBV. UNITBV's mission is to produce and transfer knowledge to society. It achieves this through initial training at university level, embodied in bachelor's, master's and doctoral study programs; advanced scientific research, development, innovation, and technological transfer; postgraduate programs; and development of interaction between the University and society, through partnerships in accordance with the principles of a knowledge-based society.

The university's strategy is articulated in the 2024–2029 strategic plan and annual operational plans. Key objectives include enhancing institutional performance, cultivating a dynamic university community responsive to

societal needs, and achieving full integration into the European higher education area with a focus on internationalization.

Transylvania University of Braşov, hereinafter referred to as UNITBV, is an accredited state higher education institution. It operates on the basis of university autonomy, in accordance with the legal framework created by the Constitution of Romania and the Higher Education Law no. 199/2023. The university also follows national regulations on ensuring the quality of education, as well as internal decisions. The name under which the University currently operates is documented by the Order of the Minister of Education and Science no. 4894/22.03.1991. The history of today's institution began in 1948, when the Braşov Forestry Institute was established. Over its seven decades of existence, the University has continually evolved and diversified.

The institution's activity is based on the Charter of UNITBV. UNITBV's mission is to produce and transfer knowledge to society. It achieves this through: initial training at university level, embodied in bachelor's, master's and doctoral study programs; advanced scientific research, development, innovation, and technological transfer; postgraduate programs; and development of interaction between the University and society, through partnerships in accordance with the principles of a knowledge-based society.

Strategy is translated into the strategic plan for the period 2024-2029 and in the annual operational plans. It is intended to fulfil the assumed mission by achieving the following strategic objectives: increasing the university's performance; developing a dynamic university community adapted to society's needs; and fully integrating the university into the European higher education space while intensifying its internationalization.

UNITBV is a comprehensive university comprising 18 faculties. Nine have an engineering profile, while the other nine represent various fields, including the humanities, sciences, economics, law, medicine, and music. In the academic year 2025–2026, UNITBV has over 21,800 students enrolled in 98 undergraduate study programs and 85 master's programs. The university also has almost 600 PhD students in 24 doctoral programs, offered in Romanian and foreign languages. UNITBV also serves as an important research and innovation centre. It supports interdisciplinary collaboration within the 31 research centers. These centers are part of the largest research and development institute of a Romanian university. The institute was built and equipped with financial support from the European Union. It received 20 million euros from European structural funds and 10 million euros from UNITBV's own resources. The intensification of the internationalization process is one of UNITBV's strategic priorities. UNITBV aims to keep pace with the ever-changing international context of higher education. In this regard, UNITBV has concluded collaboration agreements with 721 partner institutions in 92 countries. These include framework agreements, ERASMUS+ and CEEPUS. The number of full-time international students has increased by 80% in the last five years. This growth rose from 362 international students across 61 countries in 2020 to 581 international students across 91 countries in 2025. The increase is mainly due to the launch of study programs in foreign languages. In 2022, Transilvania University of Braşov joined the European Network of Innovative Higher Education Institutions (ENIHEI). It became one of the 35 European University members—out of over 5,000—of this strategic network on European Union policies that promote academic innovation. In 2023, UNITBV became a member of the European Alliance of University UNITA Universitas Montium. This is one of the 65 European university alliances funded by the European Commission.

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

Doctoral studies are the third cycle of higher education, leading to a Level 8 qualification in the European Qualifications Framework (EQF). At Transilvania University of Braşov, doctoral and postdoctoral programs are managed by the Doctoral Studies Organising Institution (IOSUD-UNITBV), coordinated by the Council for Doctoral University Studies (CSUD) and delivered through the Interdisciplinary Doctoral School (IDS). The IDS has operated since October 1, 2010, continuing the work of the Doctoral Department established in 2005. Doctoral education at the university, however, dates back much further. The first doctoral programs began in 1953 in the Forestry Institute and the Institute of Mechanics.

With the university's growth and diversification of research, the number of doctoral fields has increased significantly. For 2025–2026, IOSUD-UNITBV offers 24 accredited doctoral fields, organized into six fundamental domains and eleven scientific branches. These cover mathematics and computer science, engineering sciences, medicine, social sciences, economics, humanities and arts, and sports science.

The engineering sciences domain includes doctoral fields in Electrical Engineering, Electronics and Telecommunications, Automotive Engineering, Forestry and Forest Engineering, Computers and Information Technology, Systems Engineering, Mechanical Engineering, Industrial Engineering, Mechatronics and Robotics, Materials Engineering, Environmental Engineering, Civil Engineering, and Engineering and Management.

IOSUD-UNITBV continues to develop and plans to introduce new doctoral fields that align with the university's research strengths and areas of excellence. Two additional doctoral fields are expected to be accredited in the future, increasing the total number of doctoral fields within UNITBV's IOSUD to 26. The Engineering and Management doctoral program at Transilvania University of Braşov supports the Interdisciplinary Doctoral School (IDS)'s mission by advancing doctoral education and research aligned with national and European priorities. The program prepares highly qualified researchers to generate original knowledge and lead complex research and development projects independently, contributing to academia, research institutions, and industry. The program develops advanced research, innovation, and scientific leadership skills, enabling PhD students to tackle complex socio-technical challenges through evidence-based decision-making and innovative engineering and management solutions. The doctoral field was accredited by Ministerial Order OM5200/21.09.2009. As of March 1, 2026, it includes 8 doctoral supervisors and 39 students enrolled within the standard period of study. Since its establishment, the field has grown steadily, with the number of doctoral supervisors increasing from 3 in 2010 to 8 in 2021 and 9 in 2023. The program currently operates with 8 active supervisors supporting its educational and research activities.

II. Methods used

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

Before the on-site visit, the Self-Evaluation Report (SER) of UNITBV and other relevant documents (annexes, supplementary documents, etc.) were studied. In addition, we studied the websites of UNITBV's Doctoral Schools. The visit from 22 to 23 June 2026 was a valuable opportunity to expand the available information on doctoral studies in the field of Engineering and Management at IOSUD-UNITBV.

The evaluation committee analyzed the documents provided by the institution: the internal evaluation report, report annexes, and links to official documents on the institution's website. The committee held the meetings listed in the visit program, during which key topics relevant to the field under evaluation were discussed. These included the university and faculty development strategy, doctoral supervisors' involvement in program development, PhD students' feedback on the study program, the implementation of regulations, methodologies, and quality management procedures at the organizational level, the ethics committee's activities, and the functioning of research laboratories.

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

During the period of June 22–23, 2026, the members of the external evaluation committee conducted the visit to UNITBV. The visit schedule included meetings with: the team that prepared the Internal Evaluation Report (IER); representatives of the leadership of IOSUD, IDS and university management; doctoral supervisors involved in the activities of Engineering and Management doctoral field (EMDF); PhD students; EMDF graduates; employers of the EMDF graduates; directors of research centres where PhD students carry-out their research activities; CEAC members; members of the University Ethics Committee. To evaluate the research infrastructure and its degree of novelty, the members of the external evaluation committee visited the following research centres:

Research Centre for Economic Engineering and Production Systems – C05B

Laboratory L03 – Advanced Manufacturing Technologies and Systems

Research Centre for Ecobiotechnologies and Equipment in Agriculture and Food Industry – C06

Research Centre for Advanced Mechatronic Systems – C04, where the following activities are conducted:

- Measurement of geometric and functional parameters and quality assessment of high-precision products;
- Monitoring human comfort and physiological performance in productive activities;
- Screening and evaluation services for human behaviour, performance, ergonomics, and occupational safety;
- Design, development, and rapid prototyping of high-precision mechatronic systems.

In addition, the following teaching and research laboratories were visited:

1. Manufacturing Machines and Equipment Laboratory (VP0b)
2. Fluid Power Drives and Automation Laboratory / FESTO National Training Center (VP1)

3. Production Systems and CNC Machine Tools Laboratory (VP21)
4. Management and Marketing Laboratory (VI20)
5. Computer-Aided Design (CAD) Laboratory (VI21)
6. Modeling and Simulation Laboratory (VI22)
7. Manufacturing Technology Laboratory (TCM) (VII2)
8. Multifunctional Laboratory (VII4a)
9. Machining Fundamentals and Surface Generation Laboratory (VII4b)
10. Multifunctional Laboratory (VIII6)
11. Dimensional Tolerances and Metrology Laboratory (VIV2)

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

Doctoral studies at Transilvania University of Braşov (UNITBV) is organised within the IOSUD-UNITBV and operates under a comprehensive institutional regulatory framework aligned with the provisions of the Romanian Higher Education Law No. 199/2023 and the national Framework Regulation on Doctoral Studies. The institutional regulations define the organisation, implementation, quality assurance, and completion of doctoral and postdoctoral studies, as well as the rights and responsibilities of doctoral candidates and supervisors. All doctoral programmes are coordinated through the Interdisciplinary Doctoral School (IDS), which provides a unified organisational framework for all doctoral fields. The organisation and operation of the IDS are governed by [dedicated regulations](#) that establish the principles for doctoral education, supervision, quality assurance, and academic governance. The governance of doctoral studies is ensured by the Council for Doctoral Studies (CSUD) and the Council of the Interdisciplinary Doctoral School (C-SDI). These bodies include representatives of doctoral supervisors, PhD students, and external stakeholders, ensuring transparent and participatory decision-making. Since 2020, each doctoral field has appointed a coordinator, responsible for coordinating field-specific academic activities and preparing the internal evaluation reports, thus strengthening the internal quality assurance process and facilitating communication between doctoral supervisors, the Doctoral School, and the University management. The institutional framework supporting doctoral education is based on a comprehensive and regularly updated set of regulations, methodologies, and quality assurance procedures. In accordance with the University's commitment to transparency, [all governing documents, methodologies, regulations](#), and decisions of the doctoral governance bodies are publicly available on the University's website, providing doctoral candidates, supervisors, and external stakeholders with unrestricted access to the [regulatory framework governing doctoral and postdoctoral studies](#).

✓ Analysis of the state of facts

IOSUD-UNITBV has established an effective organisational and management framework to support the administration and continuous development of doctoral studies. Its activities are governed by a comprehensive set of institutional regulations and methodologies that are regularly reviewed and updated to ensure compliance with the evolving national legislative framework. In addition, the main academic and administrative processes at the level of the Interdisciplinary Doctoral School—including doctoral supervision, research internships, progress evaluation, and thesis submission and public defence—are regulated through dedicated operational procedures and guidelines.

These documents are periodically revised to reflect legal requirements, quality assurance standards, and the University's strategic priorities, thereby ensuring the consistent and transparent implementation of doctoral studies.

- ✓ Recommendations: -
The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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- ✓ Presentation of the state of facts

Stakeholder involvement is a key element of the University's quality assurance system. In particular, the Regulations of the Interdisciplinary Doctoral School, together with the package of operational procedures governing doctoral education, were initially subject to extensive consultation with all doctoral supervisors affiliated with IOSUD-UNITBV. They were then adopted through a universal, direct, secret, and equal vote. This participatory approach continues to guide the periodic revision of doctoral regulations, ensuring that they remain aligned with legislative developments, institutional priorities, and the needs of the doctoral community. According to the [Regulations on the Organisation and Conduct of Doctoral and Postdoctoral Studies](#), responsibility for drafting, reviewing, and updating the regulations and methodologies governing doctoral studies rests with the Council for Doctoral Studies (CSUD), in close consultation with the Interdisciplinary Doctoral School. After approval by the CSUD, the regulations are endorsed by the University's Administration Council and published as [annexes](#). This transparent procedure ensures that doctoral supervisors, PhD students, and the wider academic community have unrestricted access to the institutional regulatory framework. It also allows amendment proposals to be submitted through their elected representatives in the University Senate. The proposed regulations and methodologies are then reviewed by the Senate's Scientific Committee before being submitted to the University Senate for approval. This governance process enables broad academic participation. It also provides opportunities for representatives of all faculties to contribute to the continuous improvement of the regulatory framework.

- ✓ Analysis of the state of facts

UNITBV systematically considers input from the academic community, including doctoral supervisors and candidates, when developing, adopting, and revising regulations, methodologies, and procedures for doctoral studies. Academic stakeholders are represented in IOSUD-UNITBV's governing bodies, including the Council for Doctoral Studies (CSUD) and the Council of the Interdisciplinary Doctoral School (C-SDI). Faculties hosting doctoral fields also represent them on the University's Board of Directors and Senate. Socio-economic sector representatives serve on the C-SDI, ensuring employer involvement in developing the institutional regulatory framework. They also help improve doctoral programmes to maintain their relevance to the labour market and societal needs. Periodically, meetings with employers are organised, and their feedback is used to improve the quality and efficiency of the doctoral studies.

- ✓ Recommendations:-
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, PhD students and trainees, thus providing an enabling environment for living and studying, including for disabled
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* The faculty, department, subsidiary, extension - hereinafter "organisational components"

persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

✓ **Presentation of the state of facts**

UNITBV provides a modern and well-maintained infrastructure that fully supports doctoral education and research in the field of Engineering and Management. PhD students have access to lecture rooms, seminar rooms, and specialised teaching and research laboratories located within the Faculty of Technological Engineering and Industrial Management, the Faculty of Food and Tourism, and the Faculty of Product and Environmental Design. The laboratories are equipped with advanced scientific instrumentation, modern manufacturing and testing equipment, and licensed engineering software. These facilities support both fundamental and applied research. The University also ensures accessibility for students with disabilities through ramps, elevators, and dedicated support services. Research activities are primarily conducted within the Research and Development Institute (ICDT), which comprises 31 research centres. The Institute provides an interdisciplinary environment for research, testing, experimentation, and innovation. PhD students in Engineering and Management primarily use four research centres: the [Research Centre for Economic Engineering and Production Systems](#) (C05B), the [Research Centre for Advanced Manufacturing Technologies and Systems](#) (C05A), the [Research Centre for Ecobiotechnologies and Equipment in Agriculture and Food](#) (C06), and the [Research Centre for Advanced Mechatronic Systems](#) (C04). These centres offer state-of-the-art laboratories, specialised equipment, and advanced software. They support research in manufacturing technologies, industrial engineering, mechatronics, food engineering, sustainability, and digitalisation.. Further information is available at <https://icdt.unitbv.ro/ro/>. The ICDT also creates opportunities for PhD students to participate in workshops, seminars, conferences, scientific meetings, and technology transfer activities. Research results can be promoted through the University's Technology Transfer and [Business Incubator](#), which strengthens industry collaboration and supports innovation. The [UNITBV Library](#) provides a wide range of academic resources for PhD students. Its collections have books, scientific journals, patents, standards, and special collections. Students can access major international scientific databases through the ANELIS Plus programme. Academic staff also create electronic learning materials, which are available on the University's e-learning platform. Besides the main library, there are reading rooms and study spaces in faculties, departments, research centres, and student residences. All PhD students have access to the University's digital infrastructure. This includes high-speed internet, licensed software, electronic learning platforms, and remote access to academic resources. The [University's Information Technology Service](#) manages and continuously develops these services.

✓ **Analysis of the state of facts**

The continuous modernisation of the educational infrastructure is a strategic priority of UNITBV. Ongoing investments focus on upgrading teaching and research facilities to meet current academic standards and to provide a functional, safe, and attractive learning environment. The faculties of Technological Engineering and Industrial Management, Product and Environmental Design, and Food and Tourism offer a strong educational and research infrastructure for the doctoral programme in Engineering and Management. Modern labs, advanced equipment, and specialised software help create great conditions for learning and research. The doctoral programme is part of the Research and Development Institute and gives students access to four dedicated research centres. This setup supports interdisciplinary and applied research. PhD students use modern research facilities and can join both national and international research projects. PhD students have easy access to library resources, international scientific databases, and digital learning platforms, which help with their academic work and research. The University's expanding infrastructure provides students with a strong environment for education, research, and professional growth during their doctoral studies.

✓ **Recommendations:-**

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**

UNITBV prioritises improving its educational and research facilities. The University regularly updates its spaces to provide a safe, practical, and welcoming place for learning and research. The doctoral programme in Engineering and Management uses the facilities of the Faculties of Technological Engineering and Industrial

Management, Product and Environmental Design, and Food and Tourism to support PhD students' training. Modern labs, specialised equipment, and licensed software strengthen teaching and research. One of the programme's main strengths is its connection to the [Research and Development Institute \(ICDT\)](#), which provides PhD students with access to four research centres equipped with advanced experimental facilities. These centres support interdisciplinary research, industry collaboration, and involvement in national and international projects. PhD students also benefit from comprehensive library services that strengthen their research work. The [UNITBV Library](#) provides access to extensive printed and electronic collections, international scientific databases through the ANELIS Plus programme, and electronic learning resources. The University's digital systems support all academic and research work by giving students access to high-speed internet, licensed software, digital learning platforms, and remote access to online resources. The University's Information Technology Service manages these services. In summary, the University's ongoing improvements create strong conditions for doctoral study and research. This helps students build advanced research skills and ensures a high-quality learning environment in the doctoral field Engineering and Management.

✓ **Analysis of the state of facts**

UNITBV ensures that its educational, research, and student facilities are properly maintained and managed. The infrastructure remains in good condition, supporting doctoral education and research in Engineering and Management. The University's administrative and technical teams are responsible for maintenance, operations, and upgrades. The University regularly invests in its infrastructure, including educational spaces, research facilities, student housing, and campus services. Access to labs, research equipment, digital resources, and IT services is well organised and supported by dedicated administrative teams. Consultancy and technical support ensure that digital infrastructure and scientific databases are used effectively. Student welfare is supported by good accommodation and dining options. Overall, the infrastructure offers suitable conditions for study, research, and campus life. Ongoing investments help maintain a high standard of learning and research, and strengthen the University's overall environment for doctoral education and research in Engineering and Management.

✓ **Recommendations:-**

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**

At present, the Doctoral Study Domain in Engineering and Management comprises eight doctoral supervisors, of whom four are full-time academic staff employed on permanent contracts, and four are affiliated (retired) doctoral supervisors.

The doctoral supervisors meet the minimum CNATDCU standards and demonstrate internationally visible scientific activity, as evidenced by publications in Web of Science-indexed journals, membership on the scientific committees of international journals and conferences, and reviewer activity for Web of Science-indexed journals, among other indicators (Annex 3). Their [curricula vitae](#) are available on the University's website.

Doctoral Supervisors Affiliated with the Doctoral Study Domain: Engineering and Management

No.	Doctoral Supervisor	Status ¹	No. of PhD students (2026)	CNATDCU Standards Met	Total Score
1	Prof. habil. Liviu GACEU https://orcid.org/0000-0002-3186-8764	Full-time	2	Yes	2214.45
2	Prof. Romulus GRUIA https://orcid.org/0000-0002-3137-8511	Retired	0	Yes*	145.67
3	Prof. Angela REPANOVICI	Full-time	8	Yes	5638.76

	https://orcid.org/0000-0002-8748-5332				
4	Prof. habil. Dan SĂVESCU	Retired	5	Yes	2108.54
5	Prof. Gavrilă CALEFARIU https://orcid.org/0000-0002-6517-4322	Retired	8	Yes	2767.98
6	Prof. Anișor NEDELCU https://orcid.org/0000-0001-7897-5842	Retired	8	Yes	2356.00
7	Prof. Mircea BOȘCOIANU https://orcid.org/0000-0003-2650-7144	Full-time	6	Yes	2047.36
8	Prof. habil. Adriana FLORESCU https://orcid.org/0000-0003-0374-7022	Full-time	2	Yes	3253.90
Total		8	39		

* Compliance is assessed based on scientific achievements obtained during the last five years (minimum required: 132.50).

More than 50% of the doctoral supervisors affiliated with DSUD-IM are scientifically active, each having achieved at least 25% of the score required by the current CNATDCU minimum standards for obtaining the habilitation qualification, based on their scientific output over the last five years (Annex 4). The individual CNATDCU evaluation sheets, prepared in accordance with Order of the Minister of National Education and Scientific Research (OMENCS) No. 6129/20.12.2016, are available on the University's intranet (Individual CNATDCU Evaluation Sheets) and have also been uploaded to the ARACIS platform as supplementary annexes (Annex S – CNATDCU Evaluation Sheets for DSUD-IM Doctoral Supervisors). Currently, the Engineering and Management doctoral field has 39 enrolled PhD students, including 3 non-EU students, and is supervised by 8 doctoral supervisors. The maximum number of PhD students allocated to each supervisor has not been exceeded, as demonstrated in Annex 6 (DSUD-IM PhD students in Progress). Between 2021 and 1 February 2026, a total of 22 doctoral theses were officially confirmed by Ministerial Order (Annex 7).

The [Advanced University Training Programme \(PPUA\)](#) for PhD students in Engineering and Management is held in the first semester and comprises six courses, with two optional course packages. This programme helps students build research, methodological, and transferable skills and offers **30 ECTS credits**.

Ethics and Academic Integrity is a mandatory course for all PhD students, as set by national regulations, and is worth 5 ECTS credits. The curriculum was created with input from DSUD-EM academic staff, doctoral supervisors, and students to make sure it meets the programme's educational and research goals.

Advanced University Training Programme (PPUA – Semester I)

No	Discipline	Academic staff
1	Ethics and Academic Integrity	Prof. Elena COCHIORAT
2	English Language in Science	Prof. Marinela BURADA
3	Research Projects: Management and Resources	Prof. Ene SCA
4	Dissemination of Research Results	Prof. Alexandru Lucian CURTU
5*	Optional Package 1	
	Statistics in Research	Prof. Cătălin PETRIFAN
	Acquisition and Processing of Experimental Data	Assoc. Prof. Marius VOLMER
6*	Optional Package 2	
	Creativity and Inventics	Prof. Șerban BOBANCU
	Intellectual Property	Dr. Eng. Ioan VOICU

*Optional course packages.

The teaching staff responsible for the courses included in the Advanced University Training Programme are experts expertise in the respective subject areas, as shown in Annex 5.

✓ Analysis of the state of facts

The available evidence confirms that the doctoral study domain Engineering and Management has the academic, scientific, and organizational capacity to ensure the effective implementation of doctoral studies. All doctoral supervisors meet the minimum CNATDCU standards, while the full-time supervisors demonstrate sustained scientific activity and international visibility through publications, participation in international scientific committees, and reviewer activity. The doctoral supervision capacity is adequate, with 39 PhD students distributed among eight doctoral supervisors, without exceeding the maximum number of supervisees allowed by national regulations.

The Advanced University Training Programme (PPUA) is appropriately structured and provides a balanced combination of compulsory and optional courses that support the development of research, methodological, ethical, and transferable competencies. The inclusion of the compulsory course Ethics and Academic Integrity reflects the

programme's commitment to responsible research practices. The teaching staff responsible for delivering the courses have recognized expertise in their respective fields, ensuring the quality and relevance of the educational process. Overall, the evidence demonstrates that the doctoral study domain provides a high-quality academic environment, supported by qualified doctoral supervisors, an appropriate supervision capacity, and a well-designed training programme aligned with the requirements of doctoral education and national quality assurance standards.

✓ **Recommendations:**

Initiating habilitation procedures for eligible academic staff who meet the minimum CNATDCU standards in order to increase the number of full-time doctoral supervisors within the doctoral study domain of Engineering and Management.

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**

UNITBV considers the [continuous professional development](#) of its human resources a key component of its institutional strategy, contributing to the enhancement of the quality of education, research, and administrative services. To this end, the university implements training programmes tailored to the evolving demands of the academic environment and society. For academic staff, UNITBV regularly organises [foreign-language courses](#) (English, Spanish, and Chinese), webinars, and training sessions on using modern research tools and statistical analysis software. Beginning with the 2024–2025 academic year, following its accession to the [UNITA – Universitas Montium alliance](#), the university expanded its training offer by introducing courses in Romance languages (Italian and Spanish). These professional development programmes are designed through regular consultations between the university leadership and employees, ensuring alignment with both institutional priorities and staff development needs. Through this strategic approach, UNITBV reaffirms its commitment to the continuous development of its human resources and to the ongoing improvement of the quality of education and university services. UNITBV also contributes to the professional development of its human resources by providing mobility opportunities for academic staff within the UNITA alliance. In addition, the Internationalisation of Curricula through UNITA is a matchmaking event held twice a year that brings together academic staff and researchers interested in jointly developing educational activities and collaborative research initiatives. This initiative fosters international cooperation, curriculum internationalisation, and the exchange of academic expertise across partner universities.

✓ **Analysis of the state of facts**

The analysis highlights that UNITBV has established a well-defined institutional framework for the continuous professional development of its staff, integrating this dimension into its institutional development strategy. The university consistently organises training programmes to enhance both foreign language proficiency and research and digital competencies, thereby responding to the evolving demands of the international academic environment. The expansion of its training portfolio through the introduction of Romance language courses, following its accession to the UNITA – Universitas Montium alliance, demonstrates the institution's ability to capitalise on opportunities arising from international partnerships and to adapt its professional development programmes to new contexts of European collaboration.

✓ **Recommendations:-**

The indicator is: fulfilled

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

✓ **Presentation of the state of facts**

UNITBV organises public competitions each semester to fill vacant academic positions included in the staffing plans of all departments. Recruitment and selection procedures are conducted in accordance with the applicable national legislation and the university's internal regulations, ensuring compliance with the principles of transparency, competitiveness, equal opportunities, and non-discrimination. For the Interdisciplinary Doctoral School (SDI), candidates can apply for affiliation at any time as long as they meet the minimum requirements set by the institution. UNITBV also follows all procedures for habilitation and for affiliating or removing doctoral supervisors in the SDI, according to [internal regulations](#) IS-1/1 and IS-1/2. Academic staff at UNITBV are employed under individual

employment contracts and meet the performance standards and qualification requirements established by the applicable legislation. Faculty members involved in the evaluated study programmes fulfil all legal and institutional requirements for holding academic positions. In addition, recruitment and selection procedures for academic, administrative, and support staff are regulated through institutional policies based on objective criteria, ensuring a fair, transparent, and merit-based recruitment process.

✓ **Analysis of the state of facts**

UNITBV has a well-established and transparent framework for the recruitment and development of its human resources. Academic recruitment is conducted through public competitions in accordance with national legislation and institutional regulations, ensuring transparency, competitiveness, equal opportunities, and non-discrimination. The university also applies clear procedures for the habilitation, affiliation, and disaffiliation of doctoral supervisors within the Interdisciplinary Doctoral School (SDI), supporting quality assurance in doctoral education. All academic staff meet the legal qualification requirements, while recruitment procedures for all staff categories are based on objective, merit-based criteria. UNITBV demonstrates strong compliance with regulatory requirements and institutional quality standards, providing a solid foundation for effective human resource management.

✓ **Recommendations:-**

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**

UNITBV is digitalising its processes based on the Digital Transformation Strategy 2022–2032, which helps modernise academic, research, and administrative work. The university has built a digital ecosystem that meets European Higher Education Area standards, enabling students, staff, and researchers to use a range of digital services with a single institutional account. The institutional IT infrastructure provides access to numerous online platforms and services, including the e-Learning platform (<https://elearning.unitbv.ro>), the Intranet portal (<https://intranet.unitbv.ro>), the practice portal (<https://practica.unitbv.ro>), the Erasmus mobility portal (<https://erasmus.unitbv.ro>), institutional cloud storage and document management (<https://drive.unitbv.ro>), institutional e-mail services (<https://mail.unitbv.ro> and <https://student.unitbv.ro>), and the Academics platform (<https://academics.unitbv.ro>), which supports the reporting and management of research outputs. Doctoral education is supported through a dedicated online platform (<https://doctorat.unitbv.ro>), developed in collaboration with the Faculty of Mathematics and Computer Science. The platform manages the entire doctoral lifecycle, from admission and enrolment to thesis defence, including supervision, academic progress, study status, tuition management, and institutional reporting. A role-based access system ensures secure access for doctoral school staff, supervisors, and doctoral candidates while complying with data protection and confidentiality requirements. UNITBV also provides a comprehensive portfolio of advanced digital services that enhance teaching, learning, and research. These include the Student@UniTBV mobile application, Microsoft Office 365, Azure DevTools for Teaching, remote access to scientific databases through Anelis+, a campus-wide MATLAB licence, the Campus Wi-Fi network, and secure international connectivity through Eduroam. These services facilitate digital learning, collaboration, and research while supporting flexible access to institutional resources both on and off campus. Through these initiatives, UNITBV demonstrates a strategic and integrated approach to digital transformation, strengthening the quality, accessibility, and efficiency of its educational, research, and administrative processes.

✓ **Analysis of the state of facts**

UNITBV has developed a modern and integrated digital infrastructure aligned with its Digital Transformation Strategy 2022–2032 and European higher education standards. Digital platforms support teaching, research, administration, and the entire doctoral education process, providing secure and efficient management of doctoral studies and easy access to information for doctoral candidates and supervisors. The wide range of digital services available to the academic community enhances learning, research, collaboration, and institutional efficiency. Overall,

UNITBV demonstrates a high level of digital maturity and a strong commitment to the continuous digital transformation of its educational, research, and doctoral activities.

- ✓ **Recommendations:-**
The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

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

The doctoral study program at DSUD-IM is designed to build PhD students' research skills while improving their understanding of and ability to follow research ethics and academic integrity. The curriculum and the [Advanced University Studies Programme](#) (PPUA) for academic year 2026-2027 include courses important for advanced scientific research training and have been revised in accordance with the updated ARACIS standards and performance indicators for doctoral studies, as well as the provisions of the DSUD Guidelines. Each doctoral candidate follows an Individual Doctoral Programme (IDP), which combines a common component represented by the PPUA, delivered during the first semester, with an individual research pathway tailored to the topic and objectives of the doctoral thesis. The doctoral program lasts four years and is divided into three parts: the Advanced University Studies Programme in the first year; the Scientific Research Programme in years two to four, which includes preparing and presenting research reports; and finishing the doctoral thesis, followed by its public defense. The program is organized using the European Credit Transfer and Accumulation System (ECTS), with a total of 240 credits. The programme objectives are expressed through professional and transferable competencies, reflected in the intended learning outcomes and detailed in the [course descriptions](#). These include information on workload, credits, assessment methods, and the competencies to be acquired. The doctoral programme aims to develop advanced research skills through training in qualitative, quantitative, and mixed research methodologies, the application of modern research methods, and an understanding of research validity and reliability. It also promotes academic writing, scientific communication, independent research, and adherence to the principles of research ethics and integrity, preparing doctoral candidates to make original and meaningful contributions to scientific knowledge.

Within the Advanced University Studies Programme (PPUA), the course Research Ethics and Academic Integrity is mandatory, ensuring that doctoral candidates acquire the ethical principles and responsible conduct required for scientific research. Furthermore, all courses included in the PPUA are delivered by academic staff with appropriate expertise and qualifications in their respective fields, ensuring the quality and relevance of the doctoral training programme. For the 2026–2027 academic year, a new curriculum has been developed in accordance with the ARACIS standards and requirements for doctoral study programmes. The curriculum explicitly defines the intended learning outcomes, aligning them with the professional and transferable competencies pursued by the programme, as well as with the competencies required by the labour market. The revised curriculum strengthens the learning outcomes-based approach and ensures better alignment between the objectives of the doctoral programme, the National Qualifications Framework, and the evolving needs of the labour market.

- ✓ **Analysis of the state of facts**

The analysis indicates that the doctoral programme PPUA provides a well-structured and comprehensive framework for developing advanced research competencies while promoting research ethics and academic integrity. The curriculum is aligned with the updated ARACIS standards and the DSUD Guidelines, ensuring compliance with national quality assurance requirements. The introduction of the revised curriculum for the 2026–2027 academic year, which explicitly defines intended learning outcomes and aligns them with professional, transferable, and labour market

* 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.

competencies, represents a significant step towards an outcome-based approach to doctoral education. The mandatory course on Research Ethics and Academic Integrity, together with the involvement of qualified academic staff in the PPUA, further strengthens the quality of doctoral training. The programme demonstrates a strong alignment between educational objectives, research training, and labour market expectations, providing doctoral candidates with the knowledge, skills, and ethical foundations required for successful research careers.

✓ **Recommendations**

It is recommended to periodically review the course syllabi to ensure that the intended learning outcomes are clearly articulated and aligned with the competencies demanded by the labor market. In addition, the course content should be regularly updated by incorporating recent topics and current bibliographic resources, reflecting developments in the field, while ensuring consistency with the curriculum, including the distribution of teaching hours as defined in the doctoral programme PPUA.

The indicator is: fulfilled

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

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

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

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

The intended learning outcomes of the doctoral study programme are defined in terms of knowledge, skills, and responsibility and autonomy, in accordance with the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF), Level 8. They are aligned with the competencies specified in the national occupational standards and the European Skills, Competences, Qualifications and Occupations (ESCO) classification, ensuring the programme's relevance to both academia and the labour market. For academic year 2026-2027 the intended learning outcomes are embedded in the PPUA curriculum and detailed in the [course descriptions](#), which specify the targeted competencies, course content, and assessment methods. By integrating professional and transferable competencies, the programme prepares graduates to conduct advanced research and to meet the expectations of both the academic and professional environments.

✓ **Analysis of the state of facts**

The analysis shows that the intended learning outcomes of the DSUD-IM doctoral programme are clearly aligned with the NQF, EQF Level 8, and ESCO requirements. Integrated into the curriculum and course descriptions, they ensure coherence between programme objectives, competencies, and assessment, preparing graduates for advanced research and professional careers.

✓ **Recommendations**

It is recommended to periodically review the course syllabi to ensure that the intended learning outcomes are clearly articulated and aligned with the competencies demanded by the labor market. In addition, the course content should be regularly updated by incorporating recent topics and current bibliographic resources, reflecting developments in the field, while ensuring consistency with the curriculum, including the distribution of teaching hours as defined in the doctoral programme PPUA.

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**

IOSUD-UNITBV organises [doctoral studies](#) in accordance with its institutional regulations and the Advanced University Studies Programme (PPUA), with information on the organisation and academic pathway publicly available on the university's website. The educational and research process is student-centred, promoting the development of research competencies through a flexible learning pathway tailored to each doctoral candidate's individual needs and research topic. The doctoral programme combines advanced training offered through the PPUA with independent research conducted within the Scientific Research Programme (SRP). The curriculum and course descriptions include doctoral-level courses, seminars, mentoring activities, mobility opportunities, and conference participation, with a strong emphasis on advanced research methodologies, research ethics and academic integrity, the use of modern research infrastructure, and the development of both professional and transferable competencies. Teaching and learning are based on interactive, participatory methods that encourage autonomy, critical thinking, and active involvement of doctoral candidates in their own learning and research. The student-centred approach is further supported through an Individual Doctoral Programme (IDP), tailored to the objectives of each research project, as well as through continuous guidance provided by the doctoral supervisor and the Doctoral Guidance and Academic Integrity Committee. Each doctoral candidate's progress is monitored through annual activity reports and periodic evaluations based on Level 8 EQF standards, with a focus on the originality of research contributions and the development of competencies required for careers in research and the wider professional environment (supplementary annex: Anexa 2S. Raport monitorizare_drd.pdf). Each guidance committee consists of three academic staff members, including at least one external member from another higher education institution (supplementary annex Anexa 1S. Comisii etica_integritate_drd.pdf), thereby strengthening academic quality, independent supervision, and the doctoral candidate's research experience.

✓ **Analysis of the state of facts**

The analysis indicates that the DSUD-IM doctoral programme adopts a strong student-centred approach, combining structured academic training with personalised research supervision. Individual Doctoral Programmes, continuous guidance from supervisors and guidance committees, and regular progress monitoring ensure that doctoral candidates receive tailored academic support throughout their studies. The programme promotes independent research, critical thinking, and research integrity through interactive teaching methods, advanced research training, and access to modern research infrastructure. Overall, the educational and supervisory framework effectively supports the development of doctoral candidates' professional and transferable competencies while ensuring high-quality doctoral education aligned with national and European standards.

✓ **Recommendations:-**

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**

IOSUD-UNITBV actively promotes and supports national and international mobility for doctoral candidates through dedicated programmes, contributing to the development of research competencies and strengthening the international dimension of doctoral education. Doctoral candidates may undertake study, research, or traineeship mobilities within the [Erasmus+ programme](#), both short-term and long-term, as well as participate in Blended Intensive Programmes (BIPs) offered in physical and/or virtual formats. In addition to Erasmus+, the university provides scholarships and financial support for international research visits, study stages, and participation in international scientific conferences, including funding through doctoral grants. Doctoral candidates receive continuous information and guidance on mobility opportunities from the coordinators appointed by the Interdisciplinary Doctoral School. At UNITBV, [mobility grants](#) support study and research placements for full-time Romanian and international doctoral candidates, regardless of their funding status. Mobility periods range from one week to three months per doctoral cycle. First-year doctoral candidates may undertake mobility during the second semester only, while fourth-year candidates must complete their mobility by 30 September. Each doctoral candidate is eligible for one mobility grant per academic year. Internationalisation is further supported through cooperation with partner universities across Europe and through the annual organisation of the [International Doctoral Conference](#) (DoCo), in partnership with the UNITA Alliance and Enformation. In recent years, doctoral candidates in Engineering and Management have participated in international research mobilities, study visits, and scientific conferences, including interdisciplinary projects and collaborations with foreign universities, demonstrating IOSUD-UNITBV's strong commitment to promoting mobility and the internationalisation of doctoral studies.

✓ **Analysis of the state of facts**

IOSUD-UNITBV supports the internationalization of doctoral education by offering many mobility opportunities and financial support. Doctoral candidates can take part in Erasmus+, receive institutional mobility grants, and get funding for research visits and international conferences. All candidates have equal access to these opportunities, no matter how their studies are funded. The university's international partnerships and the involvement of doctoral candidates in research activities and scientific events show its strong commitment to building research skills and strengthening the international side of doctoral studies.

✓ **Aspects that constitute best practice examples:**

All full-time doctoral candidates at UNITBV, regardless of their funding status, are eligible to apply for institutional mobility grants. Each doctoral candidate may receive one mobility grant per academic year, supporting participation in international study and research activities and promoting the internationalisation of doctoral education.

✓ **Recommendations:-**

The indicator is: fulfilled

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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✓ **Presentation of the state of facts**

UNITBV has policies in place to give all doctoral candidates equal opportunities. These policies support students' academic and research goals, in accordance with the [Code of Students' Rights and Obligations](#) and the [Regulation on the Organisation and Conduct of Doctoral Studies](#). UNITBV ensures equal access through clear, merit-based [admissions](#), special rules for [Romanian candidates abroad](#), and a [wide range of scholarships](#). These include state and institutional scholarships, as well as awards for excellent research. PhD students also get personalised support from supervisors and guidance committees, who mentor them based on their research goals and career plans. The university also works to promote [gender equality](#), research ethics, and inclusion. It makes sure all students have fair access to research facilities, digital tools, travel opportunities, and funding. With flexible policies and a supportive environment, UNITBV encourages diversity, participation, and equal chances for everyone, helping doctoral candidates reach their full academic and research potential.

✓ **Analysis of the state of facts**

UNITBV has established a comprehensive framework to promote equal opportunities, inclusion, and student-centred support throughout doctoral education. Transparent and merit-based admission procedures, diverse scholarship schemes, and personalised supervision ensure equitable access to doctoral studies and support the academic and professional development of doctoral candidates. In addition, the university promotes gender equality, research ethics, and equal access to research infrastructure, digital resources, mobility opportunities, and funding. Together, these measures create an inclusive and supportive research environment that enables doctoral candidates to achieve their full academic and research potential while ensuring compliance with institutional and national quality standards.

✓ **Recommendations:-**

The indicator is: fulfilled

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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✓ **Presentation of the state of facts**

Transilvania University of Braşov (UNITBV) provides all students, regardless of their study cycle (Bachelor's, Master's, or Doctoral studies), with access to educational, research, and student support services through adequate infrastructure and institutional support mechanisms. The University's 18 faculties are equipped with lecture halls, seminar rooms, laboratories, specialised workshops, teaching facilities, sports facilities, individual and collaborative learning spaces, and recreational areas. Research activities are supported by [the Research and Development Institute \(ICDT\)](#), which hosts 31 research centres covering all doctoral fields within the university. The [University Library](#) ensures both physical and digital access to extensive documentary resources, including books, journals, standards, patents and special collections, while also providing access to major international scientific databases such as Web of Science, Scopus, IEEE Xplore, SpringerLink and ScienceDirect through the ANELIS Plus national programme. These resources are available to students from all study cycles and support learning, teaching and research activities. Student guidance and career development services are provided through the [Career Counselling and Guidance Centre \(CCOC\)](#), which offers academic tutoring, career counselling, individual and group guidance sessions, and support for students' professional development. The centre also conducts studies on the alignment between academic programmes and labour market requirements, and systematically documents counselling activities. Internationalisation opportunities are available to all students through the [International Relations Office and the Erasmus+ Office](#), which coordinate international partnerships and mobility programmes for study and traineeships. These services provide operational support for participation in international academic cooperation and European-funded programmes. The University has implemented an [institutional e-learning platform](#), initially developed for distance learning programmes and subsequently extended to all study programmes. The platform supports communication, teaching, learning, assessment and access to educational resources for both students and academic staff. UNITBV has established institutional measures to ensure equal access to higher education and an inclusive learning environment. Accessible infrastructure, including ramps, lifts, adapted sanitary facilities and barrier-free circulation, is complemented by individual support measures such as assistive technologies, digital accessibility, adapted assessment procedures and personalised educational support. These initiatives have been strengthened through the CNFIS-FDI-2024-F-0397 project, *"From Access to Success. Creating an Accessible and Inclusive Academic Environment for Students with Disabilities"*, which contributed to the development of institutional policies and practical solutions aimed at ensuring equitable access to education for students with disabilities. [Student welfare services](#) include accommodation in 13 student residences with a total capacity exceeding 4,000 places, two university restaurants, and on-campus sports and recreational facilities. PhD students benefit from additional support measures, including scholarships awarded in accordance with institutional regulations, academic guidance from doctoral supervisory committees, opportunities to participate in research, development, and innovation projects, and institutional funding schemes that cover article processing charges for publications in ISI/Clarivate-indexed journals. PhD students enrolled in the DSUD_IM have benefited from the **"Publication Fees for Articles Published in ISI/Clarivate Analytics Indexed Journals"** programme, through which the University covers the article processing charges (APCs) for its affiliated authors publishing in ISI/Clarivate Analytics-indexed journals.

Analysis of the state of facts

UNITBV provides all students, including those with special educational needs and disabilities, with access to the resources and services required to support their learning, in accordance with their individual learning needs, field of study, study cycle, and form of study. Students benefit from adequate educational and research infrastructure, comprehensive library resources, access to international scientific databases, an institutional e-learning platform, counselling and career guidance services, international mobility opportunities, accommodation and welfare services. The University has implemented accessible infrastructure, assistive technologies, personalised support measures and adapted learning and assessment arrangements to ensure equal access and inclusion. PhD students additionally benefit from scholarships, academic supervision, participation in research projects and institutional support for publishing research results, including funding for publication fees in ISI/Clarivate Analytics-indexed journals. Overall, the available evidence demonstrates that the organisational component effectively supports an inclusive learning environment and provides services tailored to the needs of all students.

✓ Recommendations:-

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**

In accordance with ARACIS standards, the [course syllabi of the DSUD_IM](#) doctoral field provide a structured description of the professional and transversal competences to be achieved, together with the intended learning outcomes, expressed in terms of knowledge, skills, responsibility and autonomy. These are aligned with the programme objectives and ensure the coherence of the doctoral training process. The course syllabi include information on the [study programme](#), course description, student workload, prerequisites, intended learning outcomes, course content, compulsory and recommended bibliography, and assessment methods and criteria. They are prepared before each academic year and approved by the Council for Doctoral University Studies (CSUD). The doctoral field of Engineering and Management (DSUD_IM) is subject to annual internal monitoring and evaluation in accordance with the institutional methodology for evaluating doctoral fields. The results are documented in annual self-evaluation reports, which are published on the Interdisciplinary Doctoral School (SDI) website. During the external evaluation visit, the evaluation panel was also provided with the competence–learning outcomes correlation matrices prepared for the following academic year, together with the updated intended learning outcomes. This documentation showed that the learning outcomes are periodically reviewed and updated and that their alignment with the targeted competences is systematically verified as part of the curriculum development and quality assurance process.

✓ **Analysis of the state of facts**

The evidence shows that the DSUD_IM doctoral field aligns well with ARACIS standards for the design and documentation of the study programme. Professional and transversal competences, together with the intended learning outcomes, are clearly defined and reflected in the curriculum, the study plan and the course syllabi. The intended learning outcomes match the programme objectives and the mission of the DSUD_IM doctoral field. They are described in terms of knowledge, skills, responsibility, and autonomy. These outcomes clearly show what PhD students are expected to achieve and help guide teaching, learning, and assessment planning. During the external evaluation visit for the upcoming academic year, the programme presented competence–learning outcomes correlation matrices and updated learning outcomes. These materials show that there is a systematic process for reviewing and improving the curriculum. The programme regularly updates its learning outcomes and checks that they align with the targeted competences, in line with institutional quality assurance procedures and ARACIS requirements.

✓ **Recommendations:**

It is recommended that the DSUD_IM doctoral field continue the systematic and periodic review of the intended learning outcomes and the associated professional and transversal competences, ensuring that they remain aligned with the programme objectives, recent developments in the discipline, research and innovation trends, stakeholder expectations, and ARACIS requirements.

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**

Each course included in the Advanced University Training Programme (PPUA) is assigned ECTS credits in accordance with the student workload and the European Credit Transfer and Accumulation System (ECTS), with one ECTS credit corresponding to 25 hours of total student workload, including both contact hours and individual study. Each course is completed through a summative assessment. The doctoral programme is structured into the Advanced University Training Programme (PPUA), the Scientific Research Programme (PCS), and the preparation and public defence of the doctoral thesis. Student assessment includes examinations, scientific research reports, annual progress reports, and research dissemination activities, which are evaluated by the doctoral supervisor and the supervisory committee in accordance with the individual doctoral study plan. The doctoral thesis is subject to a multi-stage evaluation process, including assessment by the supervisory committee, evaluation by an external doctoral examination committee, and final validation by the National Council for the Attestation of University Degrees, Diplomas and Certificates (CNATDCU), in accordance with the applicable national legislation. Learning outcomes are verified through continuous and final assessment procedures throughout the doctoral programme. Between 2021 and 1 February 2026, 22 doctoral theses were publicly defended, and all 22 candidates were awarded the doctoral degree following CNATDCU validation. During the reference period, there were no cases of unsuccessful public defence or

rejection of the doctoral degree following CNATDCU validation, indicating the consistent implementation of the University's assessment procedures.

✓ **Analysis of the state of facts**

The assessment system for the DSUD_IM doctoral field aligns with ARACIS requirements and ECTS principles. The allocation of credits, the programme structure and the assessment methods are consistent with the intended learning outcomes and ensure the systematic evaluation of PhD students' academic and research progress. The combination of continuous assessment, periodic research evaluation and the final doctoral thesis defence provides a robust framework for verifying learning outcomes and research competences. The successful validation of all 22 doctoral theses defended during the reference period (2021–1 February 2026) further demonstrates the effective implementation and reliability of the assessment procedures.

✓ **Recommendations:-**

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**

Admission to the DSUD_IM doctoral field is organised in accordance with the [institutional admission methodology](#) and the applicable national regulations. The process is supported by an online application platform, while all relevant information regarding admission requirements, available doctoral topics, supervisors, examination topics, bibliography, eligibility criteria and admission calendar is published in advance on the [website of the Interdisciplinary Doctoral School](#) (SDI), ensuring transparency and equal access to information for all applicants. Admission is based on a subject-specific interview conducted by an admission committee for each doctoral topic selected by the candidate. The final admission score is calculated based on interview results and previous academic performance and is used both for admission and for ranking candidates for state-funded places and doctoral scholarships. Applicants are required to hold a Bachelor's and a Master's degree totalling at least 300 ECTS credits, in accordance with national legislation. The doctoral programme is offered under various study and funding arrangements, including state-funded and tuition-fee places, with full-time and part-time attendance options, depending on the programme type and applicable regulations. The admission process is conducted in accordance with the principles of fairness, transparency and equal opportunities. Admission data for the period 2021–2025 indicate a positive trend in enrolment, with 39 PhD students admitted. The increase recorded in 2024 and 2025 coincides with the introduction of scientific and professional doctoral pathways. The programme has also attracted candidates from other Romanian higher education institutions and international (3 non-EU PhD students currently enrolled) applicants, demonstrating the growing attractiveness and visibility of the doctoral field in Engineering and Management.

✓ **Analysis of the state of facts**

The evidence shows that the DSUD_IM doctoral field admission process is transparent, well-structured, and fully aligned with national legislation and ARACIS requirements. Admission procedures, eligibility criteria, and evaluation methods are published in advance, ensuring equal opportunities and non-discriminatory access for all applicants. The online application system, publication of admission topics and bibliography, and interview-based assessment by admission committees ensure a transparent and consistent selection process. The formalisation of the student–institution relationship through the doctoral study contract clarifies the rights and responsibilities of both parties, supporting the effective implementation of the doctoral programme.

✓ **Recommendations:-**

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.

✓ **Presentation of the state of facts**

Admission to the DSUD_IM doctoral field is organised in accordance with the applicable national legislation and the [institutional admission methodology](#), ensuring compliance with the principles of fairness, transparency, equal opportunities and non-discrimination. Admission is based exclusively on candidates' academic achievements, research potential and performance in the admission interview, without discrimination on the grounds of nationality, gender, disability or social background. Comprehensive information on admission requirements, eligibility criteria, doctoral research topics, examination syllabus, bibliography, application procedures and admission results is published in advance on the website of the Interdisciplinary Doctoral School (SDI), ensuring equal access to information for all prospective candidates. UNITBV has established support measures to facilitate the participation of candidates from vulnerable groups, including applicants with special educational needs and/or disabilities. These measures include accessible admission procedures, the possibility of conducting the admission interview online in duly justified cases, dedicated information for candidates with disabilities, and exemption from the application fee for applicants facing social or disability-related vulnerabilities, in accordance with the institutional admission regulations. Admission is open to Romanian, EU/EEA, Swiss and non-EU applicants who meet the eligibility requirements established by national legislation. PhD students admitted to the programme also have access to institutional financial support schemes, including doctoral scholarships, research mobility grants and other academic and social support measures.

✓ **Analysis of the state of facts**

The admission process for the DSUD_IM doctoral field is fully aligned with the principles of fairness, transparency, equal opportunities and non-discrimination. The admission methodology establishes clear eligibility and selection criteria based on academic merit and research potential, while ensuring that all relevant information is publicly available in advance. The institutional framework also incorporates measures to facilitate access for candidates from vulnerable groups, including applicants with special educational needs and/or disabilities. The availability of adapted admission arrangements, accessible information and financial support measures demonstrates the University's commitment to widening participation and ensuring equitable access to doctoral education. Overall, the admission procedures provide a transparent and inclusive framework that enables equal access to the doctoral programme while maintaining academic standards and merit-based selection.

✓ **Recommendations:-**

T The indicator is: fulfilled

Standard S.B.7.2. Academic journey of students

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

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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✓ **Presentation of the state of facts**

UNITBV has established a comprehensive [regulatory framework](#) for doctoral studies, including the [Regulations on Students' Academic Activity](#), the [University Code of Students' Rights and Obligations](#), the [Regulations on Doctoral and Postdoctoral Studies](#), and complementary methodologies for doctoral education. These documents regulate all key aspects of the PhD student lifecycle, including admission, enrolment, study progression, assessment, mobility, recognition of study periods and ECTS credits, interruption or extension of studies, reallocation of state-funded doctoral grants, and the public defence of the doctoral thesis. All regulations are approved by the University Senate and are publicly available on the University's and the Interdisciplinary Doctoral School's websites. A specific feature of the doctoral programme is the set of [Doctoral School Instructions](#), which regulate operational aspects of doctoral studies, including the structure of the Advanced University Training Programme (PPUA), recognition of credits, implementation of the individual doctoral study plan, monitoring of research activities, extension or interruption of doctoral studies, reallocation of funded places, and procedures for the completion and public defence of the doctoral thesis. The academic progress of PhD students is monitored through Individual Doctoral Study Plans, annual activity reports and research progress reports, which are reviewed by the doctoral supervisor and the supervisory committee. The annual evaluation also serves as the basis for decisions regarding the reallocation of state-funded doctoral grants. Throughout their studies, PhD students benefit from institutional support services provided by the Career Counselling and Guidance Centre (CCOC), as well as from financial and non-financial stimuli approved annually by the University Senate, including research mobility support and other measures that promote students' academic development and well-being.

✓ **Analysis of the state of facts**

UNITBV has established a coherent and comprehensive regulatory framework for doctoral studies that aligns with applicable national legislation and ARACIS requirements. The regulatory documents clearly define the rights and

responsibilities of PhD students, as well as the procedures governing all stages of the doctoral programme, thereby ensuring transparency, consistency and legal certainty. The specific Doctoral School Instructions complement the institutional regulations by addressing operational aspects unique to doctoral education and providing a clear framework for the organisation, monitoring, and completion of doctoral studies. The systematic monitoring of PhD students' progress through individual study plans, annual activity reports and supervisory committee evaluations supports continuous academic oversight and informed decision-making, including the allocation of state-funded doctoral grants. The available evidence further indicates that the regulatory framework is complemented by appropriate academic, counselling and financial support services, contributing to an environment that supports PhD students' academic progress, research development and overall well-being throughout their studies.

✓ **Recommendations:**

It is recommended to continue providing counselling and dropout prevention services for PhD students and to periodically monitor their satisfaction with the doctoral programme in support of continuous improvement.

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)**

UNITBV has established an [institutional framework that supports the internationalisation](#) of doctoral education through international partnerships, joint supervision agreements, mobility opportunities and participation in European university alliances and research projects. A distinctive feature is UNITBV's membership in the UNITA – Universitas Montium Alliance, which provides PhD students with opportunities for joint supervision, international training activities, doctoral competitions, and collaborative research through initiatives such as the Horizon Europe MSCA COFUND CHORAL PhD programme and the [UNITA Doctoral Network](#). PhD students also participate in international events, including the annual Doctoral Conference (DoCo) and the My Three-Minute PhD Thesis competition. The University promotes international mobility through Erasmus+ agreements and dedicated funding schemes that support PhD students' participation in summer schools, training activities, and research visits abroad. Recognition of study periods and academic achievements gained through international mobility is governed by institutional procedures that are consistent with the Erasmus+ framework. Evidence for the reference period indicates an increasing level of internationalisation within the DSUD_IM doctoral field, reflected by the admission of international PhD students, participation of doctoral candidates in international mobility and scientific events, the growing number of international co-supervision agreements, the involvement of international experts in supervisory and doctoral examination committees, and the dissemination of research results through international scientific collaborations and publications.

✓ **Analysis of the state of facts**

UNITBV and DSUD_IM doctoral field have established a well-developed framework for the internationalisation of doctoral education, aligned with the University's strategic objectives. PhD students have access to a wide range of international opportunities through Erasmus+ mobility, the UNITA – Universitas Montium Alliance, joint supervision arrangements, international research collaborations and dedicated funding schemes. The increasing participation of international PhD students, the growing number of international co-supervision agreements and international experts involved in supervision and thesis examination, together with PhD students' participation in international conferences, competitions and research activities, indicate the effective implementation of the internationalisation strategy. These activities enhance PhD students' research experience, international exposure and academic networking, while contributing to the quality and visibility of the DSUD_IM doctoral programme.

✓ **Recommendations:-**

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**

Scientific research represents a core component of UNITBV's mission, as defined in the University Charter, and is fully integrated into the doctoral education process. Within the DSUD_IM doctoral field, research activities are interdisciplinary and address topics relevant to advanced manufacturing systems, digitalisation, and engineering management, contributing to both scientific knowledge and the achievement of the intended learning outcomes. The research activity is supported by the University's Research and Development Institute (ICDT), where PhD students are involved in research projects and have access to advanced research infrastructure. Research outcomes are integrated into teaching activities through updated course materials and current scientific literature used in the Advanced University Training Programme (PPUA). The scientific performance of the doctoral supervisors is documented in their individual CNATDCU files (Annex 4) and is summarised for the reference period in Annex 3, demonstrating sustained research activity, scientific publications and participation in research projects. Evidence of PhD students' research activity is provided through their participation in national and international scientific conferences, dissemination of research results and publications in Web of Science-indexed journals. The scientific achievements of current PhD students and graduates are documented in Annexes 6 and 7, respectively, confirming the integration of research into doctoral training and the programme's international visibility.

✓ **Analysis of the state of facts**

At UNITBV, research is effectively integrated into the DSUD_IM doctoral programme and supports the achievement of the intended learning outcomes. The interdisciplinary research environment, access to the Research and Development Institute (ICDT) facilities, and the research performance of doctoral supervisors provide an appropriate framework for doctoral training. The documented scientific output of supervisors and the active participation of PhD students and graduates in scientific conferences and publications indicate that doctoral candidates are successfully engaged in research activities and scientific dissemination. This demonstrates the effective integration of research into doctoral education and contributes to the quality, relevance and international visibility of the DSUD_IM doctoral field.

✓ **Recommendations:-**

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.	
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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**

Development Institute (ICDT), which provides PhD students and supervisors with access to advanced research infrastructure and research centres from multiple disciplines. The research infrastructure is registered on the national ERTIS platform and is accessible to support doctoral research projects. The DSUD_IM doctoral field is supported by research centres from three faculties (Industrial Engineering and Management, Product Design and Environment, and Food and Tourism), enabling interdisciplinary research and access to complementary expertise and laboratory facilities. Research activities are closely linked to doctoral thesis topics and are reflected in scientific publications, conference contributions, research projects and international collaborations. The scientific performance of doctoral supervisors is documented in Annexes 3 and 4, while the research achievements of current PhD students and graduates are presented in Annexes 6 and 7. During the reference period, doctoral supervisors secured international research and Erasmus+ projects, national research grants and research contracts with external partners (Annex 3), providing additional opportunities for doctoral research. Research performance is systematically monitored through the University's institutional research evaluation system (ACADEMICS/FRACS) and the individual CNATDCU evaluation files (Annex 4). A further distinctive feature is UNITBV's implementation of the Human Resources Strategy for Researchers (HRS4R) and the award of the HR Excellence in Research Award by the European Commission in 2023, demonstrating alignment with European standards for research quality and researcher development. UNITBV also operates institutional funding schemes that reward research excellence and support scientific publishing, research projects and international research activities. All doctoral supervisors affiliated with the DSUD_IM doctoral field fulfill the national scientific performance requirements for doctoral supervision, and their international visibility is

evidenced by publications, editorial activities, and participation in international scientific committees (Annexes 3 and 4).

✓ **Analysis of the state of facts**

The DSUD_IM doctoral field benefits from a strong, well-integrated research environment that effectively supports doctoral education. The interdisciplinary research infrastructure, together with access to advanced laboratories and research centres, provides appropriate conditions for the development of high-quality doctoral research. The active involvement of doctoral supervisors and PhD students in research projects, scientific publications, international collaborations and conference participation demonstrates the close integration of research and doctoral training. The programme also benefits from sustained success in attracting competitive research funding, creating additional opportunities for PhD students to engage in research activities and international academic networks. The systematic monitoring of research performance, combined with institutional policies that promote and reward research excellence, supports the continuous development of the research environment. Furthermore, the University's implementation of the Human Resources Strategy for Researchers (HRS4R) and the award of the HR Excellence in Research Award confirm its alignment with European standards for research quality and researcher development, strengthening the quality and international visibility of the DSUD_IM doctoral field.

✓ **Recommendations:-**

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**

UNITBV has established a comprehensive internal quality assurance system based on [institutional strategies](#), regulations, methodologies, and procedures that are aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the applicable national legislation. The [University's Quality Assurance Strategy](#) (2024–2029) focuses on strengthening the quality culture and promoting the continuous improvement of teaching, research and administrative processes. [Quality assurance procedures](#) are developed by the Quality Assurance Office in cooperation with process owners and are approved by the Administrative Council following consultation with the academic community. The University has also implemented a comprehensive framework for academic integrity, including a Code of Ethics and University Deontology, regulations governing the University Ethics Committee, and institutional procedures addressing research integrity and whistleblower protection. At the doctoral level, IOSUD-UNITBV has established a dedicated quality-assurance framework to support the systematic monitoring and continuous improvement of doctoral education. A distinctive feature is the set of [Doctoral School Instructions](#), approved by the Council for Doctoral University Studies (CSUD) and periodically reviewed by the Council of the Interdisciplinary Doctoral School (C-SDI). These instructions regulate operational aspects specific to doctoral education, including the affiliation of doctoral supervisors, changes of supervision, conflict resolution, recognition of credits, organisation of doctoral studies, interruption or extension of doctoral studies, the structure of the Advanced University Training Programme (PPUA), reallocation of state-funded places, and the procedures for the completion and public defence of doctoral theses. All quality assurance documents are publicly available on the websites of UNITBV and the Interdisciplinary Doctoral School, ensuring transparency and accessibility for all stakeholders.

✓ **Analysis of the state of facts**

UNITBV has established a robust and coherent internal quality assurance system aligned with ESG and national regulatory requirements. The institutional framework supports the systematic monitoring, evaluation and continuous improvement of teaching, research and administrative activities, while promoting a strong quality culture and academic integrity.

At the doctoral level, the dedicated quality assurance framework and the Doctoral School Instructions provide clear, comprehensive procedures that cover all stages of the doctoral lifecycle. Their periodic review, together with the public availability of all relevant regulations, contributes to transparency, consistency and the effective implementation of quality assurance processes. The quality assurance system provides an appropriate framework for the continuous enhancement of the DSUD_IM doctoral programme and supports the achievement of its educational and research objectives.

✓ Recommendations:-

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement

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

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

Quality assurance procedures are implemented across all faculties and organisational structures of UNITBV through the University Quality Assurance Committee (CEAC-U), the departmental quality assurance committees (CEAC-D), and designated process owners. The implementation of these procedures involves academic staff, PhD students, graduates, administrative staff and external stakeholders, including representatives of the socio-economic environment. Within the DSUD_IM doctoral field, quality assurance covers the design and periodic review of the curriculum, course syllabi, assessment processes, [annual programme evaluation](#), research activities, and the evaluation of academic staff. A distinctive feature is the systematic consultation of PhD students and doctoral supervisors regarding the Transversal Competences Module (PPUA – Module 1), the results of which are used to support programme improvement. The University ensures transparency by consulting the academic community during the development and revision of regulations, methodologies and procedures, and by making the approved documents publicly available on its website. Student feedback instruments are available in both Romanian and English, enabling international PhD students to participate. The results of quality assurance activities, including student feedback and programme evaluations, are analysed by the [Council for Doctoral University Studies \(CSUD\)](#), which formulates improvement measures and incorporates them into the annual evaluation of the doctoral programme, thereby supporting the continuous enhancement of the DSUD_IM doctoral field.

✓ Analysis of the state of facts

The quality assurance system for the DSUD_IM doctoral field is systematically implemented and aligned with the ESG and national quality assurance requirements. The involvement of academic staff, PhD students, graduates and external stakeholders in quality assurance processes supports a participatory approach to the continuous improvement of the doctoral programme. The periodic review of the curriculum, course syllabi, research activities, and academic staff performance, together with systematic consultation with PhD students and supervisors on the transversal competences module, demonstrates that stakeholder feedback is actively incorporated into programme development. The analysis of evaluation results by the Council for Doctoral University Studies (CSUD), followed by the implementation of improvement measures, provides evidence of a functioning quality assurance cycle. The transparency of procedures and the availability of bilingual feedback instruments further support an inclusive quality culture and the continuous enhancement of the DSUD_IM doctoral programme.

✓ Recommendations:-

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

UNITBV has established a comprehensive institutional framework to promote academic integrity and ensure compliance with ethical standards in doctoral education. The [University Ethics Committee \(CEU\)](#) operates as an independent deliberative body responsible for monitoring compliance with the [University Code of Ethics and University Deontology](#) as part of UNITBV Charter, investigating allegations of academic misconduct, and adopting decisions based on case analyses conducted in accordance with the applicable regulations. The Committee reports annually on its activities, and its reports are publicly available. A distinctive feature of the University's academic integrity framework is the institutional use of the [Turnitin similarity detection system](#), which has been available to academic staff and students since 2018 through the institutional e-learning platform. All doctoral theses are subject to mandatory similarity checking before entering the public defence procedure, in accordance with the institutional regulations governing the completion and public defence of doctoral theses. This process constitutes an integral part of the University's measures to uphold academic integrity and research ethics throughout doctoral education.

✓ **Analysis of the state of facts**

UNITBV has established an effective institutional framework to promote academic integrity and research ethics, aligned with national legislation and best practices in doctoral education. The independent role of the University Ethics Committee ensures the impartial handling of ethical issues and contributes to a transparent and accountable academic environment. The mandatory use of the Turnitin similarity detection system for all doctoral theses, together with the procedures governing the public defence process, provides an effective mechanism for preventing and identifying plagiarism. These measures support the integrity of doctoral research and demonstrate the University's commitment to maintaining high ethical standards throughout the doctoral education process. Furthermore, no complaints or reported breaches of academic ethics have been recorded within the faculties involved in the DSUD_IM doctoral field since the previous ARACIS evaluation in 2021, indicating the effective implementation of the University's academic integrity policies.

✓ **Recommendations:-**

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	The organisational component consistently applies the procedures, and proves their
I.P.C.3.1.1	impact on quality assurance.

✓ **Presentation of the state of facts**

The DSUD_IM doctoral field is established and monitored in accordance with the institutional [Regulations on the Organisation and Conduct of Doctoral and Postdoctoral Studies](#). The establishment of new doctoral fields and the appointment of the doctoral field coordinator follow clearly defined institutional procedures that involve the Council of the Interdisciplinary Doctoral School (C-SDI), the Council for Doctoral University Studies (CSUD), the Administrative Council, and the University Senate. UNITBV has implemented a comprehensive internal quality assurance framework for the periodic evaluation of doctoral education. A distinctive feature is the existence of dedicated [methodologies for the periodic internal evaluation of doctoral fields](#), [doctoral supervisors](#), and [PhD students](#) for the reallocation of state-funded doctoral grants. These methodologies define the evaluation criteria, procedures and responsibilities and are applied systematically across all doctoral fields. Internal evaluations cover the mission and objectives of the doctoral field, curriculum design, research performance of doctoral supervisors and PhD students, research infrastructure, PhD students' progress, and their involvement in research activities. The evaluation processes are conducted in accordance with the principles of transparency and impartiality, with [evaluation criteria](#) and timetables communicated in advance to all stakeholders. The results of the periodic evaluations are analysed by the C-SDI and CSUD, published on the Interdisciplinary Doctoral School's website, and used as the basis for annual self-evaluation reports and continuous improvement measures for the DSUD_IM doctoral field.

✓ **Analysis of the state of facts**

UNITBV has established a structured and effective framework for the periodic monitoring and evaluation of the DSUD_IM doctoral field, in accordance with national regulations and ARACIS requirements. The use of dedicated methodologies for evaluating doctoral fields, doctoral supervisors, and PhD students ensures a systematic and transparent approach to quality assurance throughout the doctoral education cycle. The scope of the internal evaluations, covering educational, research and organisational aspects, provides a comprehensive basis for

assessing the performance of the doctoral field. The analysis of evaluation results by the C-SDI and CSUD, followed by the implementation of improvement measures through the annual self-evaluation process, demonstrates that internal quality assurance is functioning effectively and supports the continuous enhancement of the DSUD_IM doctoral programme.

- ✓ Recommendations:-
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 internal quality assurance system of UNITBV promotes the participation of academic staff, PhD students and external stakeholders in the evaluation and continuous improvement of doctoral programmes. Academic staff and PhD student representatives are members of the [Departmental Quality Assurance Committees \(CEAC-D\)](#) and participate in the activities of the Council for Doctoral University Studies (CSUD), contributing to the analysis of quality indicators, the evaluation of doctoral fields and the formulation of improvement measures. The results of programme monitoring and internal evaluations are used in management reviews and are reflected in the annual self-evaluation reports of the DSUD_IM doctoral field. Academic staff are directly involved in implementing institutional quality assurance procedures. A distinctive feature is the involvement of graduates, employers and other stakeholders in the periodic review and updating of the curriculum. Their feedback on the relevance of the curriculum, the intended learning outcomes, and the alignment with labour market needs is analysed within the University's quality assurance structures and considered in the continuous enhancement of the doctoral programme.

- ✓ Analysis of the state of facts

The DSUD_IM doctoral field applies a participatory approach to quality assurance by involving academic staff, PhD students and external stakeholders in programme evaluation and continuous improvement. The systematic use of monitoring and evaluation results in management reviews and annual self-evaluation reports, thereby supporting evidence-based decision-making and enhancing the doctoral programme. The involvement of graduates and employers in the periodic review of the curriculum helps maintain the programme's relevance. Further strengthening the systematic and formal integration of stakeholder feedback throughout curriculum design, review and research planning would enhance the alignment of doctoral education with the evolving needs of the labour market and the advanced research environment.

- ✓ Recommendations:-
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.	
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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

Since 2017, IOSUD-UNITBV has implemented a structured mechanism for collecting anonymous feedback from PhD students on the Advanced University Training Programme (PPUA – Module I), with an English version available since 2022 to ensure participation by international PhD students. The survey is conducted annually and evaluates the content and relevance of the courses, the competences developed, teaching performance, workload, assessment methods, the organisation of the programme, and the overall usefulness of the transversal competences module. It also allows PhD students to submit recommendations regarding the curriculum and the introduction or revision of courses. A distinctive feature is the use of survey results in the internal quality assurance process. The feedback is centralised and analysed by the quality assurance structures and the Council for Doctoral University Studies (CSUD), and the conclusions are used to support curriculum review and the continuous improvement of teaching and learning activities. In addition, PhD students complete an [exit survey upon graduation](#), in accordance with the institutional procedure for communication with graduates. This survey collects feedback on the overall doctoral experience and supports both quality enhancement and the maintenance of long-term relations with alumni. Within the DSUD_IM doctoral field, graduate feedback indicates high satisfaction with the programme. The results are systematically analysed and incorporated into the annual quality assurance and self-evaluation processes,

contributing to the continuous improvement of the doctoral programme and the strengthening of a student-centred quality culture.

✓ **Analysis of the state of facts**

UNITBV has established a systematic and effective mechanism for collecting and using PhD students' feedback as part of its internal quality assurance system. The annual surveys and the graduate feedback process provide relevant information on the quality and relevance of the doctoral programme and support evidence-based programme enhancement. The regular analysis of feedback by the quality assurance structures and the Council for Doctoral University Studies (CSUD), followed by the implementation of improvement measures, demonstrates that PhD students actively contribute to the continuous development of the programme. The availability of the survey in both Romanian and English further supports international PhD students' participation and reflects the University's commitment to an inclusive, student-centred quality culture.

✓ **Recommendations:-**

The indicator is: fulfilled

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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✓ **Presentation of the state of facts**

UNITBV systematically collects, processes and analyses institutional data to support quality assurance, evidence-based decision-making and the continuous improvement of educational, research and administrative processes. To support these activities, the University has adopted a [Digital Transformation Strategy](#) aligned with national and European priorities for the digitalisation of higher education and research. A distinctive feature is the implementation of an integrated digital ecosystem that supports the management of doctoral education and institutional processes. This includes information systems for academic and financial management (GESFO), research performance monitoring ([ACADEMICS](#), including FRACS and CNATDCU standards), student evaluation of teaching, academic records, tuition fee management, scheduling, and other administrative processes. Members of the academic community also have access to institutional digital platforms, including the intranet, Campus Wi-Fi and Eduroam services. The University's digital strategy also extends to the Research and Development Institute (ICDT), whose 31 research centres are equipped with advanced digital technologies, specialised software, and modern research infrastructure that support doctoral research and interdisciplinary collaboration. UNITBV regularly provides institutional data for major international university rankings, including Times Higher Education, QS World University Rankings, and U-Multirank, reflecting the University's commitment to benchmarking its performance and supporting continuous institutional development.

✓ **Analysis of the state of facts**

UNITBV has implemented a well-developed digital infrastructure that effectively supports the management, monitoring and continuous improvement of doctoral education. The integrated information systems enable the systematic collection and analysis of institutional data, supporting evidence-based decision-making and quality assurance processes. The implementation of dedicated digital platforms for academic management, research performance monitoring and administrative processes, together with the advanced digital infrastructure available through the ICDT, provides an appropriate environment for doctoral education and research. Furthermore, the University's participation in major international university rankings demonstrates its commitment to benchmarking institutional performance against international standards and using data to support continuous institutional development.

✓ **Recommendations:-**

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**

UNITBV ensures [transparency and public access to information](#) relating to its doctoral programmes in accordance with the applicable national legislation and institutional procedures governing access to public information. Comprehensive and up-to-date information on doctoral studies is published on the University's, the Interdisciplinary Doctoral School's (SDI) and the participating faculties' websites. A distinctive feature is the availability of dedicated web pages providing detailed information on doctoral programmes, admission procedures, doctoral supervisors, regulations and methodologies, doctoral study regulations, scholarships, tuition fees, funding opportunities, mobility, and other services available to PhD students. Information is reviewed and updated regularly to ensure its accuracy and relevance. The University's websites also provide information on academic staff, study programmes, research activities and student services, ensuring transparent communication with prospective candidates, PhD students, graduates and other stakeholders. These arrangements support informed decision-making, equal access to information and the visibility of the DSUD_IM doctoral programme.

✓ **Analysis of the state of facts**

UNITBV has established effective mechanisms for the transparent dissemination of information related to doctoral education, in line with national legislation and the ESG requirements on public information. The systematic publication and regular updating of information on the University's, the Interdisciplinary Doctoral School's and the faculties' websites ensure that prospective and current PhD students, as well as other stakeholders, have access to comprehensive and reliable information. The availability of dedicated online resources that cover all key aspects of doctoral studies supports transparency, informed decision-making, and equal access to information. These arrangements contribute to the visibility, accessibility and credibility of the DSUD_IM doctoral programme and support effective communication with the academic community and external stakeholders.

✓ **Recommendations:-**

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**

UNITBV has established [transparent communication and decision-making](#) mechanisms to ensure that information relevant to doctoral education is effectively disseminated to the academic community. Institutional decisions are communicated through official channels and published on the University's website, while information specific to doctoral studies is made available through the websites of the [Interdisciplinary Doctoral School \(SDI\)](#) and the [Council for Doctoral University Studies \(CSUD\)](#). A distinctive feature is the use of dedicated institutional communication channels for doctoral supervisors and PhD students, including official mailing lists, through which decisions, regulations, methodologies, specific doctoral school instructions and other information relevant to doctoral studies are communicated in a timely manner. The decisions adopted by CSUD are publicly available and are communicated in accordance with the institutional regulations. Decision-making processes are based on consultation with the academic community and on the active participation of PhD student representatives in the relevant governance structures. Decisions concerning doctoral education, including admission, programme organisation, resource allocation, academic evaluation, mobility and international cooperation, are communicated through official institutional channels, ensuring transparency, accountability and equal access to information for all stakeholders.

✓ **Analysis of the state of facts**

UNITBV has established effective and transparent communication and decision-making processes for doctoral education. The systematic publication of decisions, regulations and other relevant information through official institutional channels ensures that PhD students, supervisors and other stakeholders have timely and equal access to information. The active involvement of PhD student representatives in the governance structures and the consultation of the academic community support participatory decision-making and enhance institutional transparency. Overall, the communication framework contributes to accountability, stakeholder engagement and the effective implementation of policies and procedures within the DSUD_IM doctoral programme.

✓ **Recommendations:-**

The indicator is: fulfilled

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

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

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

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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✓ Presentation of the state of facts

IOSUD-UNITBV undergoes periodic external quality assurance evaluations of its doctoral fields every five years, in accordance with applicable national regulations and procedures approved by the University. Prior to each external evaluation, the doctoral fields undergo an internal evaluation process coordinated by the Council for Doctoral University Studies (CSUD), based on an approved evaluation timetable. External evaluations are carried out by the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The most recent external evaluation of the [DSUD_IM doctoral field was conducted in 2021](#), confirming its accreditation and demonstrating continued compliance with the national quality assurance standards for doctoral education.

✓ Analysis of the state of facts

The DSUD_IM doctoral field is subject to a structured external quality assurance process that complies with the national regulatory framework. The combination of periodic internal evaluations and external reviews conducted by ARACIS provides an effective mechanism for monitoring programme quality and ensuring continuous compliance with accreditation standards. The successful outcome of the 2021 external evaluation, which confirmed the accreditation of the DSUD_IM doctoral field, indicates that the programme meets the national quality assurance requirements and maintains an effective quality management system that supports its continuous development.

✓ Recommendations:-

The indicator is: fulfilled

IV. SWOT Analysis

✓ Strengths: ✓ A clearly defined institutional mission, effective governance, and a robust quality assurance system underpin doctoral education. ✓ Interdisciplinary doctoral training is supported by experienced supervisors with strong scientific achievements and international recognition. ✓ State-of-the-art research infrastructure, particularly through the Research and Development Institute (ICDT), provides access to advanced laboratories, equipment, and specialised software. ✓ Active internationalisation is achieved through research collaborations, mobility opportunities, and participation in European networks and projects. ✓ Comprehensive learning resources include an extensive library, access to leading international scientific databases, and well-developed digital platforms supporting doctoral education and research. ✓ All full-time doctoral candidates at UNITBV, regardless of their funding status, are eligible to apply for institutional mobility grants. Each doctoral candidate may receive one mobility grant per academic year, supporting participation in international study and research activities and promoting the internationalisation	INTERNAL FACTORS ①	Weaknesses: ✓ A relatively small cohort of international PhD students. ✓ PhD student participation in international mobility programmes remains low, despite ample opportunities. ✓ Research funding sources lack diversification beyond institutional and national public support. ✓ Development of international joint supervision (cotutelle) doctoral theses remains limited.
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of doctoral education.		
SWOT analysis		
Opportunities: ✓ Enhance UNITBV's robust institutional framework and interdisciplinary research environment to advance doctoral education, expand research in digitalisation, sustainability, and advanced manufacturing, and align doctoral research with regional development goals and industry innovation needs. ✓ Align doctoral research with regional development goals and industry innovation needs. ✓ Expand research in digitalisation, sustainability, and advanced manufacturing. ✓ Strengthen international collaboration via UNITA, Erasmus+, and strategic partnerships, promoting joint supervision and mobility. ✓ Attract more international PhD students, especially from non-EU countries. ✓ Enhance research infrastructure and doctoral training by leveraging European and international funding.	EXTERNAL FACTORS	Threats: ✓ Growing national and international competition for top doctoral candidates and research funding. ✓ Ongoing migration of highly qualified graduates to foreign universities and international labour markets. ✓ Limited attractiveness of doctoral scholarships and research grants compared with alternative career opportunities. ✓ Decreased industry investment in doctoral training and collaborative research projects.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study 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	
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, PhD students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1. The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study	F	Initiating habilitation procedures for eligible academic staff who meet the minimum CNATDCU

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.		standards in order to increase the number of full-time doctoral supervisors within the doctoral study domain of Engineering and Management.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	It is recommended to periodically review the course syllabi to ensure that the intended learning outcomes are clearly articulated and aligned with the competencies demanded by the labor market. In addition, the course content should be regularly updated by incorporating recent topics and current bibliographic resources, reflecting developments in the field, while ensuring consistency with the curriculum, including the distribution of teaching hours as defined in the doctoral programme PPUA.
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	It is recommended to periodically review the course syllabi to ensure that the intended learning outcomes are clearly articulated and aligned with the competencies demanded by the labor market. In addition, the course content should be regularly updated by incorporating recent topics and current bibliographic resources, reflecting developments in the field, while ensuring consistency with the curriculum, including the distribution of teaching hours as defined in the doctoral programme PPUA.
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	curriculum and through the teaching strategies used in the learning and teaching activities and experiences.		
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	It is recommended that the DSUD_IM doctoral field continue the systematic and periodic review of the intended learning outcomes and the associated professional and transversal competences, ensuring that they remain aligned with the programme objectives, recent developments in the discipline, research and innovation trends, stakeholder expectations, and ARACIS requirements.
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	It is recommended to continue providing counselling and dropout prevention services for PhD students and to periodically monitor their satisfaction with the doctoral programme in support of continuous improvement.
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	of the members of its own community and collaboration in academic and research activities.		
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the 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	-	-

From the summary table presented above, it can be observed that the 32 performance indicators analysed by the members of the external evaluators' committee, based on the information from the Internal Evaluation Report (IER) and of those noted (observed) during the visit to HEI-UNITBV, were assessed as fully accomplished.

VI. Conclusions

The external evaluation demonstrates that the doctoral study domain of Engineering and Management at Transilvania University of Braşov provides high-quality doctoral education supported by a coherent institutional framework, effective governance, and a strong quality-assurance culture. The organisational structures, regulatory framework, human resources, research infrastructure, and digital services fully support the implementation of doctoral studies and comply with national legislation and ARACIS standards. Transparent management processes, stakeholder involvement, and systematic internal evaluation contribute to continuous improvement of the doctoral programme and ensure its sustainability and relevance.

The doctoral programme offers a comprehensive educational and research environment that supports the achievement of the intended learning outcomes. The curriculum is well structured, research-oriented, and aligned with the National Qualifications Framework, the European Qualifications Framework, and labour market requirements. Doctoral candidates benefit from qualified supervisors, modern research facilities, international mobility opportunities, personalised supervision, and extensive academic support services. The integration of research into the educational process, together with the programme's international collaborations and commitment to academic integrity, creates favourable conditions for developing highly qualified researchers capable of contributing to scientific, technological, and societal advancement.

In conclusion, the evaluated doctoral study domain demonstrates a high level of compliance with the evaluated standards and indicators, all of which were assessed as fulfilled. The recommendations formulated during the evaluation are intended to support further enhancement rather than address significant deficiencies, focusing primarily on expanding the number of full-time doctoral supervisors through habilitation, periodically updating curricula and learning outcomes, strengthening alignment with emerging labour market needs, and continuing student support and quality monitoring activities. These recommendations will support continuous development and strengthen national and international competitiveness while maintaining the high quality of doctoral education already achieved.

After the completion of the evaluation procedure for the purpose of maintaining the accreditation of the doctoral field of Engineering and Management at IOSUD - Transilvania University of Braşov, the external evaluation committee appreciated all 32 performance indicators analysed according to the ARACIS standards specific to the evaluation of doctoral domains, as fully accomplished and, consequently, decided:

Maintaining accreditation (MAC).

VII. Annexes

1. Calendarul vizitei
2. Supplementary annexes
 - Anexa 1S. Comisii etica_integritate_drd.pdf
 - Anexa 2S. Raport monitorizare_drd.pdf
 - Anexa 3S. Stat de functii PPUA 2025-2026.pdf
 - Anexa S_Fise CNATDCU_Cond dr_DSUD-IM.pdf