

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:	Transilvania University of Braşov
Doctoral School:	Interdisciplinary Doctoral School (IDS)
Doctoral Domain:	Sports Science and Physical Education
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof. PhD. Adrian COJOCARIU	Expert evaluator	
2.	Prof. PhD. Eleonora MILEVA	International Expert	
3.	Roxana Nicoleta POPA	PhD Student Evaluator	

I. Introduction

This External Evaluation Report (EER) was prepared at the request of Transilvania University of Braşov, the Interdisciplinary Doctoral School (IDS), as part of the procedure to maintain accreditation of the doctoral study field in Sports Science and Physical Education. The external evaluation visit for the aforementioned field took place on July 6-7, 2026, with the physical participation of the members of the evaluation committee.

The Internal Evaluation Report (REI) for the field of doctoral studies in Sport Science and Physical Education was developed by a team consisting of: Prof. PhD. Dana Bădău – coordinator of the doctoral field, responsible for collecting, organizing and final drafting of the document, and Prof. PhD. Lorand Balint – doctoral supervisor.

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 in force;
- Consulting stakeholders – academic staff, doctoral 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;
- The report was approved by the Council of the Interdisciplinary Doctoral School (on 09.03.2026) and the Council for University Doctoral Studies (CSUD Decision no. 208 of 09.03.2026).

Transilvania University of Braşov (UNITBV) traces its roots to 1948, when the Institute of Silviculture was founded; the Institute of Mechanics followed in 1949, and the two merged in 1953 to form the Polytechnic Institute of Braşov. The Pedagogic Institute, covering Mathematics, Physics-Chemistry, Biology and later Music, was established in 1960, and in 1971 the two institutes merged to create the University of Braşov, structured into eight faculties by government decision. In 1991, following the University Senate's request, the institution was renamed Transilvania University of Braşov. Today, UNITBV is the largest university in central Romania, comprising 18 faculties with over 20,880 students and more than 700 teaching staff, offering programs across fields such as mechanical engineering, computer science, forestry, medicine, economics, music, law, and psychology.

The university's mission, as reflected at doctoral level, is delivered through the Interdisciplinary Doctoral School (IDS), an intra-institutional structure integrated into the Vice-Rectorate for scientific research and informatization, representing one of UNITBV's three pillars of research activity. IDS's vision rests on three pillars: aligning research with regional needs (Region 7 Centre) and with higher-level research trends; advancing interdisciplinary research that valorizes the university's comprehensive structure; and opening new research directions with scientific, economic, and socio-cultural impact.

In terms of governance and structure, UNITBV operates as a comprehensive public university; IDS itself is governed by an IDS Council, supported by an administrative team (3 secretaries and the IDS Director), and relies on collaboration with university support structures including the Project Management Department, Human Resources Service, Informatization Service, Accounting Service, and the Department of Relations with the Economic and Social Environment. The university additionally owns and operates its own Research and Development Institute (ICDT) — the only such multidisciplinary research institute built by a university in Romania, comprising 11 buildings and 30 research centres.

Regarding study programs/domains, UNITBV offers English- and German-taught programs alongside Romanian-language ones, with bachelor's, master's, and doctoral cycles across the institution; at doctoral level specifically, 232 human resources support the school (222 affiliated doctoral supervisors and 36 PPUA I teaching staff, as of 01.01.2026).

On external quality evaluation procedures, UNITBV is subject to periodic external evaluation at institutional level, at bachelor's and master's program level, and at the level of the Interdisciplinary Doctoral School and individual doctoral fields, based on dedicated methodologies. The current report follows the ARACIS Guide for external quality assessment of doctoral fields (provisional authorization, accreditation, or accreditation maintenance). The Quality Management System of IOSUD-UNITBV is certified to SR EN ISO 9001:2008 (certified by MRC-OCS in 2014) for higher education and for R&D in both natural/engineering sciences and social sciences/humanities, underpinned by institutional values of transparency, performance, ethics, equity, merit recognition, and openness to the community.

The doctoral field Sports Science and Physical Education (DSUD_SSPE) aims to train highly qualified researchers and develop innovative research aligned with national/European trends and societal needs, through interdisciplinary research and new directions with scientific, educational, economic, and socio-cultural impact, while

increasing national and international academic visibility. As of 01.02.2026, DSUD_SSPE operates within IOSUD-UNITBV under Ministerial Order no. 4966/31.08.2010, with 4 doctoral supervisors and 15 doctoral students in internship at various preparation stages

II. Methods used

Before the on-site visit, the Self-Evaluation Report (RAE) of the Transilvania University of Braşov and other relevant documents (annexes, supplementary documents, etc.) were studied. In addition, we studied the websites of the Doctoral Schools of UNITBV. The visit from 6-7 July 2026 was a good opportunity to expand the information regarding the doctoral studies in Sport Science and Physical Education (SSPE) at UNITBV.

The evaluation committee analyzed the following documents provided by the institution: the internal evaluation report, the annexes to the report, links to official documents posted on the institution's website, additional annexes requested before the visit and additional annexes during the visit. The committee held the meetings mentioned in the visit program, in which relevant aspects for the field of study under evaluation were debated : the university development strategy, the level of involvement of doctoral supervisors in the program development efforts, the feedback of doctoral students regarding the study program, the implementation of regulations, methodologies and quality management procedures at the organization level , the activity of the ethics committee and aspects of the functioning of research laboratories.

The on-site visit began with a preliminary meeting of the experts, members of the evaluation team. At this meeting, the preparation and harmonization of the evaluation stages were discussed. Throughout the entire evaluation period, we had the opportunity to participate in a series of group meetings with representatives of UNITBV, the SSPE field, IOUDS staff, the director of doctoral schools, employers and other people from the quality management and the ethics committee. All of this helped us to finalize the report.

According to the evaluation calendar, the evaluation committee visited: classrooms and seminar rooms; sports facilities: gym (sports games and gymnastics), fitness room, weight room, outdoor sports field; IOUDS secretariat; the Research and Development Institute of Transilvania University of Braşov_(ICDT); the Research Center for Quality of Life and Human Performance, accredited by CNCSIS; the Research Center for Human Excellence, Vitality, and Sports Performance; Library.

- Other relevant methods or aspects.

Not applicable (N/A).

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. 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, supported by documents and data (documents preferably included through links in the body of the IER)

Transilvania University of Braşov organises doctoral studies through IOSUD-UNITBV, based on its own Regulation, aligned with Higher Education Law no. 199/2023 and the Framework Regulation approved by OME

no. 3020/2024. Studies are carried out through the Interdisciplinary Doctoral School (IDS), and IOSUD-UNITBV is led by the Council for University Doctoral Studies (CSUD), whose director is appointed through a public competition.

CSUD has 11 members — the director (ex officio member), 8 doctoral supervisors elected by vote and 3 doctoral students elected by vote — for the 2024-2029 term. The Council of the Interdisciplinary Doctoral School (C-SDI) consists of the IDS director, 8 elected doctoral supervisors, 4 elected doctoral students and 4 personalities from the socio-economic environment, for the 2021-2026 term. Since 2020, each doctoral field has had a field coordinator, proposed by the faculties, endorsed by C-SDI/CSUD and approved by the Board of Directors.

Doctoral activity is regulated through a set of regulations and methodologies (concerning the organisation of doctoral studies, the functioning of IDS, admission to doctoral and postdoctoral studies, the evaluation of doctoral students and doctoral supervisors, the election of CSUD and C-SDI members, the recognition of diplomas and of the supervisor qualification obtained abroad, etc.), most updated on 30.09.2024, some revised on 25.02.2026 and 30.09.2025. All these documents are published on the website of the university and of the doctoral school, in the spirit of institutional transparency.

At IDS level there are also specific instructions, annexed to the IDS Regulation, grouped into three categories: affiliation/disaffiliation, the doctoral internship, and the drafting/defence of the doctoral thesis. These are part of UNITBV's quality management system.

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

IOSUD-UNITBV has organisational structures and a management system suitable for doctoral studies, based on regulations and methodologies that are periodically revised in accordance with the law. The core processes of the doctoral school — doctoral supervisors, doctoral internships and thesis defences — are regulated through specific instructions, periodically updated in line with legislation and the university's strategy.

- ✓ Aspects that constitute best practice examples

Consolidated representation of doctoral students in CSUD/C-SDI; the integration of personalities from the socio-economic environment in C-SDI; dedicated doctoral field coordinators (since 2020); high transparency through the full publication of documents and decisions; a complete set of specific instructions, integrated into the quality management system; periodic updating of the regulatory framework in accordance with legislation; automatic recognition of the supervisor qualification obtained abroad.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

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

According to the Regulation on the organisation of doctoral and postdoctoral studies, the drafting and updating of regulations/methodologies is the responsibility of CSUD, in consultation with the doctoral school. Once adopted, the documents are sent to the Board of Directors, become annexes to the Board Decisions (HCA) and are published on the UNITBV website, thereby being communicated to the academic community. Interested parties may propose amendments through their representatives in the Senate; the regulations are then discussed and approved by the Senate's scientific committee, which prepares a report for each document, and faculty representatives may put

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

forward proposals for amendment during the Senate meeting. The IDS Regulation and the specific instructions are submitted for debate to the doctoral supervisors of IOSUD-UNITBV and adopted through their universal, direct, secret and equal vote.

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

The opinions of the academic community (doctoral supervisors and doctoral students) are taken into account when adopting/revising regulations and methodologies, through the representatives of the doctoral fields in C-SDI and CSUD, as well as through the faculty representatives in the Board of Directors and the Senate. The presence of employers in C-SDI ensures their involvement in drafting the regulatory framework and the content of the doctoral programmes.

- ✓ Aspects that constitute best practice examples

Multi-level involvement of the academic community in adopting/revising regulations through the representatives of doctoral students and doctoral supervisors in C-SDI/CSUD, and through faculty representatives in the Board of Directors and the Senate; the presence of employers (personalities from the socio-economic environment) in C-SDI, which ensures their active involvement both in drafting the regulatory framework and in defining the content of the doctoral programmes.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

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

Doctoral students benefit from the shared FPEMS/UNITBV material base: high-performance equipment, licensed software, facilitated access for persons with disabilities, and modernised sports facilities on Colina Universitară, Gârcini and Sânpetru. ICDT (the Research and Development Institute of Transilvania University of Braşov) was established in 2013, creating an optimal academic environment for study, research, testing and experimentation. It currently hosts 31 research centres, including the Research Centre for Quality of Life and Human Performance (managed by FPEMS, accredited by CNCIS since 2006) and, since 2024, the new Centre for Human Excellence, Vitality, and Sports Performance, approved by the UNITBV Senate. Within the ICDT centres, both teaching staff and DSUD_SSPE doctoral students carry out their research activity; this is also where two of the institution's own laboratories dedicated to movement studies are located. There are three own teaching laboratories (kinesiotherapy/special motor skills and movement studies — two at ICDT, one in building J), equipped with specialised equipment (OPTOJUMP, MyoTest, Polar System, TANITA, H/P Cosmos, Vienna Test Sport System Battery, BlazePod, TENS MED 931, DATOSPIR-70, LASER MED 2200-2100, LACTATE PRO, etc.) and dedicated analysis software. The UNITBV Library holds a collection of over 765,000 volumes, reading rooms with 1,998 seats, and access to databases through the ANELIS Plus project, supplemented by the e-learning platform. All students benefit from access to the university's IT network.

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

The ARACIS evaluation committee found that the modernisation of the educational infrastructure is a priority of the university's premises rehabilitation plan, supporting teaching and research activities in a functional and safe

environment. The FPEMS and DSUD_SSPE infrastructure is well developed, supporting a high-standard formative process. Integration into ICDT and the existence of two own research centres highlight DSUD_SSPE's potential for applied research, while easy access to bibliographic resources and international databases supports a modern education.

✓ **Aspects that constitute best practice examples**

Integration into the ICDT infrastructure, with access to two own research centres; high-performance equipment and licensed software specific to SSPE; accessibility for persons with disabilities; access to international databases (ANELIS Plus) and to the e-learning platform; modernisation of the infrastructure as an institutional priority.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

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

At UNITBV/FPEMS level, movable and immovable assets are properly maintained by the administrative structures and auxiliary staff, ensuring optimal conditions for work, study and research. The FPEMS management permanently facilitates access for all teaching staff, students and doctoral students to equipment and facilities, while the Informatisation Service provides consultancy for the optimal use of databases within faculties, departments and research centres.

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

At UNITBV level, the maintenance of assets and infrastructure is well organised, supporting teaching and research activities. FPEMS pursues the continuous modernisation of the educational base and access for all users to equipment and resources. IT support requires ongoing staff training, and the efficiency of administrative management must be monitored. Movable assets are inventoried and replaced according to needs.

Aspects that constitute best practice examples

Well-organised maintenance of assets and infrastructure; continuous modernisation of the educational base; facilitated access for all users to equipment and resources; systematic inventorying and replacement of movable assets; dedicated IT support.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

The HEI has the required human resources to organise and deliver the evaluated study 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, supported by documents and data (documents preferably included through links in the body of the IER)

DSUD_SSPE has 4 active doctoral supervisors (out of 5 in total over the 2022-2026 period), all full-time (100%), meeting the minimum CNATDCU standards and having international scientific visibility (Web of Science publications, international scientific committees). PPUA_sem I comprises 6 disciplines (2 common, 4 specific to SSPE), taught by qualified teaching staff. No supervisor coordinates more than 8 doctoral students; in 2025-2026 there are 15 doctoral students in internship, and through OM 2021-2026, 17 doctoral titles were confirmed.

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

DSUD_SSPE has a well-structured teaching team: 4 full-time doctoral supervisors, all with the right to supervise conferred through OM. The teaching staff of PPUA-sem I hold a doctoral degree, at least the rank of associate professor, and competences appropriate to the disciplines taught. Periodic evaluations, continuous training and involvement in curricular and scientific development contribute to a high and efficient educational standard.

- ✓ Aspects that constitute best practice examples

100% full-time teaching team, with the right to supervise conferred through OM; teaching staff holding a doctoral degree and at least the rank of associate professor; international scientific visibility; periodic evaluations and continuous training; compliance with the limit of 8 doctoral students per supervisor; PPUA developed in consultation with doctoral students.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

UNITBV places emphasis on the continuous training of staff as a strategic element for the quality of the educational process. The university organises foreign language courses (English, Spanish, Chinese, and, from 2024-2025, Italian and Spanish through the UNITA alliance) and training in the use of research tools (SPSS), in order to support international research and academic mobility. These activities result from the periodic dialogue between management and staff, reflecting a clear institutional commitment to continuous professional development.

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

UNITBV has a strategic and integrated approach to continuous training, supporting the institution's adaptability and competitiveness in the European context. At FPMS level, 2 teaching staff members already hold habilitation, and another 2 are in the habilitation process, a potential human resource for affiliation to DSUD_SSPE.

- ✓ Aspects that constitute best practice examples

Strategic continuous training, adapted to European requirements; foreign language courses and research tools (SPSS); periodic management-staff dialogue; potential human resource (habilitated staff/staff in the process of habilitation) for DSUD_SSPE.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

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

UNITBV organises semi-annual public competitions for filling teaching positions, in accordance with Law 199/2023 and its own methodology. Affiliation to IDS is carried out through the continuous submission of files, in compliance with minimum criteria. Academic staff, including those in the evaluated programme, meet the legal performance requirements, employment being carried out through an individual employment contract. Recruitment complies with the principles of transparency, competitiveness and non-discrimination.

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

The ARACIS evaluation committee found that the recruitment procedures at UNITBV and SDI-UNITBV are transparent and comply with legal provisions; the competition and IDS affiliation criteria are periodically analysed and updated to attract and retain high-performing teaching staff.

- ✓ Aspects that constitute best practice examples

Transparent recruitment, compliant with the law, based on competitiveness and non-discrimination; continuous affiliation to IDS, with clear minimum criteria; periodic updating of competition and affiliation criteria to attract and retain high-performing staff.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The digitalisation of institutional processes is carried out in accordance with UNITBV's Digital Transformation Strategy (2022-2032), aligned with European standards. The academic community has access, through an institutional account, to platforms such as the intranet, e-learning, the internship portal, the Erasmus portal, drive and the institutional e-mail, recently supplemented by the academics.unitbv.ro platform for reporting research activity. For doctoral students there is a dedicated platform (doctorat.unitbv.ro), developed in collaboration with the Faculty of Mathematics and Computer Science, with three levels of access (IDS, doctoral supervisor, doctoral student), which manages admission data, the guidance committee, the status of the internship and the status of fees — providing quick access and reducing administrative errors. FPMS students and doctoral students also benefit from other digital services: e-learning with anti-plagiarism software, institutional e-mail, the Student@UniTBv mobile application, free access to Office 365/Azure Dev Tools, scientific databases through ANELIS+, a campus-wide MATLAB licence, and Wi-Fi networks (Campus and Eduroam).

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

Doctoral students have access to a high-performance IT infrastructure and learning resources that support a quality educational process. Through the dedicated electronic platform, doctoral students access information about the doctoral internship (grades, credits, form of schooling, fees), supervisors see the updated status of the doctoral students they coordinate, and the IDS secretariat extracts data for reporting.

- ✓ Aspects that constitute best practice examples

A dedicated electronic platform for doctoral students, with differentiated access at three levels (IDS, supervisor, doctoral student); easy reporting and reduction of administrative errors through self-verification of

data by doctoral students; high-performance IT infrastructure, integrated with the digital transformation strategy; access to a variety of digital resources (e-learning, ANELIS+, MATLAB, Office 365, Eduroam).

✓ **Recommendations**

Not applicable (N/A).

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

The DSUD_SSPE curriculum and PPUA develop doctoral students' research competences and ethical conduct, being adapted to the new ARACIS standards. Each doctoral student has an individual programme (PID), with a common component (semester I_PPUA) and a personalised one. The doctoral internship comprises: PPUA (year I), the Scientific Research Programme (years II-IV, with 3 scientific reports) and the drafting/defence of the thesis, totalling 240 ECTS credits over 4 years. The discipline sheets include hours, evaluation, credits and learning outcomes, pursuing the development of doctoral students' autonomy, ethical citation standards, and rigorous scientific communication.

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

DSUD_SSPE's PPUA is structured in accordance with ECTS (240 credits/4 years) and complies with ARACIS standards, integrating research methodology disciplines, academic ethics/integrity, and disciplines specific to SSPE. The discipline sheets operationalise the objectives through competences, focused on mastering research paradigms. The programme ensures the training of doctoral students for autonomous research, in compliance with deontological standards of documentation, citation and scientific communication.

✓ **Aspects that constitute best practice examples**

Good practices: programme adapted to ARACIS standards, 240 ECTS credits/4 years; research methodology and academic ethics disciplines; individual programme (PID) personalised to the thesis topic; emphasis on autonomy and scientific deontology.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

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

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

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

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

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

Learning outcomes are formulated in terms of knowledge, skills and responsibilities, in accordance with the National Qualifications Framework and the EQF, correlated with national occupational standards and ESCO. These correspond to EQF/CNC level 8 and are detailed in the curriculum and in the DSUD_SSPE discipline sheets (competences, objectives, content, evaluation).

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

The ARACIS evaluation committee found that the interrelation of professional and transversal competences completes the profile of the future SSPE doctor. Learning outcomes are formulated in accordance with CNC/EQF level 8 and operationalised in the curriculum and the DSUD_SSPE discipline sheets, being expressed in terms of knowledge, skills, responsibility and autonomy.

- ✓ Aspects that constitute best practice examples

Learning outcomes are formulated in accordance with CNC/EQF level 8 and correlated with ESCO and occupational standards; correlation of professional competences with transversal ones for the complete profile of the SSPE doctor; detailed operationalisation in the discipline sheets.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

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

Student-centred learning is promoted at IOSUD-UNITBV, doctoral students being considered capable of autonomous, reflective and critical engagement. Each doctoral student has an Individual Doctoral Programme (PID), integrating PPUA with general, specific and transversal disciplines (critical thinking, communication, teamwork, autonomy). Teaching is oriented towards interactive and participatory methods. Each doctoral student's activity is monitored through the Annual Activity Report, and guidance is provided by guidance and academic integrity committees, formed of 3 teaching staff members, including at least one member external to UNITBV.

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

In the evaluated field, the principles of student-centred learning are ensured through the teaching strategies reflected in the discipline sheets, which include teaching methods, types of evaluation, and activities specific to the doctoral student's individual study.

- ✓ Aspects that constitute best practice examples

Explicit integration of individual study activities in the discipline sheets, supporting the doctoral student's autonomy; correlation of teaching strategies with evaluation methods and discipline content, ensuring the coherence of the student-centred approach.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled

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

The Erasmus+ programme is an essential pillar of UNITBV's internationalisation, facilitating international mobility, joint research projects and scientific conferences for DSUD_SSPE doctoral students. FPMS has cooperation agreements with institutions in Greece, Croatia, Portugal, Spain, Slovenia, Italy, Luxembourg, Germany, etc. Doctoral students benefit from BIP programmes, external mobility grants and funding for conference travel, being guided by a coordinating teaching staff member appointed by IDS. The DoCo International Doctoral Conference is organised annually, in partnership with the UNITA Alliance, now in its 3rd edition.

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

International collaborations diversify the educational experience and consolidate the European dimension, reflected in the participation of DSUD_SSPE doctoral students and teaching staff in mobility programmes, joint research projects and international conferences. FPMS aims to expand its Erasmus+ partnerships, supported by the UNITA Consortium, in order to strengthen international practice and integration into interdisciplinary research networks.

- ✓ Aspects that constitute best practice examples

Active participation of doctoral students and teaching staff in mobility programmes, joint research projects and international conferences; expansion of Erasmus+ partnerships through the UNITA Consortium, for the integration of DSUD_SSPE into interdisciplinary research networks.

- ✓ Recommendations

Not applicable (N/A).

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

UNITBV integrates equity as a central principle, offering equal access to resources, personalised support, and a Gender Equality Plan, adapting to the cognitive and motivational diversity of students. DSUD_SSPE has concluded 2 national co-supervision agreements, initiated in 2025, allowing doctoral students to shape their research path according to their own aspirations.

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

At FPMS and DSUD_SSPE, fair opportunities are ensured for students, adapted to their potential and to the diversity of learning styles, reflected in the discipline sheets, the Regulation on students' professional activity, the Student Code, and the IDS Regulation. The evaluated doctoral programme demonstrates a commitment to fair opportunities, regardless of prior experience, learning style or specific needs.

- ✓ Aspects that constitute best practice examples

Solid regulatory framework for fair opportunities (discipline sheets, Student Code, IDS Regulation); co-supervision agreements for doctoral theses; Gender Equality Plan; adaptation to the diversity of learning styles.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

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

The 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, supported by documents and data (documents preferably included through links in the body of the IER)

UNITBV/FPEMS ensures inclusion and equitable access for doctoral students, including those with disabilities, through the CNFIS-FDI-2024-F-0397 project and infrastructure accessibility measures (ramps, lifts, markings for visual impairments). Doctoral students benefit from scholarships in accordance with the institution's own regulation; out of 17 doctoral students (2021-2026), 7 (41.2%) received additional funding, mainly awards for publishing their first ISI articles. Personalised support is also provided through the guidance and academic integrity committees.

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

Through the Student Code, UNITBV has the necessary framework to support students with special educational needs; at DSUD_SSPE, given the specificity of the field, the number of such students has been zero. At FPEMS level, students with disabilities have benefited from counselling and the adaptation of teaching/evaluation methods. The university aims to continuously develop the inclusive framework and the active involvement of students in accessibility initiatives.

- ✓ Aspects that constitute best practice examples

Solid regulatory framework for students with special needs; counselling and adaptation of teaching/evaluation methods; dedicated project for an accessible academic environment; continuous development of the inclusive framework.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

In accordance with ARACIS standards, the DSUD_SSPE discipline sheets present, in a structured manner, professional and transversal competences, with clear learning outcomes (knowledge, skills, responsibility, autonomy). These include data on the discipline, conditions, bibliography and type of evaluation, being drawn up

before the academic year and approved by CSUD. The annual evaluation of the field is carried out in accordance with the specific methodology, and the self-evaluation reports are published on the IDS website.

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

DSUD_SSPE is aligned with ARACIS standards, with clearly structured competences and learning outcomes, correlated with the programme's objectives. Their operational formulation facilitates the efficient planning of teaching and evaluation activities.

- ✓ Aspects that constitute best practice examples

Operational formulation of learning outcomes, correlated with the objectives and mission of the programme, facilitating the efficient planning of teaching and evaluation activities.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Each PPUA discipline carries ECTS credits (25 conventional hours/credit), structured into contact hours and individual study, completed through summative evaluation. The doctoral internship includes: PPUA (sem. I – 6 disciplines with examination; sem. II – 3 specialty examinations), the Scientific Research Programme (3 scientific reports), and the thesis defence. Doctoral students are evaluated annually through research reports, the annual activity report, and scientific activity (publications, presentations). The public defence of the thesis is validated successively by the guidance committee, the external committee and CNATDCU. Between 2021 and 01.02.2026, 17 theses were defended, all completed with the award of the doctoral title, with no CNATDCU rejections or invalidations, ensuring a rigorous evaluation, in accordance with EQF/CNC level 8.

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

The ARACIS evaluation committee found that the evaluation of doctoral students is rigorous: examinations graded in both semesters, the research programme (years II-IV), and the thesis defence, all graded. Progress is monitored through scientific and activity reports, verified by the supervisor and the guidance committee. The public defence of the thesis, validated by the committees and CNATDCU, ensures the objective certification of competences, in accordance with ECTS standards.

- ✓ Aspects that constitute best practice examples

Progressive and rigorous evaluation (examinations, reports, thesis defence); continuous monitoring through annual reports verified by the supervisor; multi-level objective validation (guidance committee, external committee, CNATDCU); compliance with ECTS standards.

- ✓ Recommendations

- ✓ Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

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

UNITBV applies a transparent doctoral admission policy, in accordance with its own methodology, published at least 6 months in advance. Enrolment is done online, with no discriminatory criteria, through a specialty examination (a PowerPoint presentation-based interview for DSUD_SSPE), the minimum admission average being 8. The final average is calculated from the average of the specialty examination, the dissertation average (where applicable) and the average of the bachelor's cycle. Admission is carried out for state-funded places (60, including 1 for Roma candidates and 8 for priority fields) and fee-paying places (100 places), for scientific doctorates (full-time only) and professional doctorates (full-time/part-time). Candidates must have accumulated a minimum of 300 ECTS credits (bachelor's + master's).

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

UNITBV implements a transparent admission policy for DSUD_SSPE, in accordance with its own methodology, approved by the Senate and published at least 6 months in advance, complying with the principles of non-discrimination and equal opportunities. Evaluation is carried out through a single interview, based on a PowerPoint presentation on the specific topic. Enrolment is exclusively online, with the information published on the IOSUD website. The legal relationship is formalised through the study contract.

- ✓ Aspects that constitute best practice examples

Transparent admission policy, published at least 6 months in advance; enrolment exclusively online, with no discriminatory criteria; standardised evaluation through an interview/PowerPoint presentation on the specific topic; formalisation of the relationship through a study contract, in accordance with legislation.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Doctoral admission is based exclusively on academic competences, without discrimination, complying with equity and equal opportunities. Conditions are published at least 6 months in advance; the examination assesses research capacity, theoretical skills and motivation, on topics proposed by supervisors, with a public bibliography. Results are public, validated by C-SDI and CSUD. There are facilities for candidates with disabilities (online examination, fee waiver). Master's graduates/long-cycle graduates (from Romania or abroad), Romanian citizens, EU/EEA/Switzerland/UK citizens and citizens of third countries may participate, in accordance with specific methodologies. Doctoral students benefit from grants, scholarships for external research internships, and other forms of financial support.

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

Doctoral admission is based exclusively on academic competences, without discrimination, complying with equity and equal opportunities, with conditions published at least 6 months in advance. The specialty examination assesses research capacity, theoretical skills and motivation, on topics proposed by supervisors, with a public bibliography on the IDS website. Results are public, validated by C-SDI and CSUD. There are facilities for candidates with disabilities (online examination, fee waiver). Master's graduates/long-cycle graduates from Romania or abroad, Romanian citizens, EU/EEA/Switzerland/UK citizens and third-country citizens may participate. Doctoral students benefit from grants, scholarships for external internships, and other forms of support.

- ✓ Aspects that constitute best practice examples

Facilitating the participation of candidates with disabilities through an admission examination organised online; waiving the registration fee for persons in situations of social risk; transparent publication of topics, bibliography and admission results on the IDS website; equal access to admission, in accordance with the principles of equity.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students

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

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

UNITBV has drawn up and validated in the Senate the Regulation on students' professional activity and the Student Code, applicable including to IDS-UNITBV doctoral students. The documents are published transparently on the website of the university and of the doctoral school. The academic career of doctoral students is monitored through annual reports (PID, activity reports), approved by the guidance committee and the supervisor. The Senate annually approves incentives and rewards (laptop, access to the fitness room), and students benefit from the services of the Career Counselling and Guidance Centre (CCOC).

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

The institutional regulatory framework, validated by the Senate and uniformly applicable, covers the entire doctoral cycle, from enrolment to completion. Accessibility of information is ensured through electronic dissemination via official channels. The academic progress of doctoral students is monitored in a structured manner, through the analysis of individual plans and annual activity reports by the guidance committee, under the coordination of the doctoral supervisor.

✓ **Aspects that constitute best practice examples**

Unified regulatory framework, validated by the Senate, for the entire doctoral cycle; transparent electronic dissemination of documents; structured monitoring of progress (PID, annual reports) by the guidance committee; annual incentives for doctoral students.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

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

Internationalisation is one of UNITBV's 3 managerial priorities (2024-2029). UNITBV is a member of the UNITA Alliance (12 universities, 7 countries), where it organises doctoral co-supervisions (the Horizon Europe CHORAL project) and takes part in the UNITA doctoral network (e.g. the "My three-minute PhD thesis" competition, 4th edition). Since 2024, IDS has organised the DoCo International Conference, with 140 doctoral students from 15 countries in 2025. At FPEMS/DSUD_SSPE level there are 23 Erasmus+ agreements; in 2021-2025 there were 24 visiting teaching staff members and 9 Erasmus+ mobilities of the institution's own staff. A doctoral student from Cuba was admitted to DSUD_SSPE in 2022, as an example of good practice. The

international conference "Youth in the Perspective of the Olympic Movement" (16th edition, March 2025) brought together academic personalities from the UK, Greece, Poland, Puerto Rico, Saudi Arabia, Tunisia and New Zealand.

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

Internationalisation is a strategic priority for UNITBV (2024-2029), implemented at DSUD_SSPE level through 23 Erasmus+ agreements, membership of the UNITA Alliance and the DoCo Conference (3rd edition). The admission of a doctoral student from Cuba illustrates openness beyond the EU. Scientific collaborations with foreign authors have contributed to FPEMS's inclusion in the Shanghai Ranking 2025 (positions 200-300), a unique achievement at this level for SSPE in Romania.

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

23 active Erasmus+ agreements; membership of the UNITA Alliance (co-supervisions, DoCo Conference); admission of a doctoral student from Cuba, an example of openness beyond the EU; FPEMS's inclusion in the Shanghai Ranking 2025 (200-300), a unique achievement for SSPE in Romania.

- ✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

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

Scientific research is a fundamental pillar of UNITBV, and at FPEMS it reflects the applied and multidisciplinary character of SSPE, oriented towards motor/psychomotor qualities and the determinants of sports performance. The research results of the teaching staff are actively integrated into teaching and into guiding doctoral students towards applied research. DSUD_SSPE doctoral students have consistently taken part (2021-2025) in national and international conferences. The international dimension is strengthened through Web of Science publications, which led to FPEMS's inclusion in the Shanghai Ranking 2025 (positions 200-300), a unique achievement at this level for SSPE in Romania, validating the quality of the research and the credibility of the doctoral programmes by international standards.

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

The ARACIS evaluation committee found that research activity at DSUD_SSPE is structured around priority directions: motor/psychomotor qualities, determinants of sports performance (physical, technical, tactical, psychological) and the optimisation of physical activities, integrated into the teaching process. Doctoral students and graduates have actively taken part (2021-2025) in national and international conferences. Publication in Web of Science journals, in supervisor-doctoral student collaboration, has strengthened the international dimension, contributing to FPEMS's 200-300 position in the Shanghai Ranking 2025.

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

Applied and multidisciplinary research directions, integrated directly into the teaching process; active participation of doctoral students in national/international conferences; Web of Science publications in supervisor-doctoral student collaboration.

- ✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

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

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

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

Scientific research is a fundamental mission of UNITBV, supported by ICDT (established in 2013) and the two FPMS research centres (the Centre for Quality of Life and Human Performance, since 2006; the Centre for Human Excellence, Vitality, and Sports Performance, since 2024). The infrastructure is registered on the ERTIS platform. All 4 DSUD_SSPE doctoral supervisors meet the minimum CNATDCU standards (activity over the last 5 years with percentages between 25.5% and 66.2% of the score required for habilitation), with international visibility demonstrated through Hirsch indices (WoS, Scopus, Google Scholar), ORCID/Researcher ID, and membership in international scientific committees (ARACIS, CNATDCU, sports federations, editorial boards). Research is evaluated annually through the ACADEMICS/FRACS platform and the CNATDCU form. Since 2021, UNITBV has adopted the principles of the European Charter for Researchers (HRS4R) and applies a differentiated salary policy, based on performance (ISI publications, research projects), to provide financial support to teaching staff and doctoral students.

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

DSUD_SSPE's doctoral supervisors have international academic visibility (WoS, Scopus indices), all four fully meeting the minimum CNATDCU standards. DSUD_SSPE benefits from a competitive research infrastructure through two specialised centres, integrated into ICDT and registered on ERTIS. International visibility is supported by the supervisors' involvement in prestigious academic and sports bodies, and the capitalisation of research is encouraged through differentiated remuneration, correlated with ISI publications and competitive grants.

- ✓ Aspects that constitute best practice examples

Good practices: all supervisors meet CNATDCU standards; competitive research infrastructure (2 centres, integrated into ICDT); international visibility through prestigious academic/sports bodies; differentiated remuneration correlated with performance; adherence to the European Charter for Researchers (HRS4R).

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The 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, supported by documents and data (documents preferably included through links in the body of the IER)

The University's internal quality assurance system (SIAC) of UNITBV includes strategies, plans, regulations and procedures, guided by the Quality Assurance Strategy (2024-2029), aligned with European standards (ESG), with the aim of consolidating a quality culture. The procedures are drawn up by the Quality Assurance Office, endorsed

by the Board of Directors and disseminated transparently via the intranet, under the coordination of the Vice-Rector for Internationalisation and Quality Evaluation (CEAC). The university has a Code of Ethics (within the University Charter) and a University Ethics Committee, as well as integrity instructions updated in 2025 regarding the protection of integrity whistle-blowers.

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

The ARACIS evaluation committee found that IOSUD-UNITBV and DSUD_SSPE consistently apply quality procedures, with a demonstrated impact on education. Based on the analysis of opinions/feedback, improvement measures are proposed, summarised in the doctoral field's annual internal self-evaluation report.

- ✓ Aspects that constitute best practice examples

Consistent application of quality procedures, with measurable impact; systematic analysis of opinions/feedback for identifying improvement measures; annual internal self-evaluation report, which ensures continuous monitoring of the doctoral field's quality.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

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

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

The procedures are applied at the level of all structures, under the responsibility of process managers and the CEAC-D/CEAC-U committees. These document the involvement of the academic community and stakeholders (teaching staff, students, graduates, the economic environment) in the evaluation of teaching, the consultation of doctoral students regarding PPUA and research activity. The community is informed through institutional e-mail, and its opinion is taken into account when drafting regulations. There are opinion questionnaires for doctoral students (RO/EN), the results of which are discussed in CSUD, generating improvement proposals included in the annual evaluation report.

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

The quality assurance procedures are well implemented at university level, actively involving teaching staff, doctoral students, auxiliary staff and external partners. The evaluations cover teaching, research and support services, with the results being turned into improvement proposals. The tools are accessible and adapted, including for international students.

- ✓ Aspects that constitute best practice examples

Consistent implementation of quality procedures, with the active involvement of all stakeholders; comprehensive evaluations turned into improvement proposals; accessible tools, including for international students (RO/EN).

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

Quality assurance and academic ethics and conduct 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, supported by documents and data (documents preferably included through links in the body of the IER)

UNITBV has a University Ethics Committee (CEU), an independent deliberative body that applies the norms of university ethics and conduct in accordance with the Code of Ethics (part of the University Charter), examining complaints and sanctioning breaches. CEU decisions are presented to the Board of Directors and the Senate, and an annual report is published on the university's website. Since 2018, through the UNITBV e-learning platform, all doctoral theses have been institutionally checked for similarity before the public defence.

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

At FPMS there is an ethics and discipline committee, with no complaints registered from 2021 (the last ARACIS evaluation) to the present, indicating desirable conduct on the part of teaching staff and doctoral students. All doctoral theses are checked for similarity using Turnitin software, available on the e-learning platform. The procedure involves generating and saving specific documents (proof of upload, the full report, the summarised similarity report), on the basis of which the doctoral supervisor draws up a resolution regarding the originality of the work. Only theses with a positive resolution are admitted for defence, with the documents being included in the Doctoral File, uploaded to the REI platform.

- ✓ Aspects that constitute best practice examples

Systematic similarity checking (Turnitin) for all theses, before the defence; mandatory resolution by the supervisor regarding originality; archiving of similarity documents in the Doctoral File (REI), for traceability.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.C.3.1. Procedures and implementation of procedures	
The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	

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

UNITBV systematically applies procedures for the initiation, monitoring and periodic review of study programmes, in accordance with the specific regulation. DSUD_SSPE is coordinated by a doctoral supervisor appointed by the dean, with the support of CEAC-D and the internal evaluation teams. The results of the monitoring underpin the managerial analyses and improvement measures, included in the DSUD_SSPE annual self-evaluation report.

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

The ARACIS evaluation committee found that IOSUD-UNITBV, FPMS and DSUD_SSPE consistently apply the procedures for monitoring and periodically reviewing the programmes, with a real impact on quality assurance, enabling an operational response to identified needs.

- ✓ Aspects that constitute best practice examples

Consistent application of monitoring and periodic review procedures; operational response to identified needs, with a direct impact on quality; dedicated coordination (doctoral supervisor, CEAC-D) for quality assurance.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

CEAC-D and the internal evaluation team include teaching staff, students and, optionally, employers and graduates. Teaching staff and doctoral students are directly involved, through CSUD, in analysing indicators and formulating improvement proposals, with the results being included in the annual self-evaluation report. DSUD_SSPE teaching staff are directly involved in implementing institutional procedures, while graduates and employers are partially involved, through feedback on the relevance of the curriculum to the labour market.

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

The systematic and formalised integration of this feedback at all stages of curriculum development and research efforts represents an essential aspect, for a more effective correlation between academic training and the real needs of the professional and advanced research environment.

- ✓ Aspects that constitute best practice examples

Involvement of teaching staff and doctoral students in CEAC-D/CSUD for the evaluation of the field; collection of feedback from graduates and employers; systematic integration of feedback into the curriculum, for correlation with professional needs.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

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

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

The coverage of disciplines by competent teaching staff is regulated through specific regulations, pursuing an optimal ratio of full-time staff to students. Periodic evaluation (self-evaluation, peer, hierarchical) is carried out every semester under CEAC coordination. From semester II of 2024-2025, the evaluation of the examination method was added, at the students' request. The results, analysed by CEAC and CSUD, generate measures for improving teaching activity.

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

UNITBV applies a well-regulated and transparent system for the selection, evaluation and development of teaching and auxiliary staff, ensuring the correlation of competences with the requirements of the study programmes. The evaluation of teaching activity is complex, including feedback from multiple sources, and recent procedural updates reflect an openness to continuous improvement. The active involvement of students contributes to consolidating an institutional culture of quality.

- ✓ Aspects that constitute best practice examples

A regulated and transparent system for evaluating teaching staff; feedback from multiple sources (colleagues, students, department heads); procedural update at students' request; active involvement of students in the quality culture.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator 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, supported by documents and data (documents preferably included through links in the body of the IER)

UNITBV systematically collects and analyses data regarding processes and quality, in accordance with the Digital Transformation Strategy (education, research, administration). The IT systems (GESFO, ACADEMICS/FRACS, the evaluation of teaching and research activity, the unique enrolment register, etc.) cover the entire administrative and teaching activity. The academic community has access to the internet (Campus Wi-Fi, Eduroam) and to the intranet. Annually, UNITBV reports data for the Times Higher Education, QS and U-Multirank rankings. ICDT has 30 research centres equipped with state-of-the-art technology, accessible through digital technologies.

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

UNITBV demonstrates a dynamic commitment to digitalisation, through a coherent IT infrastructure and integrated systems that ensure efficiency and transparency. Widespread access to the internet (Campus Wi-Fi, Eduroam) and the intranet supports rapid communication within the university community, positioning UNITBV on a modern path of adaptation.

✓ Aspects that constitute best practice examples

Integrated and coherent IT infrastructure, in accordance with the Digital Transformation Strategy; widespread internet access; annual reporting for international rankings; 30 ICDT research centres with advanced digital technology.

✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

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

The university publishes information about study programmes, diplomas, the organisation of the teaching process and the facilities offered, in accordance with legislation on access to information of public interest. Transparency is ensured through the website of the institution and of FPEMS. IOSUD-UNITBV provides free access to data regarding IDS, the doctoral fields, admission, the internship, regulations, scholarships and fees, periodically updated, consolidating confidence in the quality of the doctoral programme.

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

UNITBV and FPEMS ensure a high level of institutional transparency, providing easy access to information about the study offer, facilities for students, and the organisation of the teaching process. The publication of this information on the IOSUD-UNITBV and faculty websites reflects an effective system of communication with the public and the academic community.

✓ **Aspects that constitute best practice examples**

High institutional transparency, with easy access to information; periodic update of publications on the IOSUD-UNITBV website; effective communication.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

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

IOSUD-UNITBV ensures the transparency of decision-making processes through the publication of CSUD-UNITBV decisions, in accordance with internal regulations. Decisions are communicated to the academic community through official channels (website, platforms, e-mail), based on community consultation and the active participation of doctoral students in the governing bodies. The university complies with the legal deadlines for external quality evaluation and publishes the related reports in accordance with the legislation.

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

The ARACIS evaluation committee found that, at institutional level, the communication of decisions, within CSUD-UNITBV, is carried out transparently and systematically through publication on official websites and transmission by e-mail to the relevant groups; this practice is maintained and extended at FPEMS level.

✓ **Aspects that constitute best practice examples**

Transparent and systematic communication of CSUD-UNITBV decisions, through publication and e-mail; extension of the practice to FPEMS level; active participation of doctoral students in the governing bodies.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

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

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

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

DSUD-SSPE was externally evaluated by ARACIS, with the maintenance of accreditation confirmed through Decision no. 147/28.12.2021. Evaluation procedures are carried out in accordance with the IOSUD-UNITBV Regulation, with initiation approved by CSUD. In 2024, the progress report was submitted to ARACIS, and the 2025 ARACIS committee confirmed that UNITBV had implemented the measures proposed in the 2021 evaluation.

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

UNITBV and IOSUD comply with the legal obligation for periodic external evaluation, with the Senate's approval and based on a plan approved by the Board of Directors. The reports are published on the ARACIS website and on the institution's website, reflecting transparency and legal compliance.

✓ **Aspects that constitute best practice examples**

Consistent compliance with the obligation for periodic external evaluation, with approval at Senate/Board level; demonstrated implementation of previous ARACIS measures; transparent publication of reports on the ARACIS and institutional websites.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ The university has a clearly defined mission, well-structured strategies and effective management, supported by modern educational, sports and research infrastructure. ✓ DSUD_SSPE benefits from 4 full-time doctoral supervisors, experienced, with international scientific visibility certified through inclusion in prestigious professional and sports structures. ✓ Scientific activity is of a high level, reflected in Web of Science publications and in FPMS's inclusion in the Shanghai Ranking 2025 (positions 200-300), a unique achievement at this level for the SSPE field in Romania. ✓ The Erasmus+ program is active, and doctoral training is oriented towards research, innovation, and technology transfer, through the involvement of doctoral students in international scientific events.	INTERNAL FACTORS ↑	Weaknesses: ✓ Moderate level of involvement of teaching staff and doctoral students in advanced applied research projects. ✓ Low number of foreign doctoral students. ✓ Low participation of doctoral students in international mobility, despite the available Erasmus+ programs. ✓ Limited funding, predominantly from governmental and institutional sources, with reduced access to alternative sources. ✓ Equipping with state-of-the-art equipment and technologies, specific to research in sports science, in relation to the current requirements of the field.
SWOT analysis		
Opportunities: ✓ Modern infrastructure and flexible educational resources, which support research, innovation and doctoral training in line with European directions. ✓ Capitalising on the UNITA Alliance for international projects and academic mobility. ✓ Doctoral supervisors with national	EXTERNAL FACTORS ↓	Threats: ✓ The reduced number of state-funded places and the reduced financial allocations, which limit advanced research and investments in development and innovation ✓ The low interest of master's graduates, from the country and abroad, in continuing doctoral

and international visibility, current research topics. ✓ Expanding Erasmus+ mobility partnerships for teaching staff and students ✓ Diversifying the means of access to institutionally funded grants and research-development projects. ✓ Increasing the number of DSUD_SSPE doctoral supervisors, through the habilitation and affiliation of FPMS teaching staff with relevant scientific and research activity		studies, affecting the recruitment base ✓ Increased risk of dropout, caused by reduced funding and the employment of doctoral students during their studies, combined with the high requirements specific to advanced research
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	-
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	-
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	-
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	-
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	-
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	-
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	-
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	-
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	-
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	-
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to 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	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	-
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	-
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	-
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	-
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	-
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	-
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	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

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

- Periodic updating of educational resources for specialized disciplines within the PPUA.
- Identification of opportunities and continuation of efforts to include doctoral students in research projects.

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

VI. Conclusions

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

Propose and substantiate a decision.



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

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

VII. Annexes

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