

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 (SDI)
Doctoral Domain:	PHILOLOGY
The objective of the external evaluation:	Maintaining accreditation (MAC)



THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

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Members of the ARACIS Evaluation Panel

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I. Introduction

The evaluation report was prepared in the context of the application for the accreditation of the doctoral study programme in **Philology** within the Doctoral Studies Organising Institution (IOSUD) of **Transilvania University of Braşov (UNITBV)**, the **Interdisciplinary Doctoral School (IDS)**, in accordance with the provisions of Article 28(d) of the *Methodology for the External Evaluation of Quality in Higher Education* (Government Decision No. 962/2024). The evaluation panel reviewed the Internal Evaluation Report (IER), conducted the site visit to the institution, held a series of meetings with its representatives, and assessed the current situation, as well as the extent to which all mandatory accreditation criteria for the doctoral field of **Philology** within the Interdisciplinary Doctoral School (IDS) were fulfilled. The most recent external evaluation of the doctoral field in Philology was carried out between **8 and 12 November 2021**.

The history of **Transilvania University of Braşov (UNITBV)**, whose mission encompasses both education and research, began in 1948 with the establishment of the Braşov Institute of Forestry. Its current name was officially established by Order of the Minister of Education and Science No. 4894 of 22 March 1991. UNITBV is a comprehensive university comprising 18 faculties (9 engineering faculties and 9 faculties covering humanities, sciences, economics, law, medicine, music, and other disciplines). The University is a major centre for research and innovation and is strongly committed to advancing its internationalisation process. In 2023, UNITBV became a member of the **UNITA Universitas Montium European University Alliance**, one of the 65 European university alliances funded by the European Commission. Over recent years, UNITBV has achieved significant progress both nationally and internationally, as reflected in various university rankings. The University has diversified its educational programmes, particularly those offered in foreign languages, strengthened its research activity, expanded its international partnerships, and actively engaged with the community within the broader framework of its commitment to sustainable development, becoming one of the most dynamic and rapidly advancing universities in Romania. In recent years, Transilvania University of Braşov has made remarkable progress in both the national and international academic landscape. This development is reflected in its position in the Romanian national metaranking, where it advanced from 12th place in 2019 to 5th place in 2024—the most significant improvement among Romanian universities—as well as in its performance in international rankings. Regardless of the methodology employed by different ranking systems, UNITBV has consistently ranked among the top ten Romanian universities, demonstrating its steadily increasing academic and research performance.

The **Interdisciplinary Doctoral School (IDS)** is an academic structure of UNITBV operating under the Vice-Rectorate for Scientific Research and Digitalisation. It has functioned within IOSUD-UNITBV since **1 October 2010**, having been established by the Resolution of the Senate of Transilvania University of Braşov adopted on **27 July 2010**. IOSUD-UNITBV currently organises doctoral studies in **24 doctoral fields**, covering **6 fundamental domains** and **11 branches of science**.

The doctoral field of **Philology** was established by Order of the Ministry of Education, Research and Innovation (MECI) No. 5200 of **21 September 2009**. The programme reflects UNITBV's commitment to academic excellence and advanced professional training in the fields of **Philology** and the **Humanities**. The doctoral field currently comprises the following subfields: **Romanian Literature, Literary Theory and Comparative Literature** (3 doctoral supervisors); **Romanian Language** (2 doctoral supervisors); **French Language** (1 doctoral supervisor); **English Language** (3 doctoral supervisors); **German Language** (1 doctoral supervisor); and **German Literature** (1 doctoral supervisor). The effectiveness of the doctoral field is ensured through a well-defined curriculum that combines the **Advanced University Training Programme (AUTP)** with intensive individual research activities focused on publishing in prestigious international journals.

II. Methods used

The evaluation process consisted of studying and analyzing the **Internal Evaluation Report (IER)** of the evaluated field of doctoral studies, together with its annexes and related links, as well as examining the documents, data, and



information available on the UNITBV website. The observations and conclusions resulting from meetings with the university management, academic staff, representatives of the Doctoral Studies Council (CSUD) and the doctoral school, members of the research centres, the Commission for Quality Evaluation and Assurance (CEAC), and the academic staff involved in the implementation of the evaluated study programme were also taken into consideration.

In addition, the facilities dedicated to teaching and research activities were visited. The site visit to the Faculty of Letters (FL) of UNITBV and to the doctoral school encompassing the field of Philology took place on **6–7 July 2026**. Prior to the visit, the evaluation panel held two online meetings on **3 June** and **25 June 2026**.

During the on-site visit, the panel verified the material resources, the library, the teaching facilities, the documents managed by the administrative office, and other relevant aspects. As part of the external evaluation process, the following activities were carried out:

- analysis of the Internal Evaluation Report of the evaluated study programme, together with its annexes and related links;
- analysis of the documents, data, and information available electronically on the UNITBV website;
- visit to the Faculty of Letters, including observation of lecture rooms, seminar rooms, laboratories available to doctoral students, the administrative office, the university library, and other relevant facilities;
- meetings and discussions with the university management, members of the Doctoral School Council, and the academic staff involved in the organisation of the evaluated doctoral programme;
- meetings and discussions with doctoral students, graduates of the programme, and employers of the graduates;
- meetings and discussions with the academic staff involved in the delivery of the evaluated study programme.

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

UNITBV organizes doctoral university studies within the Institutional Organization for Doctoral Studies (IOSUD-UNITBV), which is governed by the Council for Doctoral University Studies ([CSUD](#)). The doctoral study programmes are conducted within the Interdisciplinary Doctoral School ([SDI](#)), established by the Resolution of the UNITBV Senate of 27 July 2010. The School is managed by a Director and the Council of the Interdisciplinary Doctoral School. Within IOSUD-UNITBV, there are 24 doctoral fields of study, covering six fundamental fields and eleven branches of science. The internal quality assurance methodology is governed by the regulations, methodology, and procedures of UNITBV. The Quality Assurance Office and the Internal Public Audit Unit monitor the University's main areas of activity by applying their own procedures. UNITBV has a Code of Ethics and Professional Conduct, established in accordance



with the applicable legislation, which forms an integral part of the UNITBV Charter and is known and observed by the University's staff. At the Faculty level, there is a Committee for the Review of Disciplinary Misconduct, whose mission is to ensure compliance with the University's Code of Ethics and Professional Conduct and which operates under the authority of the UNITBV Ethics Committee. In 2018, UNITBV acquired plagiarism detection software, which is available to both academic staff and students. At the institutional level, UNITBV has a comprehensive set of updated regulations and procedures available on its website, together with the decisions of the Administrative Council and the University Senate. UNITBV undergoes periodic external evaluations at both the programme/field-of-study level and the institutional level, and the corresponding information is published on the University's website ([Evaluarea periodică](#)). The doctoral field of study in Philology [Filologie](#) was established pursuant to Order of the Ministry of Education, Research and Innovation (MECI) No. 5200 of 21 September 2009. Doctoral university studies are organized and conducted in accordance with the [Regulation on the Organization and Conduct of Doctoral and Postdoctoral University Studies](#), which complies with the applicable legislation. The Interdisciplinary Doctoral School (SDI) also operates under its own [regulations](#). The organization and functioning of the administrative structures within IOSUD-UNITBV—namely the Council for Doctoral University Studies (CSUD) and the Council of the Interdisciplinary Doctoral School (C-SDI), including their composition—are governed by the Regulation on the Organization and Conduct of Doctoral and Postdoctoral University Studies. IOSUD-UNITBV is governed by the Council for Doctoral University Studies (CSUD), whose Director was appointed through a public competition. The CSUD consists of 11 members, as follows: the Director of the CSUD (ex officio member); eight permanent doctoral supervisors affiliated with IOSUD-UNITBV, elected by the permanent doctoral supervisors of IOSUD-UNITBV through universal, direct, secret, and equal voting; and three doctoral student representatives, elected by the doctoral students of IOSUD-UNITBV through universal, direct, secret, and equal voting, thus fulfilling the requirement laid down in Article 131(7) of the Higher Education Law No. 199/2023 regarding the representation of doctoral students within the CSUD. The decisions adopted by the CSUD from 2016 to the present are available on the University's website. The Council of the Interdisciplinary Doctoral School (C-SDI) consists of the Director of the SDI (ex officio member); eight permanent doctoral supervisors affiliated with IOSUD-UNITBV, elected by the permanent doctoral supervisors through universal, direct, secret, and equal voting; four doctoral student representatives elected by the doctoral students of IOSUD-UNITBV through universal, direct, secret, and equal voting; and four representatives of the socio-economic environment, selected by the CSUD on the basis of their contribution to the University's development. Each doctoral field of study is coordinated by a Field Coordinator, appointed upon the proposal of the relevant faculty, following the endorsement of the C-SDI and the CSUD and the approval of the University's Administrative Council. The doctoral field of study in Philology was established pursuant to Order of the Ministry of Education, Research and Innovation (MECI) No. 5200 of 21 September 2009.

✓ **Analysis of the state of facts**

UNITBV organizes doctoral university studies within a regulatory framework comprising [methodologies and regulations](#) that are fully compliant with the applicable legislation. IOSUD-UNITBV has an appropriate management system for the organization and administration of doctoral university studies. The core processes of the Doctoral School—including those related to doctoral supervisors, the doctoral study period, and the public defence of doctoral theses—are governed by specific procedures that are periodically updated to ensure compliance with the legal framework and alignment with the University's strategic objectives.

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 extension¹ and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

✓ **Presentation of the state of facts**

¹ The faculty, department, subsidiary, extension - hereinafter “organisational components”



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The drafting and revision of the regulations and methodologies governing doctoral university studies are carried out by the Council for Doctoral University Studies (CSUD) in consultation with the Doctoral School. Once adopted by the CSUD, the regulations and methodologies are submitted to the University's Administrative Council and incorporated as annexes to the Administrative Council Decisions (HCA), which are communicated to the academic community through publication on the UNITBV website. Proposals for amendments may be submitted through the faculties' representatives in the University Senate. Following their review by the Senate's Scientific Committee, whose report is presented during a Senate meeting, the faculty representatives may propose further amendments and/or additions. After approval, the regulations and methodologies are published on the University's website. The Regulations of the Interdisciplinary Doctoral School, together with the package of specific procedures, were subject to consultation with the doctoral supervisors affiliated with IOSUD-UNITBV and were subsequently adopted through their universal, direct, secret, and equal vote.

✓ Analysis of the state of facts

Within UNITBV, the views of members of the academic community—including doctoral supervisors and doctoral students—as well as those of the representatives of the socio-economic environment serving on the Council of the Interdisciplinary Doctoral School (C-SDI), are taken into account in the process of drafting, adopting, and revising the regulations, methodologies, and specific implementation procedures governing doctoral university studies. Representatives of the doctoral fields of study within the governing structures of IOSUD-UNITBV (the C-SDI and the CSUD), together with the representatives of the faculties to which the doctoral fields are affiliated in the University's Administrative Council and the University Senate, actively participate in institutional decision-making, including decisions concerning the organization and delivery of doctoral study programmes.

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

Doctoral studies in the field of Philology are conducted within the Research and Development Institute (ICDT) of UNITBV and in the facilities of the Faculty of Letters. Within the ICDT, doctoral research activities are carried out in Room L10, which houses the Faculty of Letters' two research centres—the Centre for Research on Innovation and Cultural Creativity and the Centre for Theoretical and Applied Linguistics. These centres provide appropriate infrastructure for individual, team-based, and collaborative research, as well as for the teaching activities of the Interdisciplinary Doctoral School (SDI). The laboratories are equipped with computer workstations distributed across several locations: ICDT L10 (10 computers), Room I I 27 (20 computers), and Room N I 15 (10 computers), supplemented by laptops acquired during the reporting period. The software installed on these workstations supports contemporary philological research and includes WordSmith Tools for corpus analysis, NVivo 11 Pro Educational for qualitative research, and SDL Trados Studio for computer-assisted translation. The specialized infrastructure also includes an AVS 1300 interpreting booth (located in Building T) and a high-performance scanner for the digitization of bibliographic resources. Considering the specific requirements of research in the humanities—including

corpus analysis, lexicographical research, literary studies, and translation studies—the available infrastructure is adequate, functional, and appropriate for supporting doctoral research. The UNITBV Library provides an up-to-date collection of books and subscriptions to specialized journals, complemented by the resources available within the Faculty's academic departments, the Centre for Modern Language Learning, the German Language Lectureship, and the French Language Lectureship. Internet connectivity is available throughout all University buildings via the UNITBV network and is accessible through users' institutional accounts. The buildings of the Faculty of Letters are accessible to persons with disabilities.

✓ **Analysis of the state of facts**

At the institutional level, UNITBV demonstrates a sustained commitment to investing in the modernization of its infrastructure. The ICDT infrastructure is particularly noteworthy for its high degree of energy autonomy and for bringing together 30 research centres across 11 buildings, thus providing the doctoral field of study in Philology with a modern and professionally equipped research environment. At the same time, the University plans to digitize the entire departmental library collections of the Faculty of Letters, while continuing the periodic renewal of its IT equipment on a replacement cycle of no more than five years and ensuring the regular updating of software licences.

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**

The Faculty of Letters has its own technical support staff, who provide assistance with laboratory activities. In addition, at the institutional level, UNITBV provides specialized support services, including technical personnel and students from the technical faculties, who are designated to assist academic staff and doctoral students with laboratory activities and equipment maintenance.

✓ **Analysis of the state of facts**

The dual maintenance system and the management of the University's infrastructure are effective and reflect a genuine commitment to quality and sustainability. The increase in the budget allocated to the professional development of doctoral students further demonstrates that financial resource allocation prioritizes the provision of high-quality conditions for study and research.

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

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

The human resources supporting the doctoral field consist of the doctoral supervisors affiliated with the Interdisciplinary Doctoral School (SDI), who provide individual supervision to doctoral students and teach

the courses included in the Advanced University Training Programme (PPUA), in accordance with the [curriculum](#), as well as the members of the supervisory committees, who complement the subject-specific expertise required for each doctoral thesis. Compared with 2021, when the doctoral field comprised nine doctoral supervisors, eight of whom met the minimum CNATDCU standards (88.9% of the total), as of 30 January 2026 the doctoral field of study in Philology has 11 active doctoral supervisors: nine full-time academic staff members (81.8%) and two retired academic staff members. All doctoral supervisors meet the currently applicable minimum CNATDCU standards. The courses included in the Advanced University Training Programme (PPUA) are taught by four full professors employed full-time at UNITBV and one full-time associate professor, all of whom have demonstrated expertise in the subjects they teach. During the evaluation period, no doctoral supervisor supervised more than eight doctoral students simultaneously. The highest number recorded was seven doctoral students, supervised by Professor Rodica-Maria Ilie, as of 1 February 2024.

✓ **Analysis of the state of facts**

According to the comparative analysis, the human resources of the doctoral field, consisting of experts with national and international recognition, have shown a positive upward trend, both in terms of the number of doctoral supervisors and with regard to compliance with the minimum CNATDCU standards. At the same time, continuous attention is paid to maintaining compliance with the standards governing the ratio of doctoral students to academic staff.

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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✓ **Presentation of the state of facts**

The professional development of academic staff is supported primarily through academic mobility and participation in national and international conferences. Doctoral supervisors take part in mobility activities under the Erasmus+ Programme, benefiting from both teaching mobility opportunities (KA103 and KA107) and staff training mobility schemes (KA103 and KA107). In addition, UNITBV's membership in the UNITA Alliance provides a further framework for international academic mobility and research collaboration. At the institutional level, doctoral supervisors actively participate in the international conferences organized by UNITBV, as well as in the scientific events hosted by the Faculty of Letters' two research centres. The international research environment is further strengthened through the University's **Fellowship for Visiting Professors** and **Rector's Guests at Transilvania** programmes, which regularly bring leading researchers from the United States, Europe, and Asia to UNITBV.

✓ **Analysis of the state of facts**

At the institutional level, UNITBV provides a wide range of opportunities for the professional and personal development of its academic staff. This commitment is also reflected in the increase in the number of active research grants in the field, from two in 2021 to seven in 2025.

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**

At UNITBV, all vacant academic positions—whether fixed-term or permanent—are filled exclusively through open competition rather than promotion examinations, even though the latter are permitted under the applicable legislation. Recruitment procedures are conducted in full compliance with the relevant legal

framework, while the selection criteria established by UNITBV's internal methodology exceed the minimum national requirements, ensuring a higher level of academic rigor than that required by law. Within the Interdisciplinary Doctoral School (SDI), the affiliation of new doctoral supervisors is governed by transparent internal procedures, in accordance with Instruction IS-1/1 on the Admission of New Doctoral Supervisors. This instruction establishes scientific performance criteria that exceed the minimum CNATDCU standards and must be met by all candidates. The withdrawal of affiliation is likewise regulated by Instruction IS-1/2, ensuring predictability and fairness for both doctoral supervisors and the doctoral students under their supervision. All proposals for affiliation and withdrawal of affiliation are reviewed and approved by the Council of the Interdisciplinary Doctoral School (C-SDI), thereby ensuring collegial decision-making and transparency throughout the process.

✓ **Analysis of the state of facts**

Recruitment competitions for academic positions, both fixed-term and permanent, are conducted in accordance with the applicable legislation and the University's own regulations governing academic appointments.

✓ **Aspects that constitute best practice examples**

The University applies admission [criteria](#) for doctoral supervisors seeking affiliation that are more demanding than the minimum CNATDCU standards, thereby ensuring a high level of academic excellence within the doctoral field.

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**

At the institutional level, UNITBV has adopted a [Digital Transformation Strategy](#) aimed at supporting its educational, research, and administrative activities. Members of the academic community have access to a wide range of digital resources through the University's intranet platform, which includes a dedicated section for the Doctoral School. This section provides doctoral students with essential information, including the timetable and courses of the Advanced University Training Programme (PPUA-I), specific procedures and forms for the doctoral study period, templates for doctoral study contracts and addenda concerning extensions and interruptions of studies, the national minimum standards for the award of the doctoral degree, and information on events dedicated to doctoral students. Additional digital services include the University's e-learning platform, the internship portal, the Erasmus mobility portal, file transfer and document storage/editing services, and institutional e-mail services for both staff and students. More recently, UNITBV has acquired and implemented a dedicated platform for the reporting and management of research outputs. The institutionally developed digital platform provides doctoral students and doctoral supervisors with rapid and direct access to relevant information and enables efficient monitoring and verification of doctoral students' academic and research records.

Analysis of the state of facts

The high level of digitalization of the University's administration, its well-developed IT infrastructure, and the extensive use of specialized digital platforms for administrative and academic processes demonstrate the institution's capacity to deliver high-quality educational activities. Through the dedicated electronic



platform, doctoral students have access to all relevant information concerning their doctoral studies, including grades, qualifications, credits earned, study status, and tuition fee payments. Doctoral supervisors are able to monitor the up-to-date academic status of the doctoral students under their supervision, while the Doctoral School Secretariat can extract the data required for institutional reporting and quality assurance purposes.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s²

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

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

The doctoral programme is structured around the two components required under the national regulatory framework: the Advanced University Training Programme (PPUA) and the Scientific Research Programme (PCS), comprising a total of 240 ECTS credits over the standard duration of four years. The Advanced University Training Programme (PPUA), as set out in the [curriculum](#), includes four courses in the first semester: **Ethics and Academic Integrity** (5 ECTS), **Research Project Management and Resources** (5 ECTS), **Dissemination and Exploitation of Research Results** (5 ECTS), and **Contemporary Theories and Methods in Philological Research** (15 ECTS). The second semester of the PPUA provides individualized training through three courses selected by the doctoral supervisor (30 ECTS), with the possibility of recognizing up to 10 ECTS credits acquired through equivalent learning activities. Individual research is carried out on the basis of an Individual Doctoral Study Plan (IDP), with progress monitored on a semester basis through research reports presented before the supervisory committee. The course descriptions provide detailed information on the intended learning outcomes, thematic content, targeted competences, teaching and assessment methods, and the learning resources employed. They ensure transparency, coherence, and consistency in the teaching–learning–assessment process and establish a clear alignment between the instructional strategy and the expected learning outcomes.

² The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.



✓ **Analysis of the state of facts**

The doctoral programme is fully compliant with the applicable legal framework. The Advanced University Training Programme (PPUA) is periodically updated in response to feedback received from doctoral students and other relevant stakeholders. During the evaluation period, no cases of plagiarism were identified in the doctoral theses successfully defended within the doctoral field. The dissemination and exploitation of research results are supported through dedicated sessions for the exchange of good practices. Curricular flexibility, together with the recognition of externally acquired credits, promotes internationalization, including through international cotutelle arrangements, under which three doctoral students were enrolled in 2024. The Individual Doctoral Study Plan (IDP) and the semester-based monitoring system operate effectively, as reflected in the increasing involvement of doctoral students in research projects and their growing participation in international scientific conferences. However, it has been observed that the curriculum does not currently include elective courses that would enable doctoral students to broaden their research interests and develop additional advanced competences through specialized coursework.

✓ **Recommendations**

Include elective course packages within the PPUA to support the development of a flexible learning pathway.

The indicator is: fulfilled

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

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

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

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

The curriculum is structured around four professional competences (PCs) and two transversal competences (TCs), which are operationalized through specific learning outcomes organized across three dimensions—knowledge, skills, and responsibility and autonomy—thereby ensuring alignment with Level 8 of the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF). Alignment with occupational classifications is explicitly established. The principal occupations targeted by the programme include **Researcher in Philology** (ESCO 2643; COR 264314), **Research Assistant in Philology** (COR 264315), and **Higher Education Teacher** (ESCO 2310; COR 231005), while also providing graduates with opportunities to pursue related professions such as **Specialized Translator/Interpreter** (COR 264306), **Literary Editor** (COR 264304), and **Philologist** (COR 264301). Professional Competences 1 and 2 (PC1 and PC2) directly address the requirements of the research profession by developing advanced research capabilities, methodological innovation, and the capacity to generate new knowledge. Professional Competence 3 (PC3) develops the communication and international dissemination skills required for successful integration into the global academic community, while Professional Competence 4 (PC4) prepares doctoral students to secure competitive research funding. The two transversal competences complement the graduate profile by fostering research ethics and academic integrity (TC1) and academic leadership (TC2), thereby reflecting the contemporary requirements of an academic career.

✓ **Analysis of the state of facts**

The competences targeted by the doctoral programme correspond to Level 8 of the National Qualifications Framework (NQF) and are appropriately aligned with the learning outcomes, which are formulated in

accordance with the applicable legislative requirements. Compared with the previous curriculum, Professional Competence 4 (PC4), focusing on project management and the acquisition of research funding, has been introduced to address a genuine gap identified among doctoral students, namely the ability to design and manage competitively funded research projects. In addition, Transversal Competence 2 (TC2) — **Intellectual Leadership, Mentoring, and Knowledge Transfer** — has been incorporated, formally recognizing a competence that is essential for the development of a successful academic career.

✓ **Aspects that constitute best practice examples**

The competences and learning outcomes are regularly reviewed and updated on the basis of the actual needs of doctoral students, through systematic consultation with relevant stakeholders.

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**

Student-centred learning is reflected both in the curricular design of the doctoral programme and in the teaching and learning strategies employed within the Advanced University Training Programme (PPUA) and the individual research programme. The Individual Doctoral Study Plan (IDP) is developed jointly by the doctoral supervisor and each doctoral student, with the research objectives, methodology, intermediate milestones, and completion timetable tailored to the individual research project. Likewise, the specialized courses included in the PPUA are selected according to the specific academic and research needs of each doctoral student. The teaching process employs methods that promote autonomy, critical thinking, and innovation, including lectures, peer-review seminars, critical discussions of the scholarly literature, and the use of the University's research infrastructure. For example, the course **Research Project Management and Resources** explicitly connects its learning content with the specific research needs of individual doctoral students. The course descriptions and the Individual Doctoral Study Plans further demonstrate the student-centred approach through the flexibility afforded in selecting topics for independent study and the predominant weight assigned to independent research in the annual assessment process. Particular note should be made of the expansion of international cotutelle arrangements. The number of doctoral theses conducted under international cotutelle has increased from one in 2023 to three in 2025. In addition, international experts from Spain, Hungary, Cuba, and other countries participate in doctoral supervisory committees, thereby strengthening the international dimension of doctoral education and enhancing the quality of academic supervision.

✓ **Analysis of the state of facts**

At the institutional level, UNITBV demonstrates a sustained commitment to responding to the needs of doctoral students through the systematic collection of annual feedback. The results of this process are used to improve teaching methods, refine instructional strategies, and update the curriculum, thereby ensuring the continuous enhancement of the quality and relevance of doctoral education. Regarding easy access to information, doctoral students indicated that this is achieved differently, depending on the availability of each doctoral supervisor, and that there is no unified practice for the dissemination of such information. They were not aware of the possibility of benefiting from an annual doctoral fund to support activities specific to their field of study. Furthermore, during the on-site meetings, it was highlighted that



doctoral students feel the need for the services provided by a Career Counseling and Guidance Center; however, they are not sufficiently informed about the possibility of accessing these services.

✓ **Aspects that constitute best practice examples**

The Doctoral School has established an annual consultation mechanism through which doctoral students provide feedback on the content of the Advanced University Training Programme (PPUA), enabling the identification of their academic and training needs. In parallel, doctoral supervisors are systematically consulted to ensure that the curriculum remains aligned with the actual requirements of doctoral research in the field.

✓ **Recommendations**

Develop a PhD Student Guide that clearly presents all essential aspects related to doctoral studies, including information on available doctoral grants.

Increase awareness of the services provided by the Career Counseling and Guidance Center.

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**

UNITBV provides the administrative and [financial support](#), including scholarships, necessary to promote the mobility of both doctoral students and academic staff. Doctoral students have opportunities to attend courses, lectures, and meetings with researchers from internationally renowned institutions through the Erasmus+ Programme, as well as through UNITBV's institutional initiatives, including the **Fellowship for Visiting Professors, Guests at Transilvania University**, and **Rector's Guests at Transilvania** programmes. The preparation of competitive research proposals is institutionally supported by the University's Project Management Office, which has contributed to securing seven active research grants in the field. Furthermore, UNITBV's Gender Equality Policy and its participation in the **Human Resources Strategy for Researchers (HRS4R)**, implementing the **European Charter for Researchers** and the **Code of Conduct for the Recruitment of Researchers**, further strengthen the institutional framework supporting researchers' career development.

✓ **Analysis of the state of facts**

The mechanisms supporting professional development are well established and diverse, addressing both the international dimension—through the Erasmus+ Programme, the UNITA Alliance, and participation in international conferences—and the institutional dimension, through internal research funding schemes (FRACS), the quality standards established by the Interdisciplinary Doctoral School (SDI), and institutional support for the development of competitive research projects.

✓ **Aspects that constitute best practice examples**

A continued commitment to enhancing doctoral education could be further strengthened by introducing an annual professional development programme for doctoral supervisors, focused on the specific competences required for effective doctoral supervision.

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

✓ **Presentation of the state of facts**

The scientific performance criteria applied by UNITBV for the affiliation of doctoral supervisors exceed the minimum standards established by the CNATDCU. Consequently, the affiliation of new doctoral supervisors is based on a rigorous assessment of scientific performance, ensuring a high level of academic excellence within the doctoral field. The withdrawal of affiliation is regulated by Instruction IS-1/2, thereby ensuring predictability and fairness for both doctoral supervisors and the doctoral students under their supervision. All proposals for affiliation and withdrawal of affiliation are reviewed and approved by the Council of the Interdisciplinary Doctoral School (C-SDI), thus ensuring collegial decision-making and transparency throughout the process.

✓ **Analysis of the state of facts**

UNITBV's internal methodologies governing recruitment competitions and the affiliation of doctoral supervisors are fully compliant with the applicable legislation. At the same time, the application of affiliation criteria that exceed the national minimum standards constitutes an indicator of institutional maturity and demonstrates a genuine commitment to academic quality and excellence.

✓ **Aspects that constitute best practice examples**

The application of scientific performance criteria that exceed the minimum standards established by the CNATDCU for candidates seeking affiliation with the Doctoral School of IOSUD-UNITBV represents a significant strength of the institutional quality assurance system and reflects the University's commitment to academic excellence.

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**

At the institutional level, UNITBV implements a comprehensive Digital Transformation Strategy. Its IT infrastructure supports administrative, financial, academic, and teaching activities at a level consistent with European standards. The University provides a broad range of digital services, including an intranet platform, an e-learning platform, an internship portal, an Erasmus mobility portal, file transfer, storage and document editing services, and institutional e-mail services for both staff and students. More recently, UNITBV has acquired and implemented a dedicated platform for the reporting and efficient management of research outputs, further enhancing the digital support provided for research activities.

✓ **Analysis of the state of facts,**

Doctoral students have access to all relevant information concerning their doctoral studies, including grades, qualifications, credits earned, study status, and tuition fee payments. Doctoral supervisors are able to monitor the up-to-date academic status of the doctoral students under their supervision, while the Doctoral School Secretariat can extract the data required for institutional reporting and quality assurance purposes. The dedicated Doctoral School section of the intranet platform provides comprehensive information of relevance to doctoral students, including timetables and course information, specific procedures and forms for the doctoral study period, templates for doctoral study contracts and addenda

concerning extensions and interruptions of studies, the national minimum standards for the award of the doctoral degree, and information on events and other activities dedicated to doctoral students.

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

The learning outcomes for the doctoral field of study in Philology are defined at two complementary levels: at the programme level, through the competences and learning outcomes set out in the curriculum, and at the course level, through the course descriptions. The curriculum, developed in accordance with Order of the Minister of Education (OME) No. 3020/2024, specifies 20 learning outcomes distributed across four professional competences (PC1–PC4) and two transversal competences (TC1–TC2). Each competence is articulated through three dimensions—knowledge, skills, and responsibility and autonomy—thereby ensuring an appropriate level of granularity, transparency, and assessability. The learning outcomes are formulated with precision and are operationalized through the course descriptions. They encompass the full range of learning, teaching, practical training, research, and assessment activities that collectively lead to the achievement of the doctoral qualification.

✓ Analysis of the state of facts

The formulation of the learning outcomes is fully compliant with the applicable legislative framework. At the same time, there is clear evidence of a continuous commitment to updating and adapting the learning outcomes in response to developments and emerging trends in the relevant scientific field.

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

The assessment of learning outcomes is carried out through distinct evaluation mechanisms corresponding to the two components of the doctoral programme. Within the first semester of the Advanced University Training Programme (PPUA), each course concludes with an assessment method appropriate to the competences being developed, either through an examination or another form of academic assessment. The academic calendar includes a winter examination session for the first-semester courses, an extended examination period (March–July) for the specialized courses offered in the second semester, and a resit examination session in September. The assessment methods are designed to evaluate the achievement of the intended learning outcomes while contributing to the development of the targeted competences. They place particular emphasis on fostering doctoral students' autonomy in the creative application of knowledge, their ability to formulate well-founded conclusions, and the integration of acquired competences into their own research activities. The specialized courses tailored to each doctoral student's thesis topic in the second semester are assessed through specialized examinations. Throughout the Individual Scientific Research Programme (PCS), doctoral students are evaluated through the presentation of two or three research reports before the Supervisory and Academic Integrity Committee, with the outcomes documented in the official records (Form IS-5-F2). In addition, progress is monitored through annual progress reports. The doctoral programme is completed with the public defence of the doctoral thesis,

which is conducted in accordance with Instruction IS-8 and follows all mandatory procedural stages established by the institutional regulations.

✓ **Analysis of the state of facts**

The assessment system is fully compliant with the applicable legislative framework, operates in a coherent and consistent manner, is tailored to each stage of the doctoral programme, and ensures the effective assessment of the intended learning outcomes.

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**

Admission to the doctoral university studies is conducted in accordance with an admission methodology adopted annually by the University. The admission process consists of two oral examinations: an assessment of the candidate's theoretical knowledge of the relevant scholarly literature, aligned with the research topics proposed by the doctoral supervisors and approved by the Council of the Interdisciplinary Doctoral School (C-SDI), and an interview designed to evaluate the candidate's ability to develop theoretical, methodological, and research initiatives related to the proposed topic, as well as their demonstrated interest in research and previous experience in the field. The research topics available for admission are published on the UNITBV website six months prior to the admission session. Admission results are made publicly available through publication on the Doctoral School's website.

✓ **Analysis of the state of facts**

The admission process is fully compliant with the applicable legislative framework. It is based on transparent, publicly available procedures and applies no discriminatory criteria, thereby ensuring equal opportunities and fair treatment for all applicants.

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**

At the institutional level, UNITBV applies a comprehensive admission procedure that clearly defines the admission requirements and selection criteria. The procedure is based on the principles of equal opportunities and non-discrimination and ensures fair access for all applicants. Candidates with special educational needs and/or disabilities are provided with appropriate support, including facilities designed for persons with reduced mobility. Upon request, the admission procedure allows for reasonable accommodations regarding the format of the entrance examination for candidates with disabilities, in accordance with UNITBV's institutional regulations. The University's website also provides comprehensive admission information in English, facilitating access to doctoral studies for international applicants.

✓ **Analysis of the state of facts**

The University is fully compliant with the applicable legislative framework and ensures the observance of the principles of equity and equal opportunities throughout the admission process. It also provides



appropriate support measures to facilitate access for applicants from vulnerable groups and those at risk of social or educational exclusion, including candidates with special educational needs and disabilities.

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**

The academic activity of doctoral students is governed by the [University's Code of Students' Rights and Obligations](#), which establishes the rights, responsibilities, and regulations applicable to student life and academic progression. In addition, UNITBV has developed and implemented a comprehensive set of institutional [procedures governing doctoral studies](#), all of which are publicly available on the University's website. These regulations cover, among other aspects, the recognition and transfer of credits, the organization and conduct of doctoral studies, the interruption, extension, and reduction of the doctoral study period, the structure and content of the Advanced University Training Programme (PPUA), the reallocation of state-funded places, and the procedures governing the completion and public defence of doctoral theses. [The Doctoral Study Contract](#) explicitly provides for the possibility of extending the doctoral study period by up to two years for the completion of the doctoral thesis and of interrupting studies, for justified reasons, for a cumulative period of up to two years. The academic progress of each doctoral student is monitored on a semester basis through progress reports and the official records of the Supervisory and Academic Integrity Committee, which document the progress of the research, any difficulties encountered, and the corrective measures agreed upon. The Individual Doctoral Study Plan (IDP), discussed and approved by the Council of the Interdisciplinary Doctoral School (C-SDI), specifies the examinations, research reports, supervisory committee, and timetable for the doctoral student's academic and research activities.

✓ **Analysis of the state of facts**

The regulations governing the academic activity of doctoral students are fully compliant with the applicable legislative framework and demonstrate the University's commitment to providing a robust, transparent, and well-defined institutional framework for the organization and monitoring of doctoral studies.

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**

Guided by its Internationalization [Strategy](#) for the period 2024–2029, UNITBV has established an extensive network of international partnership agreements and is an active member of the [UNITA Alliance](#), within which the Interdisciplinary Doctoral School (SDI) participates in a wide range of doctoral education initiatives. In addition, the **CHORAL** project is specifically dedicated to doctoral students, providing further opportunities for international collaboration and academic development. The SDI is actively involved in a variety of doctoral activities organized within the framework of the Alliance. At the time of the evaluation, the fourth edition of the **My Three-Minute PhD Thesis** competition was underway. To further enhance



doctoral students' exposure to the international academic environment, the SDI has organized the **International Conference of Doctoral Students (DoCo)** annually since 2024. In 2025, the conference brought together 140 doctoral students from 15 countries, all of whom presented their research findings.

✓ **Analysis of the state of facts**

UNITBV has a clearly defined internationalization strategy and provides extensive opportunities for the international mobility of both doctoral students and academic staff. At the same time, the University is committed to further strengthening the promotion of international mobility among students and academic staff, with particular emphasis on its academic and professional benefits.

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.

✓ **Presentation of the state of facts**

At both the institutional level and within the doctoral field of study in Philology, research is supported by the human, financial, and logistical resources necessary to implement [the University's strategic](#) vision for research development. Research outcomes are disseminated through a wide range of scholarly outputs, including teaching materials, monographs, and book chapters published by prestigious academic publishers in Romania—such as the European Institute Publishing House, Casa Cărții de Știință, Paralela 45, the Publishing House of the Romanian Academy, the Publishing House of the University of Bucharest, and the Publishing House of Transilvania University of Brașov—as well as by internationally recognized publishers, including Oxford University Press, John Benjamins, Springer, Peter Lang, Metzler, Cambridge Scholars Publishing, and the publishing houses of the Universities of Stuttgart and Konstanz. Research results are also disseminated through articles published in peer-reviewed journals, the majority of which are indexed in major international databases, including Web of Science (Clarivate Analytics), ERIH PLUS, Scopus, EBSCO, and CEEOL, as well as through papers published in the proceedings of national and international scientific conferences. Academic staff participate regularly in national and international scientific events and organize their own colloquia and conferences. These activities are complemented by substantial editorial work associated with the publication of conference proceedings and by the involvement of academic staff as guest lecturers, keynote speakers at UNITBV, and guest editors of scholarly volumes published by prestigious Romanian and international publishers, including John Benjamins and Cambridge Scholars Publishing. UNITBV hosts a number of field-specific [international conferences](#), while both academic staff and doctoral students actively participate in scientific conferences organized in Romania and abroad, thereby contributing to the international visibility of the doctoral field.

✓ **Analysis of the state of facts**

Within the doctoral field of study in Philology, research activities are institutionally regulated and conducted in accordance with UNITBV's research strategy. The scientific expertise of the doctoral supervisors provides a solid foundation for the development of doctoral students' research competences. Doctoral students are directly integrated into research activities and actively involved in scientific events and scholarly exchanges. Research performance is documented through participation in international conferences, the publication of research papers in peer-reviewed academic journals, and contributions to authored and edited scholarly volumes. These research activities are systematically monitored and documented through annual reporting, providing evidence of the doctoral students' academic progress and research achievements.



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

The comparative analysis indicates a strengthening of the research performance of the doctoral supervisors. In 2021, eight of the nine doctoral supervisors (88.9%) had at least five publications indexed in Web of Science or ERIH and/or demonstrated international academic visibility. By 2025, nine of the eleven doctoral supervisors (81.8%) met at least one component of this indicator, while eight of the eleven (72.7%) fulfilled both criteria, namely publication output and international academic visibility. At the same time, the capacity to attract competitive research funding has increased significantly. Notable projects in the field of Philology, in which doctoral students have been included as members of the research teams, include: **HUMLIT: Developing Humour Literacy** (Horizon Europe MSCA, Grant No. 101182860); **Predictability in Referential Resolution** (PN-III-PCE); **TeachME: The Art and Science of Teaching Host Country Language** (Principal Investigator: Răzvan Săftoiu, Erasmus+); **Gamification-Based Instruction in Teaching Romanian as a Foreign Language** (Principal Investigator: Andreea Nechifor, PN-III-TE); and **A Digital Map of Spatial Representations in Post-Communist Literature** (Principal Investigator: Claudia Șerbu, PN-III-PD). Doctoral students actively participate in the research teams of these projects, thereby gaining valuable experience in collaborative research and competitive project implementation. With regard to doctoral students' scientific dissemination activities, particular mention should be made of the annual **International Doctoral Conference (DoCo)**, organized by UNITBV, as well as the **AFCO Conference**, both of which provide important opportunities for presenting research results and fostering international academic exchange.

✓ Analysis of the state of facts

The research outcomes of the doctoral field are visible at both the national and international levels. This is reflected in the increasing number of competitively funded research grants secured at the institutional level, the active participation of doctoral students in scientific conferences organized both nationally—particularly at UNITBV—and internationally, as well as in the scholarly publications authored by doctoral supervisors, doctoral students, and graduates in prestigious academic journals and with internationally and nationally recognized publishing houses.

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**

The University's **Internal Quality Assurance System (IQAS)** comprises strategies, action plans, regulations, and procedures. Transilvania University of Braşov has adopted a **Quality Assurance Strategy**, developed in accordance with the principles of the European Higher Education Area and taking into account the **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Part I**, concerning internal quality assurance. The University's overarching objective for the **2024–2029** period is to strengthen the culture of quality throughout the institution. At the level of **IOSUD–UNITBV**, there is an institutional framework that supports internal quality assurance activities. In this context, specific guidelines and procedures have been developed for the Doctoral School.

✓ **Analysis of the state of facts**

At the **IOSUD-UNITBV** level, there is an institutional framework that supports internal quality assurance activities. In this regard, the doctoral school has access to guidelines and procedures designed to support these activities.

✓ **Aspects that constitute best practice examples**

The preparation of an annual internal monitoring report, which contributes to the continuous development and enhancement of the doctoral study domain.

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement

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

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

UNITBV involves stakeholders in quality assurance processes through formal mechanisms. With regard to student involvement, doctoral candidates are consulted in various contexts, including through an annual feedback survey, their representation on the Doctoral School Council (C-ŞDI), and post-graduation surveys aimed at evaluating the doctoral experience as a whole. Doctoral supervisors contribute to quality assurance processes through their involvement in the development and revision of guidelines governing the doctoral component of the study program. The quality management structures—the Interdisciplinary Doctoral School Council, the Council for Doctoral Studies (CSUD), the University Quality Assurance and Evaluation Commission (CEAC-U), and the Quality Assurance Office—analyze the information collected from members of the university community, process the findings, and prepare reports and strategic documents aimed at the continuous development of the doctoral study domains.

✓ **Analysis of the state of facts**

The site visit panel notes that UNITBV has established concrete formal mechanisms, which are implemented systematically, to support the continuous development of the evaluated doctoral study domain.

The indicator is: fulfilled

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

Standard S.C.2.2. Operation

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



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

UNITBV has a **University Ethics Committee** that operates on the basis of the **Code of Ethics and University Professional Conduct**, incorporated in Part II of the University's Charter, as well as the **Regulations on the Organization and Functioning of the University Ethics Committee**, approved by the University Senate. The Committee operates independently of any other structure or individual within the higher education institution, in accordance with the applicable legal framework. The responsibilities of the University Ethics Committee include: examining cases involving breaches of academic ethics and professional conduct; issuing advisory opinions on ethical matters; proposing measures to prevent violations of ethical and professional standards; and preparing annual reports on its activities, which are publicly available on the UNITBV website.

✓ **Analysis of the state of facts**

The site visit panel notes that UNITBV complies with the legal provisions governing the operation of the University Ethics Committee and ensures student representation both on the Committee itself and on the **Research Ethics Subcommittee**. In addition to examining and resolving the complaints submitted to it, the Committee's activities were reviewed during the site visit and through the analysis of the supporting documentation. Based on these findings, the panel concludes that the University Ethics Committee does not carry out preventive activities aimed at reducing breaches of academic ethics and professional conduct.

✓ **Recommendations**

Implement preventive activities aimed at reducing breaches of academic ethics and professional conduct, in accordance with **Article 163(f) of the Higher Education Law No. 199/2023**.

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**

UNITBV has **Regulations on the Organization and Conduct of Doctoral and Postdoctoral University Studies**. The procedure for establishing and monitoring any doctoral study domain is initiated at the request of the relevant faculty, following the approval of the Doctoral School Council (C-ŞDI) and the Council for Doctoral Studies (CSUD), and is subsequently approved by the University Senate. The Philology doctoral study domain is monitored through annual internal evaluations conducted in accordance with an established methodology, periodic external evaluations carried out by ARACIS, and the continuous assessment of doctoral candidates' individual academic progress.

✓ **Analysis of the state of facts**

The site visit panel notes that UNITBV applies its procedures consistently and systematically. The University has established continuous monitoring mechanisms that go beyond the minimum standards prescribed at the national level, demonstrating a well-developed and coherent quality culture.

The indicator is: fulfilled



Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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✓ **Presentation of the state of facts**

The involvement of members of the university community and other stakeholders in the implementation of monitoring and review procedures takes place at several levels. Doctoral candidates are represented on the **Interdisciplinary Doctoral School Council (C-SDI)**, are consulted annually through **PPUA feedback questionnaires**, and provide feedback upon completion of their doctoral studies. In addition, their annual progress reports are reviewed by their doctoral supervisors and supervisory committees. Doctoral supervisors contribute through annual consultations, curriculum development proposals, and self-assessment reports. The University's governing bodies are responsible for approving and overseeing the implementation of the relevant procedures. Employers and other external stakeholders participate indirectly through their involvement in doctoral thesis defense committees, academic conferences, and research projects.

✓ **Analysis of the state of facts**

The site visit panel notes that UNITBV involves members of its academic community, including doctoral candidates and doctoral supervisors, in monitoring and review processes through formal mechanisms. The involvement of external stakeholders (such as employers, research institutes, and publishing houses) is less formalized than in technical disciplines and takes place primarily through research projects, doctoral thesis defense committees, and participation in academic conferences. However, doctoral candidates were not involved in the preparation of the Internal Evaluation Report, thereby limiting the inclusion of their perspective in the self-evaluation process

✓ **Recommendations**

Involve doctoral candidates in the preparation of Internal Evaluation Reports in order to incorporate diverse perspectives on the functioning and development of the doctoral study domain.

The indicator is: fulfilled

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

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

At the level of **IOSUD–UNITBV** and the **Interdisciplinary Doctoral School (SDI)**, a dedicated mechanism for collecting feedback from doctoral candidates regarding **PPUA I** (the transversal skills module of the Advanced University Training Programme) has been in operation since **2017**. Doctoral candidates are consulted annually through an online questionnaire, with their anonymity fully protected. The consultation covers three main criteria:

- **C1 – Evaluation of the PPUA I module**, based on six sub-criteria (1.1–1.6) concerning:
 - the content of the courses;
 - the relevance of the competencies developed;
 - the performance of the teaching staff;
 - the number of teaching hours and the associated workload;
 - the assessment methods; and
 - the organization of the programme by the Interdisciplinary Doctoral School (SDI).
- Each sub-criterion is assessed on a **five-point scale** (1 = inadequate; 5 = adequate).

- **C2 – Overall assessment of the usefulness of the module**, rated on a **ten-point scale** (1 = not useful; 10 = very useful).
- **C3 – Recommendations and suggestions** regarding the curriculum, including courses that should be introduced, replaced, or revised.

The results of the consultation are analysed by the **Interdisciplinary Doctoral School Council (C-SDI)** and are used to improve the **Advanced University Training Programme (PPUA)**.

✓ **Analysis of the state of facts**

The site visit panel notes that UNITBV analyses the results of the students' evaluation of teaching staff and uses the findings to enhance the quality of teaching, in compliance with the applicable legal provisions.

The indicator is: fulfilled

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

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

UNITBV systematically collects, processes, and analyzes data and information relating to its institutional processes and their quality, with the aim of continuously improving the performance of its information systems through the adoption of digital technologies. The University has adopted a **Strategy for Digital Transformation in Education, Research, and Administration**, developed in alignment with national and European strategic frameworks for the digitalization of higher education.

The information systems implemented to support the management of academic and research activities include:

- **GESFO (Teaching Workload and Timetable Management System)** – used for the administration of study programmes.
- **FRACS (Scientific Research Activity Reporting System)** – used for the annual reporting of research activities through the academics.unitbv.ro platform.
- **Academic administration applications** – supporting the management of the central student register, tuition fee payments, timetable preparation, and classroom allocation.
- **Student evaluation of teaching activities** – an online platform used for semester-based course evaluations.
- **PPUA Doctoral Candidate Consultation Platform** – an online system for collecting anonymous feedback from doctoral candidates, operational since 2017, with an English-language version available since 2022.
- **Other dedicated applications** – supporting administrative processes and the management of research projects.

At the level of the **Interdisciplinary Doctoral School (SDI)**, data collection and analysis are carried out through **annual internal evaluation reports** for each doctoral study domain, based on standardized performance indicators, as well as through **annual internal evaluation reports** on the activity of doctoral supervisors.

✓ **Analysis of the state of facts**

The site visit panel notes that UNITBV systematically collects relevant data concerning its internal quality assurance processes and analyzes this information effectively to support the continuous enhancement of the quality of its educational activities.

he indicator is: fulfilled



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

Standard S.C.6.1. Transparency

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

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

UNITBV maintains an official website organized into several sections containing information on study programmes, degrees, the organization of the educational process, student support services and facilities, public information, academic ethics, quality management, students' rights and responsibilities, and other relevant matters. The University has established a procedure for access to public information, facilitating the identification of documents of interest to both the university community and external stakeholders. For the **Philology Doctoral Study Domain (DSUD Philology)**, information is available in a dedicated section covering the organization and operation of the **Interdisciplinary Doctoral School (SDI)** and the **Council for Doctoral Studies (CSUD)**, applicable regulations and methodologies, doctoral supervisors affiliated with the study domain, admission procedures and research topics, as well as the procedures governing the public defense of doctoral theses.

✓ **Analysis of the state of facts**

The site visit panel notes that UNITBV ensures full public access to information of public interest. Furthermore, these documents are made available in **open-access digital formats** (i.e., as searchable digital documents rather than scanned files).

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**

At the institutional level, decisions are communicated transparently to the entire university community and are published on the University's website. At the level of the **Interdisciplinary Doctoral School (SDI)**, communication is carried out through the group email addresses of doctoral supervisors (condstdrd@unitbv.ro) and doctoral candidates (doctoranzi-stagiu@unitbv.ro). All relevant information, including regulations, methodologies, and specific guidelines, is made available on the SDI website. The decisions of the **Council for Doctoral Studies (CSUD)** are published on the CSUD webpage and communicated to members of the doctoral studies community.

✓ **Analysis of the state of facts**

The site visit panel notes that UNITBV ensures transparency in the decision-making processes of the **Council for Doctoral Studies (CSUD)**. However, the decisions of the **Interdisciplinary Doctoral School Council (C-ŞDI)** are not published.

The indicator is: fulfilled

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

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

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

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

The most recent external evaluation of the **Philology Doctoral Study Domain (DSUD Philology)** was conducted in **2021**, and the external evaluation report is publicly available on the ARACIS website. The doctoral study domain was awarded the status of **ACCREDITED**, accompanied by a set of specific recommendations, all of which were implemented during the **2021–2024** period. The **External Progress Evaluation Report** dated **7 August 2025** confirms that all the recommendations contained in the external evaluation report had been implemented.

✓ **Analysis of the state of facts**

The site visit panel notes that UNITBV carries out external quality assurance procedures consistently and gives due consideration to the recommendations arising from external evaluations. The University demonstrates a strong commitment to implementing these recommendations, as evidenced by the findings presented in the **External Progress Evaluation Report of 7 August 2025**.

The indicator is: fulfilled

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ High-quality academic staff: the academic staff comprise doctoral supervisors with a strong scientific track record, having completed postgraduate, doctoral, and postdoctoral training at prestigious universities in the United Kingdom, Germany, France, the United States, and other countries. ✓ Strong international academic partnerships with institutions from various countries, facilitating the exchange of good practices and international research collaboration. ✓ Active international collaborations (Erasmus+, UNITA, bilateral projects) provide doctoral students with genuine opportunities for academic mobility and scientific cooperation. ✓ Financial support for outgoing doctoral student mobility through UNITBV funding. ✓ Higher minimum CNATDCU standards for the award of the doctoral degree, including the mandatory completion of international research mobility. ✓ Continuous updating of curricula, combined with innovative teaching	INTERNAL FACTORS 	✓ Limited attractiveness of Philology studies, as the field is not widely perceived as offering strong employment prospects, which may reduce the interest of prospective applicants. In addition, Braşov offers relatively limited career opportunities for PhD graduates in cultural and educational sectors. ✓ The involvement of external employers (such as research institutes, publishing houses, and cultural media organizations) in the consultation process regarding the doctoral curriculum and graduate competencies is less visible than in technical fields, although informal collaborations exist through research projects and publications. ✓ The absence of elective courses in the curriculum. ✓ The lack of a doctoral student handbook providing comprehensive information necessary for the successful completion of doctoral studies. ✓ A low level of awareness among

methods and modern student-centred pedagogical approaches. ✓ Regular organization of national and international conferences, colloquia, and scientific events. ✓ High public visibility through the publication of books resulting from academic staff research and the organization of prestigious cultural and scientific events. ✓ Active involvement of doctoral students in research projects, conferences (DoCo, AFCO), and cultural events. ✓ Provision of doctoral scholarships to support doctoral students throughout their studies. ✓ Facilitated access to internships and academic scholarships, enhancing doctoral students' professional and research development. ✓ Modernized research and teaching infrastructure. ✓ Dedicated workspaces for doctoral students, providing appropriate conditions for study and research. ✓ The expanding cultural and educational services market at the local, national, and European levels creates new opportunities for institutional partnerships. ✓ Preparation of an annual internal monitoring report, which contributes to the continuous development and enhancement of the doctoral study domain.		doctoral students of the services provided by the Career Counseling and Guidance Center. ✓ The absence of the involvement of at least one doctoral student in the preparation of the Internal Evaluation Report
SWOT analysis		
Opportunities: ✓ The growing international recognition of digital research in the humanities	 EXTERNAL	Threats: ✓ Competition from more technology-oriented fields or disciplines with

(including digital humanities, corpus linguistics, and computational literary studies) creates new opportunities for interdisciplinary research for doctoral candidates in the Philology Doctoral Study Domain, with strong potential for funding through competitive European programs. ✓ The expansion of international academic networks through ERASMUS+, UNITA, and other partnerships provides enhanced access to doctoral mobility schemes, summer schools, international conferences, and joint doctoral supervision (cotutelle).	FACTORS	immediate economic applicability contributes to lower enrollment in Philology programs. ✓ The rapid evolution of digital technologies requires the continuous adaptation of study programs, which can be a complex and time-consuming process. ✓ The increasing preference of prospective students for technical, economic, and STEM fields, which are generally perceived as offering better career prospects and higher employability. ✓ The limited perceived practical value of Philology studies compared with disciplines that have more direct applications in industry and technology. ✓ The growing emphasis on quantitative research assessment metrics may place the humanities at a disadvantage, as their publication practices (e.g., monographs, edited volumes, and critical editions) differ significantly from those of the natural and technical sciences. ✓ Procedural uncertainty and frequent administrative changes resulting from evolving regulatory and institutional requirements.
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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			



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	
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	F	Include elective course packages within the PPUA to support the development of a flexible learning pathway.



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.		
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
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	Develop a PhD Student Guide that clearly outlines all essential aspects of doctoral studies, including information on available doctoral grants . Increase awareness of the services provided by the Career Counseling and Guidance Center .
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
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	F	



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	educational risk, including candidates with special educational needs and/or disabilities.		
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	Implement preventive activities aimed at reducing breaches of academic ethics and professional conduct, in accordance with Article 163(f) of the Higher Education Law No. 199/2023.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Involve doctoral candidates in the preparation of Internal Evaluation Reports in order to incorporate diverse perspectives on the functioning and development of the doctoral study domain.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	required for the internal quality assurance process.		
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

VI. Conclusions

Following the analysis of the documents included in the Internal Evaluation Report, the discussions held during the site visit, and the assessment of the degree of compliance with the standards and performance indicators, the evaluation panel concludes that UNITBV is an institutional structure operating on the basis of well-regulated administrative processes, supported by methodologies that are periodically updated and consistently implemented. Together with the administrative structures and the specialized committees, the management of the IOSUD and the Doctoral School ensures a stable organizational framework founded on quality assurance processes, open consultation with stakeholders, and full compliance with the applicable legislation, as reflected in up-to-date regulations and procedures.

The educational process within the Philology doctoral domain of the Interdisciplinary Doctoral School is appropriate for a research doctorate. The learning outcomes, included in the curriculum and course descriptions, are clearly and operationally formulated and aligned with the requirements of Level 8 of the National Qualifications Framework (NQF), as well as with the occupations specific to the field of Philology.

Based on the analysis of the curricular documents and the discussions held with doctoral students and academic staff, the evaluation panel found that the continuous assessment of doctoral candidates is carried out through an annual evaluation report, which also includes the results obtained following the presentation



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and defence of their scientific progress reports. Without exception, all doctoral theses have been validated by CNATDCU. Several doctoral theses have been published by prestigious publishing houses, while the discussions with graduates highlighted the relevance of the final research outcomes to their professional activities, as well as their translation into initiatives with social and community impact.

The doctoral supervisors meet the CNATDCU standards and conduct relevant research that is recognised both nationally and internationally. The research topics they supervise address areas of major and current scholarly interest. The material infrastructure generally meets the needs of doctoral students.

Based on the evidence examined, the documents reviewed, and the findings of the site visit, the evaluation panel concludes that the doctoral programme complies with the current quality standards and provides solid guarantees for the delivery of a high-quality educational and research process.

Propose and substantiate a decision.

*Following the completion of the accreditation/maintaining accreditation procedure, the decision of the evaluation panel is **maintaining accreditation** (MAC)*

VII. Annexes

*Site Visit Schedule
Minutes of the Meetings
Institutional Agreement*