The Romanian Agency for Quality Assurance in Higher Education

External Evaluation Report (REE) for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain

Higher Education Institution/Education Provider Organization:	Transylvania University of Braşov
Doctoral School:	Interdisciplinary Doctoral School (SDI)
Doctoral Domain:	Forest Engineering
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Moldovan Liviu	Expert Evaluator	
2.	Ioras Florin	International Expert	
3.	Răcăreanu Alexandra Bianca	PhD Student Evaluator	

I. Introduction

Higher Education Institution/Education Provider Organization: Transylvania University of Braşov (UNITBV)
Doctoral School: Interdisciplinary Doctoral School (SDI)
Doctoral Domain: Forest Engineering (FE)
Type of evaluation: Maintaining accreditation (MAC)
Evaluation period: 18-19 June 2026
Membership of the external quality experts' panel:

- Moldovan Liviu - Expert evaluator
- Ioras Florin - International Expert
- Răcăreanu Alexandra Bianca - PhD Student Evaluator

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

Transylvania University of Braşov (UNITBV) organises doctoral and post-doctoral studies within the Organising Institution for Doctoral Studies - Transilvania University of Braşov, hereinafter referred to as IOSUD-UNITBV. The Rector of Transylvania University of Braşov is the legal representative of IOSUD-UNITBV.

IOSUD-UNITBV is managed by the *Council for Doctoral Studies*, hereinafter referred to as CSUD which is managed by a director. Doctoral programmes are organised and conducted within IOSUD-UNITBV, through the *Interdisciplinary Doctoral School* (SDI). It is headed by a doctoral school director and the Interdisciplinary Doctoral School Council (C-SDI), with the SDI being integrated into the structure of the Vice-Rector's Office with scientific research and computerisation activities.

The field of doctoral studies in Forestry Engineering (DD_IF) underwent an external evaluation by ARACIS in 2021, which resulted in the Coordinator Report 28.12.2021 and the External Evaluator's Report_28.12.2021. In addition, DD_IF also underwent an interim evaluation of the doctoral study programme, carried out in accordance with the provisions of the Guide for the periodic external evaluation of doctoral study programmes developed by ARACIS, completed by the External Progress Evaluation Report, dated 07.08.2025.

The mission of the doctoral programme in Forestry Engineering is outlined in the strategic plan and the operational plan of the DMIL faculty, developed in accordance with Higher Education Law No. 199/2023. UNITBV Charter and the ***strategic plan*** of UNITBV_2024-2029 and is aimed at: attracting specialists with doctorates to teaching; attracting and advising current doctoral students to teach during their doctorate and to take up fixed-term employment after defending their doctoral thesis; counselling and attracting students in their final years of master's and bachelor's degree programmes to continue their studies and pursue a possible university teaching career; encouraging and helping those who meet the criteria for habilitation to complete and defend their habilitation thesis and then join the doctoral school; identifying, directing and channelling students with good results and potential teaching or research skills to continue their studies at doctoral level and attracting them into the active life of the faculty.

The internal evaluation report was prepared by the working group coordinated by Prof. Dr. Camelia COŞEREANU, as coordinator of the doctoral field, with the help of Assoc. Prof. Dr. Luminița-Maria BRENCI, Lecturer Dr. Bogdan BEDELEAN and Lecturer Dr. Antonela Cristina LUNGU.

II. Methods used

To prepare the external evaluation report (EER), the internal evaluation report (IER) and the related annexes were analyzed.:

- Annex A.3.1.1 - CNATDCU files on doctoral supervisors (including the last 5 years)
- Annex B.7.1.1 - Admission lists 2021-2025
- Annex B.7.2.1 - Dropout rate 3-4 years after admission
- Annex B.8.1.1_1 - Thesis defence committees 2021-2025
- Annex B.8.1.1_2 - Erasmus+ programme mobility for doctoral supervisors
- Annex B.9.2.1_1 - Publications by doctoral students who graduated between 2021 and 2025
- Annex B.9.2.1_2 - Research projects 2021-2025
- Annex C.3.1.1 - Summary of the results of the questionnaires completed by doctoral students in the field of Forestry Engineering
- Annex C.3.1.2 - Meetings with the economic environment (CONSEC)

The analysis of the internal evaluation report of the doctoral university study field Forest Engineering and its annexes revealed that they contain, in an accessible and understandable form, the information necessary to quantify the fulfillment of the ARACIS performance criteria.

During 18-19.06.2026, the external quality experts' panel visited the institution, evaluating the material base consisting of lecture/seminar rooms, teaching and research laboratories, research centers. The external quality experts' panel had meetings with the following stakeholders: representatives of the management of the Doctoral School, the team that has drafted the internal evaluation report, members of the University Ethics Committee, representatives of the quality assurance organizational structures, teaching staff involved in the activities within the Forest Engineering Doctoral Domain, the staff in charge with the research centers/laboratories, doctoral students of the Forest Engineering Doctoral Domain, employers of the Forest Engineering Doctoral Domain alumni. It was found that some subject sheets do not present learning outcomes in the assessment section, for example Dissemination of research results, Ethics and academic integrity, etc. The required completion files are:

Annex 1 CF – Updated subject sheets with assessed learning outcomes
Annex 2 CF - Individual plan of the doctoral student Nedelcu Gh. Ruxandra
Annex 3 CF - Thesis, summary and similarity report of Dr. Deaconu Iulia
Annex 4 CF – Co-supervised doctorates.

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.

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

Transilvania University of Braşov (UNITBV) has established a dedicated institutional framework for the organisation and management of its doctoral programmes. The doctoral studies are organised within the Organising Institution for Doctoral Studies – Transilvania University of Braşov (IOSUD-UNITBV), which is legally managed by the ***Council for Doctoral Studies (CSUD)***. The CSUD is chaired by a director, a

position assimilated to that of a Vice-Rector; its composition includes 8 tenured doctoral supervisors and 3 doctoral students elected by universal, direct, secret, and equal vote, ensuring doctoral student representation in accordance with Higher Education Law No. 199/2023, Art. 131 para. (7). The doctoral programmes are executed through the ***Interdisciplinary Doctoral School (SDI)***, which is headed by a Director and managed by the ***Council of the Interdisciplinary Doctoral School (C-SDI)***, the executive body organising doctoral studies and supervising doctoral student activities. The C-SDI's composition is defined in a specific Methodology for the Election of C-SDI Members. The current version of the primary ***Regulations on the organisation and conduct of doctoral and postdoctoral studies***, together with the specific ***Regulations of the Interdisciplinary Doctoral School (SDI)***, establishes the comprehensive institutional framework.

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

UNITBV has adequate organisational components as it has clearly defined and functional management structures (CSUD, C-SDI) specifically designed to oversee and deliver the doctoral study programme in Forest Engineering. The presence of elected doctoral student representatives in both the CSUD and the C-SDI, as well as the inclusion of external stakeholders, demonstrates a well-structured governance model that promotes both academic and practical relevance.

The indicator is: fulfilled.

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

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

The institutional framework for stakeholder participation in revising doctoral regulations is clearly defined. The ***Regulations on the organisation and conduct of doctoral and postdoctoral studies*** specify that the Council for Doctoral Studies (CSUD) bears primary responsibility for developing and updating these regulations in consultation with the Interdisciplinary Doctoral School (SDI). After CSUD approval, draft regulations are forwarded to the University's Board of Directors (HCA) and communicated to the academic community, including doctoral supervisors and students, via the UNITBV website, specifically in the ***Charter of the university, regulations and decisions – Board of Directors Decisions*** section. This ensures that all members can review proposals before they are finalised. The participation channel is further detailed in the process whereby any interested party can propose amendments through their representatives in the faculty Senates.

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

The documented procedures demonstrate that stakeholder opinions are structurally integrated into the regulatory revision process at UNITBV. The consultation and voting mechanisms are not merely consultative but are binding and formalised, providing concrete evidence of stakeholder influence. The inclusion of elected doctoral student representatives in both the CSUD and the Council of the Interdisciplinary Doctoral School (C-SDI), as well as the presence of external socio-economic

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

representatives in the C-SDI, ensures that the perspectives of all relevant parties are represented at the decision-making level.

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.
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.	

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

The evaluated university demonstrates possession and adequate equipping of all necessary premises for the doctoral programme in Forest Engineering. The primary research infrastructure is concentrated within the ***Research and Development Institute (ICDT)*** of Transylvania University of Brașov, comprising 11 buildings with a total area of 16,103 square metres, which houses 31 research centres covering all doctoral fields of the university. The ICDT was established through structural funds PRO-DD project and features 68 integrated lines of high-tech equipment, 18 software packages for product and process design and modelling. For the Forest Engineering field specifically, two research centres, C11 Eco-design of furniture, restore and certification in the wood industry, and C14 Innovative technologies and advanced products in the wood industry have been recently equipped with high-performance equipment worth over 1,300,000 lei. Regarding the inclusion of persons with disabilities, the university carried out in 2024 the project ***CNFIS-FDI-2024-F-0397, entitled: From access to success. Creating an accessible and inclusive academic environment for students with disabilities***.

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

The documented evidence clearly confirms that UNITBV legally owns and operates all categories of premises required for the doctoral programme in Forest Engineering: dedicated research spaces in ICDT and the two specialised research centres, teaching venues, library services, student accommodation and canteens, as well as administrative offices. The infrastructure is not only adequate in terms of surface area and technical condition but is also continuously modernised through European and national projects, including the recent PNRR investment of over 1,300,000 lei for research equipment directly relevant to the Forest Engineering field.

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.

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

The university operates a well-defined system for the maintenance of its material assets, ensuring their availability and functionality for the Forest Engineering doctoral programme. Responsibility for the upkeep of resources, equipment, and inventory items is clearly assigned. Teaching staff, auxiliary staff, and doctoral students are all responsible for maintaining these assets in good condition. At the level of the two research centres ***C11*** and ***C14***, affiliated with the Forest Engineering field, the coordinators are assigned a dual role. They are tasked not only with monitoring the activities carried out on the equipment but also with organising dedicated training sessions for PhD supervisors and doctoral students.

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

The evidence provided demonstrates a structured and functional system for managing the university's assets. The assignment of explicit responsibilities to research centre coordinators is a critical control measure that moves beyond simple declarations of maintenance. By requiring coordinators to organise training sessions for equipment users, the institution takes a proactive approach to preventing improper use, helping to extend the life of its assets and maintain the reliability of research data.

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.

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

The human resources allocated to the Forest Engineering doctoral field consist of two well-defined categories: doctoral supervisors which are research coordinators and the ***teaching staff*** for the Advanced University Training Programme (PPUA). For the Forest Engineering field, ***eight doctoral supervisors*** are actively affiliated. An analysis of their CVs, available publicly on the university's website, e.g. for Maria-Cristina Timar, Camelia Coșereanu, Lidia Gurău, Aurel Lunguleasa, Marius-Cătălin Barbu, and Marina Cionca, shows that all have obtained their habilitation and meet the minimum national standards of the National Council for Attesting Titles, Diplomas and Certificates (CNATDCU). Of the eight, seven are tenured at IOSUD-UNITBV, including the recently affiliated Emilia-Adela Manea and one is retired.

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

The documented evidence clearly confirms that the human resources allocated to the Forest Engineering doctoral programme are fully suitable for performing the required activities. The number of eight doctoral supervisors exceeds the minimum of three required by ARACIS. Moreover, 87.5% of the supervisors meet the CNATDCU minimum standards. No supervisor has more than eight doctoral students in training, avoiding excessive supervisory loads. The high scores obtained by most supervisors reflect a consistent and intensive research activity, including publications in high-impact journals, conference presentations, and participation in research projects.

✓ Recommendations

Compliance with the minimum CNATDCU standards by Prof. Dr. Eng. CAMPEAN Mihaela.

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.

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

Staff development is facilitated through several structured mechanisms. The ***Centre for Continuous Training and Academic Mentoring*** provides professional development programmes for teaching and auxiliary staff. International collaboration is actively promoted: academic staff can participate in ***Erasmus+ mobility programmes*** for both teaching (STA) and training (STT) at partner institutions worldwide, as detailed on the ***Staff Mobility – Incoming page***. In addition, the university encourages staff to attend international conferences and publish in journals indexed in international databases e.g., Web of Science, and it rewards scientific performance through transparent salary mechanisms. A key element is the ***HRS4R – Human Resources Strategy for Researchers***, which UNITBV adopted in 2021.

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

UNITBV ensures the professional and personal development of its staff in a systematic and well-documented manner. The existence of an internal centre for continuous training, combined with active support for international mobility, participation in high-level scientific events, and performance-based incentives, creates an enabling environment for staff growth.

✓ Aspects that constitute best practice examples

Adoption of a strategy for Human Resources for Researchers in line with European standards.

The indicator is: fulfilled.

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

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

The recruitment of teaching and research staff at Transilvania University of Brașov is governed by a formal, transparent framework that is fully compliant with national legislation. Hiring procedures follow recruitment criteria established at the institutional level, in accordance with the legal provisions specified in the ***Methodology on the occupation of teaching and research positions***, which is publicly available on the university's website. This Methodology is explicitly aligned with the Higher Education Law no. 199/2023, the national Framework-methodology for vacant teaching and research positions G.D. no. 1339/2023, and the Law on the Status of research and development personnel. The document outlines all key stages of the recruitment process, including: the conditions for opening a position (Art. 1), the required qualifications (Art. 2 and Art. 3), the composition of selection committees (Art. 16), the mandatory documentary file (Art. 7 and 8), the competition structure which includes an interview and other relevant tests, the minimum passing score, and the final ranking of candidates.

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

The documented evidence clearly demonstrates that UNITBV has established, and consistently applies, recruitment procedures that are both lawful and transparent. The formal adoption of a dedicated

senate-approved ***Methodology on the occupation of teaching and research positions*** provides a clear, binding, and publicly accessible legal basis for all hiring processes. This Methodology not only references and incorporates the provisions of the applicable national laws, but also translates them into detailed, actionable institutional rules.

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.

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

The university utilizes an ***intranet portal*** that serves as a central hub. Here, students can access their study situation, including grades and fee records, manage administrative payments, complete course evaluations, and download official document templates with the university's visual identity. The ***e-learning platform*** supports online teaching activities, complemented by a Student@UniTBv mobile app for access to schedules, grades, and fees. A dedicated online electronic platform has been specifically developed for managing the ***doctoral lifecycle***. Furthermore, the platform ***academics.unitbv.ro*** was recently implemented to streamline the reporting and management of research results for faculty, researchers, and doctoral students. Logistical support for the admission process is provided through the online application ***apps.unitbv.ro/inscrieri***.

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

The university has successfully implemented an integrated and multi-layered IT ecosystem that directly supports the requirements of the indicator. The use of the intranet, e-learning, and a dedicated mobile app demonstrates a commitment to improving both administrative and educational access, thereby providing good quality services for its primary community members—doctoral students and supervisors. However, the functionality of the ***doctorat.unitbv.ro*** platform is most critical.

✓ Recommendations

Expand the functionality of the doctoral management platform to fully integrate all student data.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s* The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.

* 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.

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.

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

The doctoral programme in Forest Engineering is structured around a four-year curriculum aligned with the Bologna model for engineering fields. The Advanced University Training Programme (PPUA) for the first year comprises 60 ECTS credits (30 per semester), with the entire doctoral programme totaling 240 transferable credits. The ***Curriculum*** includes compulsory and optional subjects designed to achieve specific learning outcomes for each engineering subject detailing the learning activities, practical training components, research assignments, and assessment methods as described in the ***Subject Files***.

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

The evidence confirms that the study programme is fully structured according to expected learning outcomes and is organised based on transferable study credits. The curriculum explicitly lists the learning outcomes, covering knowledge, skills, responsibility, and autonomy at EQF level 8. The total ECTS credits confirm the credit-based organisation. The programme integrates all required educational experiences: learning through formal courses, teaching through doctoral-level instruction, practical training via research placements, research through the individual PCS, and evaluation through final assessments.

✓ Recommendations

Inclusion of assessed learning outcomes in the evaluation criteria of all subjects.

The indicator is: fulfilled.

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.	
Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

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

The expected learning outcomes, as defined in the ***Curriculum*** for the 2026-2027 academic year, are explicitly designed to ensure that graduates achieve a Level 8 qualification as defined by both the European Qualifications Framework (EQF) and the National Qualifications Framework (CNC), which are stipulated by OM 3020/2024 as the legal basis for this classification. According to the European Skills, Competences, Qualifications and Occupations (ESCO) classification, the specific code is ***2310.1.41***, which corresponds to the occupation of University Research Assistant. The learning outcomes are designed to prepare graduates for such highly specialised roles that combine advanced research with potential teaching responsibilities.

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

The expected learning outcomes of the Forest Engineering doctoral programme are robustly correlated with the competences required by the target occupations. The explicit alignment with the

EQF/CNC Level 8 framework is a fundamental and verifiable standard. The specific reference to the ESCO classification code ***2310.1.41*** provides a highly credible link to the European labour market. This classification describes the occupation of a university research assistant, a role that is a direct and common career path for new PhD graduates.

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.

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

The analysis of the doctoral programme in Forest Engineering reveals a structured approach to implementing student-centred learning, as defined in the regulatory framework of the Interdisciplinary Doctoral School (SDI). The curriculum of the ***Advanced University Training Programme (PPUA)*** is designed to offer flexibility through optional subject packages, allowing doctoral students to tailor their studies to their specific research interests. This flexibility is a cornerstone of the programme's student-centred approach, as detailed in the publicly available HERE document outlining the curriculum's content. The principle of student-centred learning is further enshrined in the ***Regulations of the Interdisciplinary Doctoral School (SDI)***. Article 3 of the Regulations explicitly states that the content of the doctoral thesis is established by the doctoral student in consultation with the doctoral supervisor.

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

The evidence provided by UNITBV strongly supports the conclusion that the organisational component implements the principles of student-centred learning. The doctoral programme moves beyond a traditional, teacher-centred model by offering flexibility in the curriculum and placing students at the helm of their own research.

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.

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

UNITBV actively facilitates and finances academic mobility opportunities for its doctoral students, through both in-person and virtual formats. It is established a comprehensive framework for doctoral mobility. The university maintains cooperation agreements with over 700 partner institutions in more than 90 countries. The university also provides dedicated financial support for doctoral mobility from its own funds, that were allocated for five doctoral students to attend summer schools, training sessions, or access laboratories in academic or research institutions abroad. Starting in 2024, SDI organizes the ***DoCo International Doctoral Conference***, which in 2025 attracted 140 doctoral students from 15 countries.

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

The availability of Erasmus+ programmes for both study and traineeship placements provides a robust, EU-funded mobility channel. The inclusion of virtual components, BIP programmes ensures that

students can benefit from international academic experiences even when physical travel is not possible, aligning with modern, flexible educational models. The internal report provides verifiable data on concrete mobility outcomes. The doctoral students participated in international activities between 2021 and 2025, including an Erasmus+ internship at a prestigious German university in Göttingen.

✓ Recommendations

Increase the participation rate of doctoral students in international mobility programmes.

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

The internal evaluation report for the Forest Engineering doctoral field outlines a multi-faceted framework for ensuring equitable opportunities for all students, in line with their potential and aspirations. This framework is built upon the ***University Code of Student Rights and Obligations***, which enshrines the principles of non-discrimination, equal treatment, and fair access to education. The implementation of these principles is supported by several procedural documents: ***Admission methodology*** which bases selection on candidates' research skills and the availability of state-budgeted places. It includes special provisions for candidates from disadvantaged categories or for Romanians from all over the world, ensuring dedicated access pathways; ***Regulations for the schooling of Romanians from everywhere*** which are specifically designed to facilitate access to doctoral level research for this category of candidates, removing potential administrative and bureaucratic barriers; ***Doctoral scholarship regulations*** which provides a variety of funding sources, including state-budgeted scholarships, scholarships from its own revenues, and awards for outstanding research achievements. This framework supports both excellence and inclusion by providing financial support based on merit and need; ***Gender Equality Plan (PEG)***, demonstrating UNITBV commitment to promoting gender equality in academic life, particularly in the management of scientific research projects.

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

The evidence provided demonstrates that the organisational component has established a comprehensive and integrated system to provide fair opportunities for its doctoral students: the admission methodology which is a key control point for equity; the financial support framework offering scholarships from multiple sources (state, university, and performance-based awards); the Gender Equality Plan which is a vital institutional commitment that addresses structural inequality.

The indicator is: fulfilled.

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

Standard S.B.4.1. Access to resources and services The organisational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to

	support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

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

UNITBV provides doctoral students, including those with special educational needs/disabilities, with access to a comprehensive and well-documented set of resources and services. The institutional commitment to equity in learning is demonstrated through multiple, interconnected support structures. The ***Department of Forest Engineering, Forest Management Planning and Terrestrial Measurements*** manages 14 didactic and research laboratories, equipped to modern academic standards. The university provides centralised support services, including the ***Centre for Information, Consulting and Career Guidance (CICOC)***, whose regulations form part of the university's support structures. Regarding students with disabilities, UNITBV has taken concrete, proactive measures. In 2024, the university implemented the project ***CNFIS-FDI-2024-F-0397 – From access to success. Creating an accessible and inclusive academic environment for students with disabilities (UNIACCES)***.

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

The evidence demonstrates that the organisational component provides robust access to resources and services that are adequate for the individual learning needs of doctoral students in Forest Engineering. The infrastructure is not generic; it is specifically tailored to the research-intensive and practical nature of the field. Furthermore, the institutional commitment to students with disabilities is exemplary. The ***UNIACCES project (CNFIS-FDI-2024-F-0397)*** provides clear, documented evidence of a systematic, funded, and action-oriented strategy to ensure accessibility, going well beyond token compliance

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.

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

The expected learning outcomes for the Forest Engineering doctoral programme are presented in detail within the ***Curriculum***. These outcomes are comprehensive, covering three distinct categories: specialist (professional) skills, research skills, and transversal skills. The learning outcomes are further structured according to the three pillars of the European Qualifications Framework (EQF) level 8: knowledge, skills, responsibility and autonomy. All curricular documents are publicly accessible on the university's ***website***, including the dedicated doctoral school page.

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

The evidence provided confirms that the learning outcomes are adequately described and effectively support the understanding of expectations for both students and teachers. The explicit linkage between the learning outcomes which are grouped into knowledge, skills, responsibility, autonomy and the preparation of course files ensures that each subject's content, teaching strategy, and assessment method is directly aligned with the intended outcomes.

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.

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

The verification of learning outcomes in the Forest Engineering doctoral programme is structured around two main components: the Advanced University Training Programme (PPUA) and the individual Scientific Research Programme (PCS). These components are regulated by ***Instruction IS-5: Activity of the doctoral students***, which outlines the specific stages and assessment mechanisms. The PPUA curriculum, which is organized using transferable study credits, includes several compulsory and optional subjects. These subjects are assessed through ongoing examinations, including written assignments, project presentations, and oral exams. The syllabuses explicitly outline the learning outcomes and the assessment methods used. The final verification of learning outcomes is achieved through the public defence of the doctoral thesis.

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

The evidence provided demonstrates that the organizational component has a robust and systematic approach to checking the achievement of learning outcomes. The use of ongoing assessments throughout the coursework phase of the PPUA ensures that students receive continuous feedback and can be evaluated on their acquisition of transversal skills.

The indicator is: fulfilled.

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

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

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

The organisational component has established a clear, structured, and publicly documented framework for the admission process for the Forest Engineering doctoral programme. The ***Methodology for admission to doctoral studies*** is developed annually, setting out the conditions for candidate registration, the competition procedure, the criteria for ranking and awarding state-funded places and doctoral scholarships, as well as the admission calendar. The logistics of the process are supported by an ***online application***. For the Forest Engineering field, admission data for the years 2021 to 2025 shows that the total number of applicants (14) exceeded the number of budgeted places (7), demonstrating a competitive selection environment.

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

The evidence confirms that the organisational component fully and consistently applies its admission procedures. The admission process is regulated by a dedicated methodology that is updated annually and publicly disclosed well in advance of each admission session. By requiring a minimum passing grade (8) and publishing the final averages used for ranking, the process is transparent. The existence of a dedicated online admission platform provides a uniform and trackable channel for submitting applications and centralising data, which ensures logistical consistency across all candidates.

✓ Recommendations

Implement a structured recruitment campaign to attract master's graduates to doctoral studies.

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.

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

The evaluation of fairness and equal opportunities in the admission process for the Forest Engineering doctoral programme is based on provisions in the university's regulatory framework and publicly available information. The ***Methodology for admission to doctoral studies***, establishes that admission is based on a competitive selection process that assesses candidates' research abilities, theoretical skills, and motivation, using transparent and objective criteria. The exam is administered by a commission chaired by the doctoral supervisor, and research topics and corresponding bibliographies are published in advance on the SDI website, ensuring equal access to information. Support measures for vulnerable groups are explicitly provided. The admission methodology allows for organising the specialised exam online in cases where the physical presence of candidates is not possible, including for candidates with disabilities (Art. 18 of the methodology).

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

The admission methodology is publicly available and establishes clear, objective, and non-discriminatory selection criteria, which guarantees that all candidates are assessed solely based on their research abilities and academic performance. By mandating an interview, the process ensures a qualitative evaluation of each candidate's motivation and aptitude for doctoral work.

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.

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

For doctoral studies specifically, the university has developed a set of internal documents that operationalise these general provisions. These include: the ***Regulations for the organisation and conduct of doctoral and postdoctoral studies***; the ***Doctoral school instructions*** (a series of IS documents); the ***Methodology for the assessment of doctoral students' activity with a view to the reallocation of doctoral grants***; the ***Methodology for the recognition of periods of study abroad***; and the ***Regulations on the recognition of periods of study or practice carried out within Erasmus+ mobility programmes***. Among the IS instructions, those directly relevant to doctoral professional activity are: ***IS-4*** (credit equivalence and recognition), ***IS-5*** (doctoral activity), ***IS-6*** (interruption, extension and reduction of the doctoral internship), ***IS-7*** (structure and content of the PPUA), ***IS-8*** (completion and public defence of the doctoral thesis), and ***IS-9*** (reallocation of budgeted places).

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

The evidence confirms that UNITBV systematically applies the regulations concerning students' professional activity. The existence of dedicated instructions for credit equivalence, interruptions, curriculum structure, and budget reallocation demonstrates that the university has anticipated a wide range of situations that may arise during a doctoral student's professional activity. The monitoring of expulsion rates provides a quantitative measure of how effectively these regulations are applied. The reported rate of 6.67% for the Forest Engineering field indicates that most students successfully navigate the programme, which is a direct outcome of consistent and fair application of the rules.

✓ Recommendations

Reduce the dropout rate by implementing an early-warning and proactive monitoring system.

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.

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

Transylvania University of Braşov (UNITBV) has established internationalisation as one of its strategic priorities, reflected in its cooperation with over 700 partner institutions in more than 90 countries and its membership in the ***UNITA Alliance – Universitas Montium.*** For the doctoral field of Forest Engineering, this strategic framework translates into concrete actions. Within the ***UNITA Alliance***, the university participates in joint doctoral programmes under the ***CHORAL project - Horizon Europe MSCA-Cofund*** and engages in doctoral network activities, such as the annual ***My three-minute PhD thesis*** competition, where UNITBV doctoral students receive online training and compete in final stages at partner universities in France, Spain, and Italy. Three international specialists from the USA (Prof. Emeritus Salim Hiziroglu), Hungary (Assoc. Prof. Csilla Csiha), and China (Prof. Dr. Liu Xin-You) have served as members of supervisory committees for doctoral students admitted between 2021 and 2025. Furthermore, three foreign experts participated in public defence committees for doctoral theses defended between 2021 and 2025: Prof. Dr. Pourthamasi Kambiz (University of Tehran, Iran), Prof. Dr. Ioraş Florin (Buckinghamshire New University, UK), and Assoc. Prof. Dr. Csiha Csilla (University of Sopron, Hungary). Two doctoral theses were defended in English during this period.

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

The general institutional framework, including the UNITA Alliance and the CHORAL joint doctoral programme, provides structured channels for both short-term mobility and longer-term co-supervision arrangements. The participation of UNITBV doctoral students in the ***My three-minute PhD thesis*** competition, with online training and physical final stages abroad, exemplifies a concrete mechanism that directly supports doctoral student mobility and international collaboration.

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

The Forest Engineering doctoral programme integrates scientific investigation as a core vehicle for achieving the intended learning outcomes. Research activities are formally anchored in the ***strategic*** and ***operational*** plans of the Faculty of Furniture Design and Wood Engineering (FDMIL), and the ***annual Faculty Report***, prepared by the dean and publicly available, reflects these activities. The university organises an annual event ***Graduates in front of companies (AFCO)***, which offers doctoral students a platform to present their scientific achievements to potential employers, demonstrating the valorisation of research outcomes beyond academia. Concrete examples are provided for two doctoral students admitted in 2025 are Molnar Varlam Mihnea and Gall Roxana, both graduates of the master's programme in Forestry Engineering.

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

The documented evidence fully supports the conclusion that learning based on scientific investigation supports and is capitalised upon in achieving the intended learning outcomes of the Forest Engineering doctoral programme. The integration of research into the curriculum is not incidental but systematic: supervisors propose topics that build on prior master's-level skills, ensuring a coherent progression from taught knowledge to original research. The requirement for doctoral students to publish in WOS-indexed journals and present at international conferences directly aligns with the EQF level 8 expectation of contributing original knowledge at the frontiers of the field.

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.

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

The research results of the Forest Engineering doctoral field have significant national and international visibility and are capitalized upon appropriately. Doctoral students and their supervisors have collectively published 36 scientific papers in WOS-indexed international journals and conference proceedings during their doctoral training. Research projects have involved partnerships with institutions in China, Iran, the UK, Hungary and the USA. The faculty's research centres are part of a European research network aligning with EU priorities in Sustainable Development, Innovative Materials, Products and Processes for the Wood Industry. Doctoral students and supervisors participated in seven national and international research grants/contracts between 2022-2025, including a major PNRR-funded project "Digital transformation for innovation and competitiveness", and the DEwood project "Understanding biotic and abiotic controls of woody debris decomposition and its contribution to carbon budgets in old-growth forests".

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

The international visibility is substantiated by the publication record in WOS-indexed journals, which ensures global dissemination and recognition within the scientific community. The involvement in the DEwood project, a fundamental and frontier research project (PCE), demonstrates the capacity to compete

for and secure highly selective international funding. Doctoral students actively participate in national and international conferences, the annual AFCO event, and publish their findings.

✓ Recommendations

Increase the number of research grants with doctoral student involvement, especially international projects.

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

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

UNITBV has established a structured internal quality assurance system (SIAC) that operates on multiple levels, from university-wide strategies to doctoral-specific procedures. The ***Strategy for quality assurance (2024-2029)*** sets the overarching goal of strengthening a quality culture as a prerequisite for continuous improvement in teaching, research, and administration. At the SDI level, the quality framework is operationalised through the ***SDI Regulations*** and a comprehensive set of specific instructions (IS-1/1, IS-1/2, IS-2, IS-3, IS-4, IS-5, IS-6, IS-7, IS-8, IS-9), publicly available on the SDI website.

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

The evidence demonstrates that the organisational component consistently applies its quality assurance procedures and that these applications have a demonstrable positive impact on the quality of education. The formal framework—comprising the institutional quality strategy, the SDI Regulations, and the nine specific instructions (IS-1 to IS-9)—provides a complete and binding regulatory basis.

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.

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

The institution demonstrates a clear and structured commitment to stakeholder involvement in the implementation of quality procedures. ***Procedures*** are approved by the Board of Directors and then brought to the attention of the academic community through official Board decisions. This dissemination is a crucial first step, as it ensures that all members of the university community are aware of the procedural framework. Furthermore, the university has an established mechanism for collecting feedback. All comments on proposed procedures are centrally collected by the ***Quality Assurance Office***, analysed, and, where

appropriate, integrated into the final versions. This process is not merely consultative; it is designed to have a tangible impact on the procedures themselves.

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

The evidence demonstrates a mature and systematic approach to stakeholder involvement. The process is not a one-off event but is embedded in the institutional culture through multiple feedback loops, from the initial drafting of procedures to their dissemination and public comment period, to the formal representation of students and employers on governing councils, and finally to the annual, anonymous surveys of current students. The presence of stakeholder representatives on the C-SDI ensures that their views are considered at the highest level of decision-making within the doctoral school.

✓ Recommendations

Formalise and expand the involvement of socio-economic stakeholders in curriculum design and evaluation.

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.

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

The evaluation of the academic ethics commission at Transylvania University of Braşov (UNITBV) is based on several official documents. The university has established a formal framework for academic ethics, with the ***Code of Ethics and Academic Conduct*** integrated as Part II of the ***University Charter***. The composition and operational procedures of the commission are detailed in the ***Regulation for the Organization and Functioning of the University Ethics Committee***, most recently approved by the Senate on 18 December 2024. The University Senate has established a separate election procedure for student representatives to the ***Ethics Committee***, further ensuring its independence and broad representation.

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

The evidence provided confirms that the academic ethics commission operates on a regulation approved by the University Senate and functions independently. The core regulation, the Code of Ethics, is embedded in the fundamental ***University Charter***, a document adopted by the highest academic authority, the Senate. This gives the ethics framework the necessary legal and institutional standing.

The indicator is: fulfilled.

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

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

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

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

The evaluation of the consistent application of quality procedures and their impact is based on evidence presented in the internal evaluation report and publicly accessible documents. The central framework is the ***Regulations for the Organisation and Conduct of Doctoral and Postdoctoral Studies***, which establishes the foundation for quality assurance in doctoral programmes. Specifically, Article 14 of the Interdisciplinary Doctoral School Regulations mandates periodic internal and external evaluation of doctoral study programmes, doctoral student activity, and doctoral supervisors' performance. These provisions are supported by specific methodologies, including the ***Methodology for the Periodic Internal Evaluation of Doctoral Fields*** and the ***Methodology for the Periodic Internal Evaluation of the Activity of Doctoral Supervisors***.

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

The internal evaluation framework is fully documented and approved by the University Senate, establishing a legitimate and transparent basis for all quality-related actions. The existence of specific internal evaluation methodologies for doctoral fields and doctoral supervisors, together with a formal schedule for their application, demonstrates systematic, periodic, and consistent use, not merely ad-hoc implementation.

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.

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

UNITBV has established multiple, systematic channels for stakeholder involvement in the implementation of quality assurance procedures. These mechanisms operate at three distinct but complementary levels: governance, consultation, and participation. At the governance level, the Council of the Interdisciplinary Doctoral School (C-SDI) includes, in addition to the SDI director and elected doctoral supervisors, four doctoral student representatives elected by their peers and four external members drawn from the industrial and socio-economic sectors. At the participation level, the Faculty of Furniture Design and Wood Engineering maintains a ***Consultative Council for Relations with the Economic and Socio-cultural Environment (CONSEC)***, whose members include senior industry representatives such as the Vice-President of the Romanian Furniture Manufacturers Association and the President of the Pro Wood Regional Cluster.

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

The documented evidence confirms that stakeholder involvement in procedure implementation is not a formalistic exercise at UNITBV but a deeply embedded and functionally effective component of the quality assurance system. The presence of doctoral student and external employer representatives on both the C-SDI and CSUD ensures that stakeholder perspectives are considered at the highest levels of decision-making, not merely in consultative forums.

The indicator is: fulfilled.

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

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

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

UNITBV analyses the results of student evaluations of teaching staff. The ***Methodology for the periodic internal evaluation of the activity of doctoral supervisors***, mandates an annual self-assessment by each doctoral supervisor accompanied by a verification form confirming compliance with CNATDCU minimum standards. Teaching staff who deliver the Advanced University Training Programme (PPUA) are evaluated by doctoral students using ***Form IS-7-F2***. It is a standard questionnaire that asks doctoral students to rate six criteria of the PPUA transversal competences module on a scale from 1 (inadequate) to 5 (adequate): content of the disciplines, relevance of the skills developed, performance of the teaching staff, number of hours/time budget, assessment form, and organisation of the activity by the SDI.

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

UNITBV demonstrates a systematic and well-documented process for the collection, analysis, and use of student evaluations of teaching staff. The fact that the C-SDI uses the aggregated results to propose modifications to the curriculum, which are then approved at the level of the Council for Doctoral Studies (CSUD) and the Vice-Rector for research, shows that the evaluation results are not merely collected but are actively analyzed and acted upon. The provision of anonymised results for the Forest Engineering doctoral field provides tangible evidence that the evaluation has taken place and that the data has been processed.

✓ Recommendations

Strengthen the periodic evaluation of doctoral supervisors by including student feedback and research output trends.

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.

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

The organisational component has a well-defined and systematic approach to collecting and analysing data for internal quality assurance. The data collection and analysis mechanisms are anchored in several interconnected IT platforms and formalised procedures. The central platform for recording the entire doctoral lifecycle is the ***dedicated online electronic platform***, which processes data from the admission phase, previous studies, the guidance committee, the doctoral programme, results obtained during the programme, the stage of preparation, the status of the doctoral student, and fee payments, until the completion and public defence of the thesis. UNITBV has established internal evaluation methodologies that rely on systematic data collection. The ***Methodology for the periodic internal evaluation of doctoral fields*** and the ***Methodology for the periodic internal evaluation of the activity of doctoral supervisors*** require the collection of data on scientific output, research infrastructure, regulations, student progress, and support services.

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

The evidence presented demonstrates that the organisational component has established a comprehensive and systematic framework for the collection and analysis of data required for internal quality assurance. The data collection mechanisms are integrated into standardised, recurring processes that cover the full lifecycle of the doctoral programme. The IT platforms provide the backbone for data collection.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

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

UNITBV ensures the publication of and access to information of public interest with two primary channels for information dissemination. First, at the institutional level, the ***main doctoral school website*** serves as the central hub for all doctoral activities, providing prospective and current doctoral students, as well as the public, with access to a wide range of information, including the doctoral fields offered, admission procedures, regulations, and contact details. The Faculty of Furniture Design and Wood Engineering maintains a ***dedicated page for the doctoral field***.

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

The documented evidence demonstrates that the organisational component has established and maintains functional, publicly accessible websites that effectively serve the purpose of publishing information of public interest regarding the Forest Engineering doctoral programme.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.

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

The institutional commitment to transparent decision-making is anchored in the university's fundamental documents and operational procedures. The ***University Charter*** enshrines the principle of transparency in Art. 14, stipulating that it implies access to all information categories of interest for the UNITBV community members, for the institutions with which UNITBV collaborates, for the potential candidates and public, under the legal provisions. All decisions of the CSUD are systematically published and publicly accessible on the dedicated ***decisions page***. At the level of the Interdisciplinary Doctoral School (SDI), communication is carried out via the group email addresses of doctoral supervisors and doctoral students, all relevant information, including regulations, methodologies and specific instructions, being posted on the SDI website.

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

UNITBV ensures transparent decision-making processes through multiple, mutually reinforcing mechanisms. The enshrinement of transparency as a guiding principle in the ***University Charter*** provides a binding institutional foundation, not merely an aspirational statement.

The indicator is: fulfilled.

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

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

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

The evaluated field of doctoral studies, Forest Engineering at the Interdisciplinary Doctoral School (SDI) of Transilvania University of Brașov (UNITBV), has been subject to the periodic external quality assessment process as required by Romanian legislation (Higher Education Law No. 199/2023 and the Framework Regulation on doctoral studies, OME No. 3020/2024). This process is mandated for maintaining the accreditation of the doctoral field. The last major external evaluation was conducted in 2021. According to the ***External evaluation report of the doctoral university studies field Forestry Engineering***, the evaluation visit took place from 8-12 November 2021. Following this evaluation, the doctoral field received the decision of maintaining accreditation.

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

The organisational component, UNITBV through its IOSUD, has fully demonstrated that it carries out the procedures pertaining to the external quality evaluation process as required by law. The evidence confirms that UNITBV has not only undergone the periodic external evaluation in 2021 but has also proactively engaged in a follow-up interim evaluation in 2025. This demonstrates a consistent and sustained engagement with the ARACIS quality assurance framework, going beyond a one-time obligation. In the internal report it is provided a detailed section on the recommendations and main conclusions resulting from the last external quality assessment and the actions taken.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ A faculty body (including doctoral supervisors and teaching/research staff) that demonstrates verified competencies in both instruction and research. ✓ The pursuit of research funding at both national and international levels, involving the active participation of doctoral advisors and PhD candidates. ✓ Enhancing global engagement by admitting international doctoral students and incorporating foreign experts into thesis supervision and defense	INTERNAL FACTORS ↑	✓ Doctoral student international mobility is supported by an internal scholarship scheme that offers financial aid for research stays abroad and helps students become part of international research groups. ✓ A key area for development involves improving the delivery of information and advisory services to doctoral candidates. ✓ A reduced commitment among

committees. ✓ The promotion of research outcomes through publications in journals and volumes indexed in ISI Web of Science/Clarivate Analytics, as well as in BDI-rated or indexed sources, along with book chapters released by reputable publishing houses both domestically and internationally.		certain doctoral supervisors, particularly those who are retired, to enhancing their research performance, as evidenced by their publication output or other academic results.
SWOT analysis		
Opportunities: ✓ UniTBv's national and international partnerships enable continuous exposure to the latest technical and scientific advancements in the research areas of the doctoral school (SDI), while also upholding the quality of doctoral training and research processes in accordance with European standards. ✓ The recruitment of international doctoral candidates, particularly from non-EU countries such as China and Cuba, facilitated by UniTBv's existing cooperative agreements with institutions in those regions. ✓ The presence of productive collaborative efforts in interdisciplinary fields relevant to the doctoral school, established with international partner universities.	**EXTERNAL FACTORS**	**Threats:** ✓ The movement of Romanian university graduates toward foreign academic institutions or employment opportunities in other countries. ✓ Competition at both national and international levels within doctoral education, aimed at securing doctoral candidates and funding sources. ✓ A reduced inclination among companies to allocate resources for the development of highly skilled professionals and for doctoral research.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	**I.P.A.1.1.1** For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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.	Fulfilled	
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.	Fulfilled	
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.	Fulfilled	
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.	Fulfilled	Compliance with the minimum CNATDCU standards by Prof. Dr. Eng. CAMPEAN Mihaela.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	Fulfilled	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	Fulfilled	
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.	Fulfilled	Expand the functionality of the doctoral management platform to fully integrate all student data.
	DOMAIN B. Educational efficacy		
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	Fulfilled	
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).	Fulfilled	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the	Fulfilled	Inclusion of assessed learning outcomes in the evaluation criteria of all subjects.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	teaching strategies used in the learning and teaching activities and experiences.		
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	Fulfilled	Increase the participation rate of doctoral students in international mobility programmes.
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.	Fulfilled	
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.	Fulfilled	
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.	Fulfilled	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	Fulfilled	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	Fulfilled	Implement a structured recruitment campaign to attract master's graduates to doctoral studies.
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	Fulfilled	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	Fulfilled	Reduce the dropout rate by implementing an early-warning and proactive monitoring system.
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.	Fulfilled	
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.	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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.	Fulfilled	Increase the number of research grants with doctoral student involvement, especially international projects.
	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.	Fulfilled	
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.	Fulfilled	Formalise and expand the involvement of socio-economic stakeholders in curriculum design and evaluation.
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.	Fulfilled	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	Fulfilled	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	Fulfilled	Strengthen the periodic evaluation of doctoral supervisors by including student feedback and research output trends.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	Fulfilled	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	Fulfilled	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	Fulfilled	
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.	Fulfilled	

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

A total of 32 performance indicators were analysed, of which 32 indicators were assessed as fulfilled, 0 indicator partially fulfilled and 0 indicators unfulfilled.

VI. Conclusions

During the visit, the external quality evaluation experts' panel had meetings with: representatives of the management of the organisational component, team that has drafted the internal evaluation report, members of the University Ethics Committee, representatives of the quality assurance organisational structures, teaching staff involved in the activities within the DSUD, staff in charge with the research centres/laboratories, doctoral students of the DSUD, employers of the DSUD alumni, alumni of the DSUD. From the discussions held during the planned meetings, it emerged that the learning environment offered to students at the Forest Engineering Doctoral Domain is one that meets the requirements of employers.

For the recommendations made in the last external evaluation, the following actions were taken: during the period 2022-2025, 7 research contracts/grants were carried out with the participation of doctoral supervisors in the field of Forestry Engineering, in which doctoral students were also involved; additional funding in paying for mobilities, participating in conferences and publishing numerous scientific articles in prestigious journals; the university pays doctoral fees for foreign students and offers TAS scholarships; the research infrastructure was improved by purchasing equipment worth over 1,300,000 lei; there are currently 8 doctoral supervisors in the doctoral field of Forestry Engineering, and in January 2026, 2 other teaching staff defended their habilitation thesis in this field; the admission methodology was permanently updated; external experts were introduced into the doctoral student guidance committees.

Based on what is presented in this external evaluation report (32 indicators fulfilled, 0 partially fulfilled, 0 unfulfilled), the members of the evaluation panel found that the conditions for "**Maintaining Accreditation**" (**MAC**) of the Forest Engineering Doctoral Domain organized by Transylvania University of Brasov.

VII. Annexes

Timetable for the evaluation of the external quality evaluation visit for the doctoral university study domain

Meeting minute