

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:	"George Emil Palade" University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș
Doctoral School:	Letters, Humanities, and Applied Sciences
Doctoral Domain:	Philology
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.	Gheorghe Mihaela	Expert evaluator	
2.	Armaşu-Canţir Ludmila	International Expert	
3.	Zbranca Ionuţ	PhD Student Evaluator	

I. Introduction

The REE was drafted in the context of the periodic external evaluation procedure for maintaining the accreditation of the doctoral study domain *Philology* within the Doctoral School of Letters, Humanities, and Applied Sciences, organized by IOSUD – “George Emil Palade” University of Medicine, Pharmacy, Science and Technology Târgu Mureș (UMFST). The commission, approved by the ARACIS Council via Decision No. 152/H/07.05.2026, was composed as follows:

1. Prof. GHEORGHE Dana Mihaela, Ph.D. – “Transilvania” University of Brașov (chair);
2. Prof. ARMAȘU-CANȚÎR Ludmila, Ph.D. – “Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova;
3. ZBRANCA IONUȚ – PhD student at “Babeș-Bolyai” University of Cluj-Napoca.

The evaluation visit took place on July 9–10, 2026. Prior to the visit, the committee met online on June 26.

“George Emil Palade” University of Medicine, Pharmacy, Science and Technology Târgu Mureș (UMFST) is a public higher education institution established in 2019, building on academic structures dating back to 1948. UMFST is now a multicultural higher education and research institution offering instruction in Romanian, Hungarian, and English. It is integrated into the national higher education system and provides undergraduate and postgraduate training, scientific research, and national and international cooperation. The university’s mission focuses on advanced education and research, aiming to train highly qualified personnel, generate and disseminate knowledge, and support the community’s socioeconomic development. The university demonstrates a consolidated research profile, with increasing scientific output, participation in national and international research projects, and growing visibility in international rankings. The international dimension is strengthened through strategic partnerships, including participation in the DIVERSE European University Alliance.

Doctoral studies at UMFST are organized into two doctoral schools, coordinated by the Council for Doctoral Studies (CSUD), which oversees the strategic and operational management of doctoral education. The doctoral study domain of *Philology* is organized within the Doctoral School of Letters, Humanities, and Applied Sciences, part of IOSUD-UMFST. The doctoral school currently covers six domains: Philology, History, Engineering and Management, Informatics, and Business Administration, all of which have retained their accreditation following the previous external evaluation in 2021.

II. Methods used

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

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

The external evaluation of the study program comprised these activities: analysis of the Internal Evaluation Report and its annexes/links; review of documents and data from the UMFST website in digital format; a visit to UMFST and the Faculty of Letters and Science headquarters, observing classrooms, seminar rooms, laboratories for PhD students, secretariat, and university library; discussions with university leadership, the

doctoral school council, faculty involved in organizing the program, PhD students, graduates, employers, and teaching staff involved in the program.

III. Judgment 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. Organizational components and institutional processes

The HEI has organizational 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 program/domain, the HEI has adequate organizational 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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o Presentation of the state of facts

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

o Analysis of the state of facts

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

o Aspects that constitute best practice examples:

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

o Recommendations - N/A

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

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

According to the SER, particular importance is placed on the opinions of doctoral students, doctoral supervisors, and other stakeholders involved in doctoral training. These opinions are collected primarily through annual questionnaires and inform revisions to admission procedures and to those governing the conduct of doctoral studies. The report also indicates that consultation occurs through both formal and informal mechanisms. Doctoral students are represented on the Doctoral School Council and the Council for Doctoral University Studies, allowing them to participate directly in decision-making processes concerning doctoral studies. The SER further notes that transparency is ensured by the online publication of relevant information on doctoral study programs and by the availability of regulations and procedures on the institutional website. The supporting documents cited in the SER include the [University Charter](#), the [Regulation on the organization and functioning of the University](#), the [Regulation on quality assurance](#), and the feedback questionnaire annexed to the internal evaluation report. The SER also states that IOSUD intends to strengthen consultation mechanisms by diversifying feedback-collection tools and increasing the participation of doctoral students and academic staff in the revision process.

o [Analysis of the state of facts](#)

The doctoral domain benefits from formal stakeholder participation through student representation in the main doctoral governance structures. Annual questionnaires provide an additional mechanism for collecting feedback from doctoral students, doctoral supervisors, and other participants in the doctoral training process. Another positive aspect is the presence of both formal and informal consultation mechanisms, which can support a more flexible and responsive approach to revising institutional procedures. The public availability of regulations and procedures also contributes to transparency and facilitates access to information for the academic community.

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

o [Recommendations:](#)

The process of revising procedures should be documented more explicitly, including evidence of consultation with doctoral supervisors, doctoral students, and relevant administrative structures.

The indicator is: fulfilled.

Criterion A.2. The material resources and optimization 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 program/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.

o [Presentation of the state of facts](#)

The university reports a significant material infrastructure, developed through systematic investments in recent years and comprising buildings, land, research institutes, laboratories, libraries, university campuses, cultural and sports facilities, and other venues dedicated to education, professional training,

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

scientific research, and related services. For the Philology doctoral domain, the SER indicates that the doctoral supervisors are affiliated with the "Petru Maior" Faculty of Sciences and Letters and conduct research at the Center for Philological, Historical and Cultural Research and the Department of Literary and Applied Linguistic Studies. The infrastructure used for doctoral activity is institutionally managed and monitored and is presented as being used effectively to support advanced research-based training. The report also refers to accessibility for persons with disabilities. The institution states that it ensures access to university spaces and provides facilities such as access platforms and elevators. The SER further mentions the existence of institutional regulations and a good-practice guide concerning the inclusion of students with disabilities.

- o **Analysis of the state of facts**

The on-site inspection confirms that the university-level infrastructure is substantial and includes venues for education, research, administration, student services, and staff activities. The availability of lecture halls, seminar rooms, laboratories, libraries, IT infrastructure, and access to scientific databases provides a favorable environment for doctoral education and research.

- o **Aspects that constitute best practice examples:**

- o **Recommendations - N/A**

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

The organizational components manage the movable and immovable assets used for the evaluated study program/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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- o **Presentation of the state of facts**

Material resource management within IOSUD-UMFST, including the doctoral domain of Philology, is conducted at the institutional and faculty levels. The Faculty of Sciences and Letters, where the doctoral domain operates, ensures the maintenance and use of both movable and immovable assets required for teaching, research, and administrative activities. According to the self-evaluation report, these assets undergo periodic maintenance, repair, and modernization, supported by dedicated budget allocations. The infrastructure, including teaching spaces, research facilities, equipment, and library resources, is described as effective and appropriate for academic work, fostering a supportive environment for study and research.

- o **Analysis of the state of facts**

The on-site visit showed that UMFST has mechanisms to maintain its movable and immovable assets and to ensure their continued use under adequate conditions. The existence of specialized administrative structures responsible for patrimony maintenance and infrastructure procurement indicates that maintenance is institutionally organized rather than left to ad-hoc interventions.

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

The university's investment in modernization and rehabilitation projects, including energy efficiency, updated installations, accessibility and flexible learning spaces.

- o **Recommendations - N/A**

The indicator is: fulfilled.

Criterion A.3. Adequate human resources and transparent staff recruiting procedures developed

according to the law

Standard S.A.3.1. Human resources

The HEI has the required human resources to organize and deliver the evaluated study program/domain.

Indicator I.P.A.3.1.1	The human resources of the organizational component are suitable to perform the activities pertaining to the evaluated study program/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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o Presentation of the state of facts

The doctoral domain of Philology within IOSUD–UMFST benefits from qualified personnel, including [doctoral supervisors](#), teaching staff involved in the advanced training program, academic guidance, and integrity committees. Doctoral supervisors are affiliated with the Doctoral School of Letters, Humanities, and Applied Sciences upon obtaining the habilitation certificate or its legal recognition, in accordance with national regulations and institutional procedures. At the time of evaluation, the doctoral domain includes 7 doctoral in Philology, all of whom meet the minimum national standards required for habilitation, as confirmed by the documentation provided (Annex 17_ Habilitation Files and Proof of Fulfilment of Habilitation Criteria).

o Analysis of the state of facts

The committee concluded that the PhD domain of Philology is supported by sufficient, qualified personnel, with 7 doctoral supervisors meeting legal habilitation standards and demonstrating relevant academic and research credentials. The number of doctoral supervisors (7) relative to the number of doctoral students (42) appears acceptable for the organization of doctoral supervision, provided that the actual distribution of doctoral students among supervisors remains balanced.

o Aspects that constitute best practice examples

- o Full compliance of doctoral supervisors with national habilitation standards;
- o Use of academic guidance and integrity committees, including external members;
- o Coverage of core doctoral training areas (methodology, ethics, disciplinary trends) by qualified staff.

o Recommendations:

The committee recommends that the Doctoral School continue to strengthen human resources in the Philology doctoral domain by encouraging habilitation among qualified academic staff and by attracting new doctoral supervisors, including younger researchers and international experts.

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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o Presentation of the state of facts

According to the SER, staff development is among the university's strategic objectives. The Multiannual Strategic Plan for Institutional Development Restart IQ, under Objective No. 6, calls for implementing training and professional development programs for human resources, aimed at teaching staff, researchers, and administrative staff. The report also notes that the university supports habilitation, academic career advancement, and staff involvement in research and innovation projects. Professional development is further supported through access to institutional resources, academic and research infrastructure, scientific databases, university libraries, and IT platforms. The university also recognizes academic and scientific performance in accordance with its internal policies. The SER concludes that UMFST provides an appropriate framework for the professional and personal development of its staff through coherent institutional policies and by supporting training, research, and academic promotion

activities. The report's announced future direction is the further expansion of professional training and development programs, adapted to the specific needs of teaching, research, and administrative staff.

- o [Analysis of the state of facts](#)

The university has integrated professional and personal development into its strategic planning. This reflects an institutional commitment to strengthening human resources and supporting the academic, research, and administrative staff involved in doctoral education. Another strength is support for habilitation, academic promotion, and participation in research and innovation projects. These measures are particularly relevant to doctoral education, where the program's quality and sustainability depend on the scientific performance and professional development of doctoral supervisors. The university also provides access to resources that support staff development, including research infrastructure, scientific databases, libraries, and IT platforms.

- o [Aspects that constitute best practice examples:](#)

- o [Recommendations:](#) N/A

[The indicator is: fulfilled.](#)

Standard S.A.3.2. Recruitment procedures

Teaching staff recruitment procedures compliant with the provisions of the law.

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law and are established and carried out transparently.
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- o [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

Recruitment of teaching staff and doctoral supervisors within IOSUD–UMFST is conducted in accordance with the national legal framework governing higher education and with internal institutional regulations and methodologies. The procedures are governed by: (i) [Order 3998/2024](#); (ii) the [Regulations](#) for the organization and conduct of doctoral studies; and (iii) [methodologies](#) for recruiting teaching and research positions. The documents state that recruitment procedures are public, competitive, and based on clearly defined criteria, including compliance with minimum national standards (CNATDCU) and internal standards for academic positions and doctoral supervision. Doctoral supervisors' [affiliation](#) with the Doctoral School of Letters, Humanities, and Applied Sciences depends on meeting these standards and obtaining institutional approval.

- o [Analysis of the state of facts](#)

The analysis indicates that recruitment procedures comply with the legal framework and rely on transparent, competitive methods, ensuring compliance with national regulations. The application of national standards (CNATDCU) and institutional criteria helps maintain objectivity in recruitment and selection, especially for doctoral supervisors.

- o [Aspects that constitute best practice examples](#)

- o [Recommendations](#) - N/A

[The indicator is: fulfilled.](#)

[Criterion A.4. Digitalization 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 organizational 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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- o Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD–UMFST integrates IT tools into its academic and administrative processes to improve access to information and service quality for doctoral students and staff. According to the documents presented, digitalization is supported by: (i) the [University Management System](#); (ii) institutional online platforms for communication and information access (including the IOSUD/doctoral studies website); and (iii) the *sistemantiplagiat.ro* platform for plagiarism prevention and anti-plagiarism checks. The SER further mentions several additional digital tools: the Academic Portal – SOLARIS, used as an academic management platform for students; the ARENA platform, used for reporting research activity and evaluating scientific performance based on quantitative and qualitative indicators; the Institutional Digital Repository, created through the digitization of the University Library's Special Collections and intended to provide open access to rare or difficult-to-access materials; and Process Player, the internal system for purchase orders. The report also states that the Restart-IQ Multiannual Strategic Plan for Institutional Development includes Objective 8, "UMPhST – a smart university," which addresses digitalization, artificial intelligence, and cybersecurity. The SER presents this strategic framework as supporting modern, transparent, and secure institutional operations.

- o Analysis of the state of facts

The university uses a broad range of IT tools that support academic, administrative, and research processes. These tools improve communication, enhance document management, provide access to teaching materials, monitor doctoral students' academic progress, and evaluate scientific performance. A particular strength is the integration of anti-plagiarism and academic integrity tools into doctoral procedures. This is essential for doctoral education and directly supports the quality and credibility of doctoral research. Another positive aspect is the existence of the Institutional Digital Repository, which improves access to documentary resources and supports research, including in fields such as Philology, history, and cultural studies. The inclusion of digitalization, artificial intelligence, and cybersecurity in the university's strategic plan also demonstrates an institutional commitment to digital transformation and the continuous improvement of services.

- o Aspects that constitute best practice examples

- o Use of digital platforms for communication and access to institutional information;
- o Availability of electronic resources and databases supporting research activities;
- o Implementation of plagiarism detection software in doctoral procedures;

- o Recommendations

- o Developing and implementing an integrated digital management system for doctoral studies (admission, monitoring, evaluation, and reporting).

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study program

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

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

Indicator I.P.B.1.1.1	The study program is developed and structured according to the expected learning outcomes and organized 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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o Presentation of the state of facts

The doctoral study program in Philology at IOSUD–UMFST is structured in accordance with national regulations and institutional procedures and comprises: (i) a training program based on advanced university studies (30 ECTS), delivered during the first year; (ii) an individual scientific research program carried out under the supervision of doctoral supervisors and guidance committees. [The curriculum](#) includes disciplines such as scientific research methodology, academic ethics and integrity, and specialized courses in philological research, designed to support the development of research competencies. The program is organized into 240 ECTS credits, corresponding to doctoral studies (EQF level 8), and integrates teaching, research, and evaluation activities that lead to the award of the doctoral degree. The self-evaluation report specifies a set of professional and transversal competencies, including advanced research skills, critical thinking, academic writing, and communication skills, that constitute the program's expected learning outcomes. Upon completion of the advanced university training program, the doctoral student takes the Advanced Qualification Exam, which assesses the doctoral student's capacity to conduct high-level research and is awarded 5 credits. After passing the training program and the Advanced Qualification Exam, the doctoral student defends the individual research plan before the guidance and academic integrity committee, chaired by a CSUD or CSD representative. The individual scientific research program requires the doctoral student to draft and present at least three research reports, in addition to the individual research plan defended at the end of the first year. The SER also indicates that the curriculum is periodically updated in accordance with developments in the field, national and European standards, and the requirements of the academic and research environment.

o Analysis of the state of facts

The analysis indicates that the doctoral program is formally structured in accordance with national requirements, with a clear division between the training component and the individual research program, and with the allocation of transferable credits. The inclusion of core disciplines (*methodology*, *ethics*, and domain-specific courses) provides a relevant framework for developing doctoral competencies. The definition of professional and transversal competencies reflects alignment with general expectations for doctoral-level qualifications. All subjects in the curricula have detailed syllabi (Annex 21: Course syllabi). However, the documentation provides limited explicit evidence of operational alignment among learning outcomes, curriculum design, and assessment methods, particularly regarding how learning outcomes are systematically mapped to specific activities and evaluation procedures. In addition, while the program structure is clearly defined, there is less detail on the diversity of learning experiences (e.g., practical training, transferable skills development, interdisciplinary exposure) and their measurable contribution to achieving the stated outcomes.

o Aspects that constitute best practice examples

o Recommendations

IOSUD and the Doctoral School are recommended to continue ensuring explicit alignment among learning outcomes, curriculum content, teaching and research activities, assessment methods, and transferable credits. This alignment should be clearly visible in course syllabi and doctoral study plans.

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

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 organizational 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).

o Presentation of the state of facts

The doctoral study program in Philology at IOSUD–UMFST is designed to align with qualification level 8 (EQF/CEC), corresponding to doctoral studies, and to support the development of advanced professional and transversal competencies. The SER defines a comprehensive set of learning outcomes (Annex 21_Course syllabi). These competencies are intended to support graduates' professional integration into academic, research, and related professional environments, including higher education, research institutions, and other knowledge-based sectors. The program is described as aligned with national requirements and international academic standards, with reference to labor market needs and employability objectives.

o Analysis of the state of facts

The doctoral program defines a broad and relevant set of competencies, consistent with the expectations associated with EQF level 8 and the general profile of doctoral graduates in the field of Philology. However, the documentation provides limited explicit evidence of a systematic correlation between the defined learning outcomes and specific occupational standards or ESCO descriptors. The link between competencies and targeted occupations is stated in general terms, without a clear, traceable mapping to concrete occupational profiles or competence frameworks. While the program demonstrates implicit alignment with academic and research careers, the extent to which it addresses a broader range of professional trajectories and their corresponding competencies is less clearly documented.

o Aspects that constitute best practice examples

A positive aspect is the inclusion of research-related competencies, such as the ability to design research, apply research methods, critically evaluate specialized literature, analyze academic texts, and communicate scientific results. These competencies are central to doctoral education and to the professional profile of graduates in Philology.

o Recommendations:

Develop a systematic mapping of learning outcomes to ESCO competences and occupational standards.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

The organizational component implements the principles of student-centered learning.

Indicator
I.P.B.3.1.1

The organizational component ensures implementation of the student-centered learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

o Presentation of the state of facts

The doctoral study program in Philology at IOSUD–UMFST is designed to support student-centered learning by combining a training program based on advanced university studies with an individual scientific research program tailored to each doctoral student's needs and interests. Doctoral students receive individual supervision from doctoral supervisors and support from academic guidance and integrity committees, which help monitor and develop research activities. The curriculum includes courses in research methodology, academic ethics, and specialized topics, designed to foster independent research competencies. The SER also notes that doctoral students have opportunities to participate in research activities, conferences, and the publication process, thereby contributing to their academic and professional development. The report further states that the teaching strategies promoted in the doctoral program include interactive approaches, such as project-based learning, case studies and applied activities. Assessment combines formative and summative elements to monitor doctoral students' progress and support active learning. The functionality of the guidance and academic integrity committees is documented through the minutes of the presentation of scientific reports and through the minutes drawn up when doctoral theses are presented before these committees.

- [Analysis of the state of facts](#)

The doctoral program incorporates key elements of student-centered learning, particularly through individualized research pathways and close supervision, both of which are intrinsic to doctoral education. The program's structure allows doctoral students to develop their own research topics and engage in academic activities aligned with their interests, reflecting flexibility and personalization. The doctoral student is not merely a recipient of pre-established content, but participates in defining the research topic, selecting the methodological approach, preparing research reports, and progressively developing the doctoral thesis. The guidance and academic integrity committee provides an additional academic framework that supports the doctoral student's autonomy while also ensuring regular feedback and monitoring.

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

- [Recommendations: N/A.](#)

[The indicator is: fulfilled.](#)

Indicator I.P. B.3.1.2	The organizational component ensures opportunities for students to participate in academic mobility programs organized in person and/or virtually.
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- [Presentation of the state of facts](#)

IOSUD–UMFST provides doctoral students with opportunities to participate in [academic mobility programs](#), primarily through institutional participation in Erasmus+ mobility schemes and international partnerships. The REI indicates that doctoral students may access: (i) study and research mobilities, organized within Erasmus+ frameworks; (ii) participation in international conferences, workshops, and research projects; (iii) collaboration opportunities facilitated through institutional partnerships, including those developed within the [DIVERSE alliance](#). Mobility is supported by institutional regulations and procedures, including methodologies governing academic mobility and the allocation of mobility grants.

- [Analysis of the state of facts](#)

IOSUD-UMFST offers a broad framework that supports academic mobility through institutional partnerships and mobility programs. Connecting to international networks enhances access to these opportunities. The documentation provides evidence that doctoral students in the Philology domain participated in international Erasmus mobility activities during the evaluated period. In the section concerning internationalisation, the report states that four Erasmus mobilities were carried out in the Philology domain, two of which involved PhD candidates, namely Anca Rusu and Nagylaki Orsolya. This confirms that international mobility opportunities were not only available institutionally, but were also accessed by doctoral students in the evaluated domain.

○ Aspects that constitute best practice examples

○ Recommendations

It is recommended that IOSUD and the Doctoral School strengthen the international mobility component of doctoral training in the Philology domain by increasing the number of doctoral students participating in Erasmus+ and other academic mobility programs, and in further developing virtual and blended mobility opportunities, such as online doctoral seminars, joint workshops with partner universities, virtual research internships, and co-supervision activities.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organizational component provides fair opportunities for students.

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

UMFST-IOSUD ensures equal access to doctoral studies and academic activities by applying [institutional regulations](#) governing admission, progression, and completion of studies, in line with national legislation and the principles of fairness and equal opportunities. Doctoral students receive individual supervision and support from academic guidance and integrity committees, enabling them to adapt their research pathways to their interests and capacities. The REI also notes the availability of support measures, including access to scholarships (such as institutional scholarships for high-performing students without state funding) and opportunities to participate in research and academic activities. Access to infrastructure and learning resources is ensured for all doctoral students, including provisions for persons with disabilities, as part of the general institutional framework.

○ Analysis of the state of facts

The analysis shows that IOSUD-UMFST provides a general framework for fairness and equal opportunities, particularly through transparent admission procedures, access to supervision, and availability of academic resources. The individualized nature of doctoral supervision helps accommodate different research interests and capacities, consistent with the principles of student-centered and equitable learning.

○ Aspects that constitute best practice examples

- Transparent and regulated admission and academic procedures;
- Access to scholarships and institutional support mechanisms;
- Provision of general access to infrastructure and learning resources.

○ Recommendations: N/A

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organizational 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 organization of the study program.
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o [Presentation of the state of facts](#)

IOSUD-UMFST provides doctoral students with access to a range of materials and academic and informational resources that support the learning and research process. These include: (i) access to [library services](#), including physical collections and electronic databases; (ii) [research infrastructure](#) available within faculties and affiliated research centers; (iii) access to specialized software and digital tools, including plagiarism detection systems; (iv) [administrative and academic support services](#) provided through institutional structures. Doctoral students in the Philology domain particularly benefit from the resources of the "Petru Maior" Faculty of Sciences and Letters and affiliated research centers, as well as from access to national and international academic databases. The SER also indicates that the institution ensures the general accessibility of its infrastructure and services, including for persons with disabilities, in accordance with institutional policies and legal requirements.

o [Analysis of the state of facts](#)

IOSUD-UMFST provides a functional framework for accessing resources and support services, ensuring that doctoral students have the infrastructure and tools necessary for academic and research activities. The availability of library resources, research infrastructure, and digital tools supports the requirements of doctoral-level study in Philology. Discussions with the committee, students, and graduates revealed that during their doctoral studies and even after graduation, they have access to all of the institution's research resources, and many are recruited as members of project teams within the faculty.

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

- o The existence of a [Guide to Good Practice](#) regarding the inclusion of students with disabilities.

o [Recommendations](#)

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

o [Presentation of the state of facts](#)

The SER further states that the learning outcomes are formulated according to modern educational taxonomies and cover three main dimensions: theoretical knowledge, practical and applied skills, and transversal skills, including communication, teamwork, autonomous learning, and the use of technology.

o [Analysis of the state of facts](#)

The analysis indicates that learning outcomes are generally defined at the program level and align with the requirements of doctoral education, reflecting the development of advanced research and academic competencies. Including learning outcomes in course descriptions helps clarify expectations for both students and teaching staff. However, although learning outcomes are defined in general terms, their granularity, consistency, and practical utility in guiding the learning process could be further strengthened.

- Aspects that constitute best practice examples
- Recommendations
- Ensure a more detailed and consistent formulation of learning outcomes at the course level.

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 Internal Evaluation Report states that the doctoral assessment system is rigorous, staged, and regulated, covering the entire doctoral pathway: admission, verification of competencies acquired in the first year, monitoring of scientific progress, and final evaluation of the doctoral thesis. According to the SER, learning outcomes are assessed using a variety of tools, including examinations, tests, scientific reports, presentation of the research project, the Advanced Qualification Exam, and the doctoral thesis defense. The report states that this system ensures objective, continuous, and coherent assessment of learning outcomes. The SER also specifies the reclassification mechanism used after the first year of doctoral studies. The final score is calculated from three components: the final average in the training program's disciplines, representing 40% of the final score; the grade in the Advanced Qualification Exam, representing 30%; and the grade for the presentation of the research project, representing 30%.

- Analysis of the state of facts

The system outlined in the SER is well-structured and suitable for doctoral studies in Philology. It integrates both formative and summative assessments, addressing the curriculum and research parts of the doctoral program. A key advantage is its staged assessment process. Learning outcomes are monitored throughout the program - via discipline evaluations, the Advanced Qualification Exam, research plan presentations, and regular scientific reports - instead of only at the end. Additionally, involving the academic guidance and integrity committee in assessing the research plan, scientific reports, and preliminary thesis defenses provides students with more comprehensive academic feedback and helps track their progress. The clear weighting system for first-year reclassification enhances transparency and predictability. Moreover, the final public thesis defense, informed by reviewers' reports and committee evaluations, provides a fitting conclusion to the doctoral journey.

- Aspects that constitute best practice examples
- Recommendations

The indicator is: fulfilled.

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

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

- Presentation of the state of facts

Admission to doctoral studies within IOSUD-UMFST, including the domain of Philology, is conducted in accordance with [institutional regulations](#) and methodologies approved annually by the university senate, in line with the national legal framework. The process relies on transparent procedures that include announcing available doctoral positions, setting admission criteria, and defining evaluation methods.

○ Analysis of the state of facts

The analysis shows that IOSUD-UMFST applies formalized, regulated admission procedures that align with national requirements and institutional policies. The existence of clearly defined procedures, approved at the institutional level and implemented annually, ensures a predictable and transparent framework for access to doctoral studies.

○ Aspects that constitute best practice examples

○ Recommendations

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study program 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

Admission to doctoral programs at IOSUD–UMFST follows institutional rules and national laws, emphasizing fairness, transparency, and equal opportunity. The SER states that the admission process relies on clear eligibility criteria and evaluation methods that are consistently applied to all applicants. The framework also incorporates general policies to promote equal access to education, including for candidates with special educational needs or from disadvantaged backgrounds, in accordance with national policies.

○ Analysis of the state of facts

The analysis shows that the [admission procedures](#) align with the principles of fairness and equal opportunity, ensuring nondiscriminatory access to doctoral studies. The institutional framework includes provisions to support equal access, including for candidates from vulnerable groups or with special educational needs.

○ Aspects that constitute best practice examples

○ Recommendations

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students	
The organizational component carries out actions supporting the students' academic journey.	
Indicator I.P.B.7.2.1	The organizational component applies the regulations concerning the students' professional activity.

○ Presentation of the state of facts

The academic activities of doctoral students at IOSUD–MFST are governed by institutional documents, including the Regulations for the organization and conduct of doctoral studies, as well as specific procedures for admission, progression, monitoring, and completion of studies. The doctoral program in Philology comprises a training program based on advanced university studies and an individual research program, both of which are monitored by the doctoral supervisor and the academic guidance and integrity committee. Doctoral students' progress is evaluated periodically through research reports and assessments conducted by supervisory structures, ensuring compliance with academic requirements and timelines. The SER also outlines procedures for completing doctoral studies, including thesis evaluation and public defense, as well as regulations concerning academic ethics and integrity.

○ Analysis of the state of facts

IOSUD-UMFST applies a coherent set of regulations governing the academic journey of doctoral students, covering all key stages from admission to completion of studies. Structured procedures for monitoring academic progress, together with the involvement of doctoral supervisors and guidance committees, support the effective implementation of these regulations. The documentation indicates that doctoral students' academic activity is consistently regulated and monitored, ensuring clarity of expectations and continuity in the doctoral process.

- o Aspects that constitute best practice examples
- o Recommendations - N/A

The indicator is: fulfilled.

Criterion B.8. Internationalization process

Standard S.B.8.1. Internationalization

Improving the quality of education and research through internationalization actions.

Indicator I.P.B.8.1.1	The organizational 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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- o Presentation of the state of facts

The SER states that internationalization is one of UMFST's strategic priorities and is integrated into the Restart IQ Strategy for 2024–2029. The SER presents internationalization as a driver of modernization, visibility, and international academic cooperation. The university is also an active partner in the DIVERSE European University Alliance, which includes 11 universities from 10 EU countries. Through this alliance, the institution participates in activities related to micro-certifications, joint study programs, academic mobilities, master's program development, and working groups dedicated to innovation in education. Regarding doctoral studies, the SER states that doctoral students benefit from mobility facilitated by Erasmus agreements with universities within and outside the European Union. These mobilities are presented not only as opportunities for study and research at prestigious academic centers but also as a possible first step toward co-supervised doctorates. The SER also states that IOSUD encourages the mobility of doctoral supervisors for teaching, academic development, and scientific research through Staff Teaching Assignment programs. For the Philology doctoral domain, the SER provides concrete evidence that, during the reporting period, four Erasmus mobilities were carried out: two involving PhD candidates, Anca Rusu and Nagylaki Orsolya, and two involving academic staff, Professor Anișoara Pop and Associate Professor Bianca Han.

- o Analysis of the state of facts

The organizational component carries out international cooperation activities that support mobility and collaboration in academic and research activities. The SER provides evidence of Erasmus+, CEEPUS, and RECIF opportunities, international partnerships, participation in the DIVERSE European University Alliance, Erasmus mobilities in the Philology domain, staff mobility, and doctoral students' involvement in international research projects.

- o Aspects that constitute best practice examples
- o Recommendations

IOSUD and the Doctoral School should maintain a centralized record that includes international agreements, mobility participants, destination institutions, periods, activities carried out, funding sources, academic and research objectives, outputs, and recognition of results.

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 capitalized upon in achieving the learning outcomes envisaged through the study programme.
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o Presentation of the state of facts

The doctoral study program in Philology at IOSUD-UMFST is research-oriented by design, integrating scientific investigation as a central component of the learning process. The REI indicates that doctoral students are encouraged and supported in publishing in national and international journals, and that research results are integrated into the academic process. Over the evaluated period, doctoral students have contributed to a significant number of publications and scientific events (Annex 11_Published articles and Annex 26). The SER also states that scientific performance and international visibility are stimulated and rewarded. At the annual Doctoral Students' Conference organized at the IOSUD level, particular emphasis is placed on recognizing publications in ISI-indexed international journals with an impact factor. Each year, one scientific paper published during the respective academic year in the journal with the highest impact factor according to Web of Science Clarivate Analytics is awarded. The prizes consist of funding for participation in scientific events or reimbursement of publication fees for ISI-indexed articles.

o Analysis of the state of facts

Learning in the Philology doctoral program is grounded in scientific investigation and the valorization of research results. Doctoral students publish scientific articles, present papers at doctoral and academic conferences, prepare research reports, and develop original doctoral theses. These activities support the development of advanced research competencies, critical thinking, innovation capacity, scientific communication skills, and academic autonomy. The indicator is met, with the recommendation that IOSUD and the Doctoral School more clearly document the correspondence between research activities, research outputs, and the expected learning outcomes of the doctoral program.

o Aspects that constitute best practice examples

o Encouragement and support for publication in national and international journals;

o Recommendations - N/A

The indicator is: fulfilled.

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

The organizational component carries out scientific research activities aligned with the objectives of the evaluated study program.

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

Activities led by the Doctoral School of Letters, Humanities, and Applied Sciences align with the goals and research themes of the Philology doctoral domain. Doctoral students and supervisors collaborate on projects that foster advanced skills and advance scientific knowledge in the field. The SER states that Philology supervisors must have at least five publications indexed in Web of Science, ERIH+, Scopus, or other recognized databases, or books published by CNCS-recognized publishers. These achievements are highlighted as significant contributions to the field. Doctoral research results are shared through recognized publications and are reported annually in the Rector's Report on the State of the University. The SER also mentions that doctoral students publish scientific articles and participate in events such as the International

Conference of Doctoral Students and Young PhDs. Research activities within the doctoral school receive annual financial support through dedicated research funds. IOSUD allocates 25,26% of doctoral grant funds to research efforts, including mobility to disseminate research. Full-time, state-funded doctoral students receive 8.100 RON annually, while those enrolled in tuition-based programs receive support covering 70% of the yearly tuition fee.

o [Analysis of the state of facts](#)

The results of scientific research in the doctoral domain of Philology are visible at the national and international levels and are capitalized on through publications, conference participation, involvement in research projects, institutional reporting, research grants, mobility support, and publication-fee reimbursement. The analysis of the documents provides evidence of recognized publications, academic participation in international structures, support for doctoral research, and mechanisms for disseminating and valorizing scientific results.

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

- o Participation in national and international scientific events;
- o Publication of research results in journals indexed in international databases;
- o Institutional support for research dissemination and visibility.

o [Recommendations](#) - N/A

[The indicator is: fulfilled.](#)

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organizational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study program
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o [Presentation of the state of facts](#)

IOSUD-UMFST applies a set of [quality assurance procedures](#) and [institutional regulations](#) governing doctoral studies, including those related to curriculum design, student evaluation, academic integrity, and research activity. Quality assurance is supported by: institutional strategies and development plans that include objectives to improve the quality of education and research; internal regulations and procedures applicable to all stages of doctoral studies; periodic internal evaluation processes, including the preparation of the Internal Evaluation Report; and involvement of academic staff and governance structures (CSUD, doctoral school councils) in implementing and monitoring quality assurance measures. These actions are intended to ensure compliance with ARACIS standards and to support the continuous improvement of the doctoral program.

o [Analysis of the state of facts](#)

The presence of institutional strategies, regulatory tools, and regular evaluation processes indicates a unified approach to implementing quality assurance measures. IOSUD-UMFST employs a consistent set of procedures and actions that underpin quality assurance in doctoral programs. Available evidence shows that these procedures help maintain program quality and ensure adherence to external evaluation standards. Quality assurance is linked to several previously analyzed indicators: monitoring of academic

progress, evaluation of teaching staff by doctoral students, assessment of research activity through ARENA, annual reports, internal audits, external evaluations, and stakeholder feedback. This suggests that the quality assurance system operates across several dimensions of doctoral education: teaching, supervision, research, academic progress, services, and institutional governance.

- o Aspects that constitute best practice examples
- o Recommendations

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

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

- o Presentation of the state of facts

According to the SER, stakeholder involvement is achieved through participation in internal evaluations, the revision of strategic documents, regulations, procedures, and methodologies, as well as through inclusion in specialized committees and boards. The report specifically notes that CEAC committees include teaching staff, student representatives, graduates, and employers. At the Doctoral School of Letters, Humanities, and Applied Sciences, feedback mechanisms are in place for doctoral students to identify their needs and assess their satisfaction with the doctoral program. The SER states that, according to summary reports on teaching staff evaluation, doctoral students rated highly the aspects of rigor, involvement, and the resources and support provided throughout the doctoral program.

- o Analysis of the state of facts

The organizational component takes into account the opinions of members of its own community and other stakeholders during the implementation of quality assurance procedures. The SER provides evidence of stakeholder consultation, participation in internal evaluations, involvement in CEAC committees, and doctoral student feedback mechanisms.

- o Aspects that constitute best practice examples
- o Recommendations

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

Indicator	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.
I.P.C.2.2.2.	

- o Presentation of the state of facts

At UMFST, the teams responsible for quality assurance and academic ethics operate in accordance with institutional policies approved by the University Senate and aligned with national legal standards. These policies include: (i) [Code of Ethics](#); (ii) [rules](#) for organizing and conducting doctoral programs, including academic integrity measures; (iii) the use of plagiarism detection tools during thesis evaluation; and (iv)

engagement of academic bodies such as CSUD, doctoral school councils, and [ethics committees](#) to uphold ethical standards. The academic ethics commission operates under institutional regulations and legal requirements, ensuring ethical concerns are properly analyzed and addressed within the university.

- [Analysis of the state of facts](#)

UMFST has established a functional institutional framework for quality assurance and academic ethics, supported by clear regulations and dedicated structures. The presence of a university-level ethics commission, along with the integration of ethical requirements into doctoral procedures (e.g., plagiarism checks, supervision mechanisms), supports compliance with legal and academic standards. Available evidence suggests that the ethics structures operate in accordance with their designated roles. Overall, the framework appears to ensure the independence and proper functioning of ethics-related structures, although more detailed evidence on their operational activity would further strengthen the assessment.

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

- [Recommendations: N/A](#)

[The indicator is: fulfilled.](#)

[Criterion C.3. Procedures for the initiation, monitoring, and periodic review of the study programs 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 programs and domains and the performed activities, and applies them systematically.	
Indicator	The organizational component consistently applies the procedures, and proves their impact on quality assurance.
I.P.C.3.1.1	

- [Presentation of the state of facts](#)

IOSUD-UMFST implements a set of institutional [procedures](#) that govern the initiation, monitoring, and periodic evaluation of doctoral study programs and domains, in accordance with national regulations and internal quality assurance frameworks. These procedures include: (i) periodic internal evaluation of doctoral domains, including preparation of the Internal Evaluation Report; (ii) review and updating of curricula and course descriptions in line with legislative changes and academic requirements; (iii) monitoring of academic and research activities, including doctoral students' progress and research outputs; (iv) involvement of governance structures (CSUD, doctoral school councils) in decision-making and quality assurance processes. These procedures are supported by institutional regulations and integrated into the university's broader quality assurance system.

- [Analysis of the state of facts](#)

The analysis shows that IOSUD-UMFST has established and applies procedures for monitoring and periodically reviewing doctoral programs, and that these procedures are integrated into the institutional quality assurance framework. The implementation of periodic internal evaluations and the updating of curricular elements demonstrate a consistent application of these procedures, helping maintain academic standards. The available evidence indicates that these processes support quality assurance at the program level. Overall, the procedures appear to be applied in practice. The existence of a dedicated regulation, [UMFST-REG-26](#), provides a formal framework for these processes, while the use of self-assessment reports, feasibility studies, and institutional consultations indicates that decisions are not arbitrary but are based on documented analysis.

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

- [Recommendations: N/A](#)

The indicator is: fulfilled.

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

At the IOSUD–UMFST level, implementing procedures for doctoral studies involves members of the academic community, including doctoral supervisors and doctoral students, as well as governance structures such as CSUD and the doctoral school councils. Annually, under the [Internal evaluation of study programs](#) procedure, all study programs, including the main areas of doctoral studies, are evaluated using specific evaluation items and in accordance with the criteria, standards, and indicators used for the external evaluation of education. The SER indicates that several categories of stakeholders are involved in the evaluation and implementation processes. Students contribute by completing satisfaction questionnaires; employers are consulted regularly and provide feedback on the competencies required in the labor market; teaching staff participate in evaluation and quality committees and continuing training sessions; and other stakeholders, such as professional organizations, graduates, and educational authorities, provide feedback and recommendations for program improvement.

o Analysis of the state of facts

The analysis shows that members of the academic community and other stakeholders are involved in implementing procedures for quality assurance, program evaluation, monitoring, and periodic review. The SER provides evidence of student satisfaction questionnaires, employer consultations, teaching staff involvement in evaluation and quality committees, graduate and professional stakeholder feedback, internal evaluation reports, and quality-improvement plans.

o Aspects that constitute best practice examples

o Recommendations

The indicator is: fulfilled.

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

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

Student evaluations of teaching staff are conducted through institutional procedures that provide for the periodic (biannual/semester-based) collection of [student feedback](#) on teaching activities. The SER indicates that these evaluations are part of the internal quality assurance system and are applied across study cycles, including doctoral studies where applicable. The results of student evaluations are processed at the institutional level and intended to support the monitoring and improvement of teaching activities and the overall quality of the educational process. The SER also mentions the ARENA digital platform, used for reporting research activity and evaluating scientific performance based on quantitative and qualitative indicators. Although ARENA is primarily connected with research performance, it contributes to the broader framework for evaluating academic activity and supporting internal quality assurance.

o Analysis of the state of facts

Interviews with PhD students and graduates revealed that ULBS has a structured system for gathering student feedback on teaching, incorporated into its overall quality assurance framework. Regular

evaluations help monitor teaching quality and serve as a foundation for enhancement. Discussions with doctoral supervisors indicated that evaluation outcomes are examined at the institutional level.

- o Aspects that constitute best practice examples

- o Recommendations

Strengthen feedback mechanisms linking evaluation results to concrete improvement measures.

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator 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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- o Presentation of the state of facts

The Doctoral School, as part of the institutional quality management system, periodically collects and analyzes data necessary for the internal quality assurance process. According to the SER, the organizational component systematically collects data on doctoral students' academic progress, evaluation results, doctoral students' feedback, research activity, and indicators of academic and scientific performance. The data are collected through institutional IT platforms, such as UMS and e-learning platforms, as well as through evaluation questionnaires, activity reports, and academic databases. The SER states that the collected data are periodically analyzed by quality management structures, including CSUD, CSDLs, and quality assurance committees.

- o Analysis of the state of facts

The organizational component systematically collects and analyzes data required for the internal quality assurance process. The SER provides evidence of data collection on doctoral students' academic progress, evaluation results, feedback, research activity, and scientific performance, using institutional platforms, questionnaires, activity reports, and academic databases. These data are analyzed by CSUD, CSDLs, and quality assurance committees and used to monitor program performance and support improvement measures. The indicator is met, with the recommendation that IOSUD and the Doctoral School document more clearly the concrete impact of data analysis on the improvement of the Philology doctoral program.

- o Aspects that constitute best practice examples

Integration of data into institutional decision-making structures.

- o Recommendations - N/A

The indicator is: fulfilled.

Criterion C.6. Transparency of information of public interest, including those regarding the study programs 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 program.
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- o Presentation of the state of facts

UMFST ensures public transparency primarily through the university website, which provides access to official documents on quality policies, strategic and operational plans, qualifications, study programs, teaching and research staff, student facilities, and doctoral studies. Communication is also supported by the Information and Public Relations Department and the University Management Information System, which manages relevant data on doctoral students, staff, curricula, tuition fees, and educational quality. The university publishes an institutional brochure in Romanian and English, while the admission platform provides information on qualifications, occupations, and competencies. For doctoral studies, the Doctoral School publishes on its dedicated webpage information on the organization of doctoral studies, the academic calendar, syllabi, timetables, assessment schedules, admission procedures, thesis-writing guidelines, doctoral supervisors, and program details, including mission, objectives, competencies, duration, ECTS credits, language of instruction, form of education, accreditation status, enrollment capacity, curriculum structure, and syllabi. Regulations, procedures, and methodologies governing admission and doctoral studies are also publicly available, in compliance with data protection regulations.

- [Analysis of the state of facts](#)

The organizational component ensures the publication and access to information of public interest concerning the doctoral program in Philology. The SER provides evidence that relevant information is published on the university website, the Doctoral School webpage, the admission platform, and through institutional communication channels. The information includes official documents, regulations, procedures, curricula, syllabi, doctoral supervisors, admission information, academic calendars, assessment schedules, thesis-writing guidelines, and program-level details. The indicator is fulfilled, subject to verification during the visit of the completeness, accessibility, accuracy, and regular updating of the published information.

- [Aspects that constitute best practice examples](#)
- [Recommendations](#) - N/A

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organizational component ensures transparent decision-making processes.
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- [Presentation of the state of facts](#)

Decision-making processes related to doctoral studies are carried out within formal governance structures, including the Council for Doctoral Studies (CSUD) and the councils of doctoral schools. The SER indicates that decision-making is regulated by institutional documents, which define the roles, responsibilities, and procedures of governance bodies. Transparency is supported by: (i) the publication of decisions and relevant documents on institutional websites; (ii) the involvement of stakeholders (academic staff, doctoral students) in governance structures; (iii) the use of formal procedures for adopting and communicating decisions.

- [Analysis of the state of facts](#)

IOSUD-UMFST ensures a transparent decision-making framework based on clearly defined structures and procedures. The publication of decisions and the involvement of stakeholders in governance bodies contribute to the visibility and openness of decision-making processes. The available evidence indicates that transparency is ensured in a consistent and functional manner, supporting accountability and institutional trust.

- [Aspects that constitute best practice examples](#)
- [Recommendations](#) - N/A

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.8.1.1	The organizational component carries out the procedures pertaining to the external quality evaluation process, aiming to organize the evaluated study program as provided by the law.
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o Presentation of the state of facts

IOSUD-UMFST participates in external quality assessments in accordance with national laws and ARACIS guidelines, ensuring compliance with legal standards for doctoral programs. The SER shows that the institution has previously undergone external evaluations at both the institutional and program levels, including doctoral studies, and has received or maintained accreditation following these reviews. The current Internal Evaluation Report, along with supporting documents, reflects the implementation of external evaluation procedures, such as data collection, self-assessment, and institutional coordination. Governance bodies like CSUD and doctoral school councils are engaged in organizing and supporting the evaluation, ensuring adherence to ARACIS requirements, and facilitating interactions with the evaluation panel.

o Analysis of the state of facts

IOSUD-UMFST complies with the legal obligation to undergo external evaluation and implements the corresponding procedures in a structured and consistent manner. The preparation of the SER and the availability of supporting documentation indicate a functional internal process of self-evaluation and institutional coordination that is aligned with ARACIS standards. The institutional experience in previous evaluation processes supports the effective organization of the current evaluation and reflects a mature approach to quality assurance and external accountability. The available evidence demonstrates that external evaluation procedures are not only formally implemented but also integrated into the institution's broader quality assurance framework. All recommendations of the previous evaluation report have been addressed.

o Aspects that constitute best practice examples

o Recommendations

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
- Coherent institutional and regulatory framework, ensuring the organization and functioning of doctoral studies in full compliance with national legislation and ARACIS standards; - Qualified and experienced academic staff, with doctoral supervisors meeting national habilitation standards and actively involved in teaching and research activities;	INTERNAL FACTORS ↑	- The international dimension of the Philology doctoral domain remains insufficiently developed. Although Erasmus+ opportunities exist, the SER itself notes that only a small number of doctoral students and philologists access mobility opportunities and internships abroad. - The number of doctorates in co-supervision is limited. This

- o Strong integration of research into the doctoral program, with individualized research pathways, active supervision, and consistent involvement of doctoral students in scientific activities (publications, conferences, research projects); - o Functional multi-level governance structure (CSUD, doctoral school councils), ensuring effective coordination, participatory decision-making, and stakeholder representation (including doctoral students); - o Availability of adequate material and academic resources, including access to library collections, international databases, research infrastructure, and digital tools supporting doctoral activities; - o Established quality assurance mechanisms, including periodic internal evaluation processes, regulatory procedures, and alignment with ARACIS standards; - o Transparent institutional practices, including public access to regulations, procedures, and governance decisions through institutional platforms; - o Use of academic integrity instruments, including plagiarism detection systems and clearly defined ethical regulations; - o Structured doctoral programme design, combining advanced training (ECTS-based) with individual research programmes aligned with EQF level 8 requirements;		reduces the degree of structural internationalisation of the doctoral domain and limits the possibility of sustained academic collaboration with foreign universities.
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- Student-centred elements inherent to doctoral education, including individualized supervision and flexible research trajectories; - Institutional experience in external evaluation processes, demonstrating maturity in quality assurance and compliance with accreditation requirements.		
SWOT analysis		
Opportunities: - Expansion of international partnerships and joint programmes, including co-supervision and collaborative research projects; - Increased participation in European research and mobility programmes, building on existing frameworks such as Erasmus+ and DIVERSA; - Increasing the international visibility of research outputs through publication in high-impact venues and international collaboration; - Development of interdisciplinary research and training opportunities within the doctoral programme.	 EXTERNAL FACTORS	Threats: - Increasing competition at national and international level for attracting high-quality doctoral candidates and academic staff; - Dependence on external funding sources (e.g., mobility programmes, research grants), which may affect the sustainability of internationalization activities; - Potential mismatch between doctoral training and labour market dynamics, particularly outside the academic sector; - Demographic and socio-economic factors that may affect the pool of prospective doctoral candidates; - Risk of limited international visibility if research dissemination is not consistently strengthened.

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 program/domain, the HEI has adequate organizational 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	The process of revising procedures should be documented more explicitly, including evidence of consultation with doctoral supervisors, doctoral students, and relevant administrative structures.
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 organizational component are suitable to perform the activities pertaining to the evaluated study program/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	The committee recommends that the Doctoral School continue to strengthen human resources in the Philology doctoral domain by encouraging habilitation among qualified academic staff and by attracting new doctoral supervisors, including younger researchers and international experts.
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 organizational 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	Developing and implementing an integrated digital management system for doctoral studies (admission, monitoring, evaluation, and reporting).
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study program is developed and structured according to the expected learning outcomes and organized based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	IOSUD and the Doctoral School are recommended to continue ensuring explicit alignment among learning outcomes, curriculum content, teaching and research activities, assessment methods, and transferable credits. This

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			alignment should be clearly visible in course syllabi and doctoral study plans.
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	Develop a systematic mapping of learning outcomes to ESCO competences and occupational standards.
11.	I.P.B.3.1.1 The organizational component ensures implementation of the student-centered learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organizational component ensures opportunities for students to participate in academic mobility programs organized in person and/or virtually.	F	It is recommended that IOSUD and the Doctoral School strengthen the international mobility component of doctoral training in the Philology domain by increasing the number of doctoral students participating in Erasmus+ and other academic mobility programs, and in further developing virtual and blended mobility opportunities, such as online doctoral seminars, joint workshops with partner universities, virtual research internships, and co-supervision activities.
13.	I.P.B.3.2.1 The organizational 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 organizational 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 organization of the study program.	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	Ensure a more detailed and consistent formulation of learning outcomes at the course level.
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 organizational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programs 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,	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	including candidates with special educational needs and/or disabilities.		
19.	I.P.B.7.2.1 The organizational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organizational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	IOSUD and the Doctoral School should maintain a centralized record that includes international agreements, mobility participants, destination institutions, periods, activities carried out, funding sources, academic and research objectives, outputs, and recognition of results.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalized upon in achieving the learning outcomes envisaged through the study program.	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 capitalized upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organizational component consistently applies the procedures and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organizational component consistently applies the procedures and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organizational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organizational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organizational component ensures publication and access to information of public interest regarding the evaluated study program.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
31.	I.P.C.6.1.2 The organizational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organizational component carries out the procedures pertaining to the external quality evaluation process, aiming to organize the evaluated study program as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	-	-
Domain B. Educational efficacy	14	-	-
Domain C. Quality management	10	-	-
Total	32		

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

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

VI. Conclusions

The evaluation of the doctoral study domain of Philology within IOSUD – UMFST indicates that the Philology doctoral domain has a solid institutional foundation, qualified supervisors, relevant research and documentation resources, structured doctoral training, and functioning quality assurance mechanisms. Its main strengths are academic expertise, research output, institutional support, and curricular organization. The main vulnerabilities are internationalization, limited mobility and co-supervision, project competitiveness, funding for dissemination, and the renewal of doctoral supervisors. Future development should therefore focus on strengthening international partnerships, increasing doctoral student mobility, attracting younger habilitated supervisors, improving access to competitive research funding, and documenting more clearly the impact of quality assurance procedures on the doctoral program.

Overall, the doctoral study domain Philology demonstrates a good level of compliance with ARACIS standards, with no major deficiencies affecting its functioning. The identified areas for improvement represent directions for development rather than structural weaknesses.

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

VII. Annexes

The schedule of the on-site visit.