

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 Provider Organization:	Institution/Education	GEORGE EMIL PALADE UNIVERSITY OF MEDICINE, PHARMACY, SCIENCE, AND TECHNOLOGY OF TARGU MURES
Doctoral School:		Doctoral School of Letters, Humanities, and Applied Sciences evaluation officer
Doctoral Domain:		History
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.	Zahariuc Petronel	Expert evaluator	
2.	Varta Ion	International Expert	
3.	Negrea Bogdan-Marius	PhD Student Evaluator	

I. Introduction

This report is prepared following the external quality assessment process initiated by ARACIS in order to maintain the accreditation of the History doctoral program at the G.E. Palade University of Medicine, Pharmacy, Science, and Technology of Targu Mures. The evaluation period was July 1-2, 2026, and the external quality assessment committee, approved by the ARACIS Council, was composed of:

1. Prof. univ. dr. Zahariuc Petronel, "Alexandru Ioan Cuza" University of Iași (team coordinator),
2. Prof. univ. dr. Varta Ion, "Ion Creangă" State Pedagogical University of Chisinau, Republic of Moldo (international expert),
3. Stud. Negrea Bogdan-Marius, University „Babeș-bolyai” of Cluj-Napoca.

The contact person within the Doctoral School, History, was Prof. dr. Giordano Alrarozzi.

The "George Emil Palade" University of Medicine, Pharmacy, Sciences and Technology of Târgu Mureș is a traditional educational and research institution within Romanian higher education, whose foundations were laid in 1945, being in the first decades of its existence an educational and research Institute in the medical and pharmaceutical fields. In 1991, the Institute received the status of University of Medicine and Pharmacy, and in 2018 it merged with the "Petru Maior" University of Târgu-Mureș, becoming the University of Medicine, Pharmacy, Sciences and Technology of Târgu Mureș (UMFST G.E. Palade Târgu Mureș); <https://umfst.ro/universitate/despre-noi/>. The last institutional evaluation carried out by ARACIS took place in 2022 (<https://umfst.ro/universitate/managementul-calitatii/evaluari-institutionale/evaluari-aracis/>). The Faculty of Sciences and Letters "Petru Maior" has, in turn, a consolidated history of two generations, starting its activity in 1960, as a Pedagogical Institute, which was transformed in 1993 into the Faculty of Letters and Sciences, a structure that passed, in 2018, within the University of Medicine, Pharmacy, Sciences and Technology "George Emil Palade" of Târgu Mureș (<https://umfst.ro/stiinte-si-litere/prezentare/istoricul-facultatii/>). Currently, the Faculty comprises two departments, and the field of history is part of the "Department of Sciences and Letters", with 11 full-time teachers.

G. E. Palade UMFST IOSUD organises and coordinates scientific doctoral programmes lasting 3 and 4 years, as full-time and part-time education and it is run by the Council for Doctoral Studies (CSUD) as the collective governing body, while the two doctoral schools affiliated to IOSUD are run by the Doctoral School Council (CSD). The structure of the three councils complies with the legal provisions of the Code of doctoral studies and the Institutional regulation for organising and conducting doctoral studies (Regulation on organising and conducting doctoral studies). The Doctoral School of Letters, Humanities and Applied Sciences was established in 2007, when Petru Maior University of Targu Mures was granted the quality of Institution Organising Doctoral Studies in Philology. The History doctoral domain was accredited in 2016, by MENCS Order no. 3235/2016 (OMENCS 3235/2016). The Doctoral School of Letters, Humanities, and Applied Sciences is managed by the director of the doctoral school and the Doctoral School Council (prof. Dr. Iulian Boldea), which are structures that ensure the academic, administrative, and strategic coordination of doctoral activities. The coordinator of the history doctoral field is Prof. Dr. Giordano Altarozzi. The Doctoral School of History has six doctoral supervisors (Prof. Dr. Giordano Altarozii, Prof. Dr. Simion Costea, Prof. Dr. Corina Teodor, Prof. Dr. Cornel Sigmirean, C.S. III Dumitru-Cătălin Rogozanu, Conf. Dr. Alessandro Vagnini).

II. Methods used

In the evaluation process we analyzed: The internal evaluation report (REI) of the evaluated study program and the Annexes, documents, data and information in electronic format, on the websites of UMFST and the Doctoral School (<https://umfst.ro/info-studenti/studii/doctorat/>), the internal evaluation report (REI) of the evaluated study program and the Annexes, documents, data and information in electronic format, on the websites of UMFST and the Doctoral School, the website of the Faculty of Sciences and Letters, in the meetings held with: the commission that drafted the REI, the management of the Doctoral School of Letters, Humanities and Applied Sciences, doctoral supervisors, doctoral students, graduates (doctors in history), employers, directors of research centers in the Faculty of Sciences and Letters, the CEAC commission and the quality assurance structures at the doctoral school level. Before the visit, which took place between July 1-2, 2026, I requested clarifications regarding the fulfillment of the recommendations made during the previous ARACIS evaluation, the remediation of some problems regarding the opening of some links in the REI, as well as detailed explanations about the fulfillment of some indicators, requirements to which the contact person and the Doctoral School responded in a timely manner. According to the visit schedule, the evaluation committee carried out the following activities:

Online meeting, five days before the visit, held on the zoom platform:
<https://us02web.zoom.us/j/84128481943?pwd=eSZ9oahfbYaR8x1xhNGsP0lfxXutoX.1>

REE analysis of the evaluated study program and its annexes;

Analysis of documents, data and information available, in electronic format, on the websites of the University and the Faculty;

Visit to the headquarters of the Doctoral School and to the headquarters of the Faculty of Sciences and Letters, during which the educational spaces (classrooms and seminar rooms, laboratories, research centers), the secretariat, spaces dedicated to teaching staff, etc.) were visited;

Meetings with the management of the Doctoral School of Letters, Humanities, and Applied Sciences, with the management of the Faculty and the Departments, with the contact person and with the team involved in the preparation of the internal evaluation report (REI);

Meeting with doctoral supervisors;

Meeting with doctoral students;

Meeting with doctoral graduates;

Meeting with employers of graduates of the doctoral field of history;

Meeting with the directors of the Research centers at the Faculty of Sciences and Letters;

Meeting with representatives of the CEAC Commission of the University;

Meeting with representatives of the quality committee of the Faculty;

Meeting with representatives of the UMFST Ethics Committee (did not take place, because during the reporting period there were no cases that fell within the remit of this committee).

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

DOMAIN A. Institutional capacity

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

stakeholders

Standard S.A.1.1. Organisational components and institutional processes

The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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The overall functioning of these structures is based on a series of rigorous methodologies, regulations, and operational procedures, which are periodically revised in full compliance with current national legislation. The entire field of doctoral studies is carefully monitored, evaluated, and analyzed, thereby ensuring institutional management based on effectiveness and efficiency. At the level of the constituent Doctoral Schools, all key activities requiring a documented description have been precisely identified. For these, specific regulations and operational procedures have been developed, designed as internal working tools. These documents describe in detail the workflow of the activities carried out, explicitly identify the direct beneficiaries, and precisely define the competencies and responsibilities of the staff involved in their implementation. The central legal and administrative pillar is the Institutional Regulations for Doctoral Studies ([Regulations on the Organization and Conduct of Doctoral Studies](#)). OIDS aims to continuously strengthen and modernize its management system by prioritizing the full digitization of administrative and academic processes specific to the doctoral program. At the same time, it will seek to optimize institutional flexibility through the systematic review of existing regulations and procedures in order to respond quickly to new educational and legislative dynamics.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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Decision-making processes for adopting and revising the regulatory framework at the OIDS level are based on active consultation with all stakeholders. This broad community includes faculty and administrative staff, doctoral advisors, doctoral students, alumni, and labor market partners. Consultation mechanisms: Feedback is collected periodically through annual questionnaires (as per Appendix 15). The data obtained directly informs decisions to optimize admission methodologies and the conduct of the doctoral program. Through this process, institutional calibration becomes an ongoing effort, ensuring quality standards for the doctoral program in History. ([Annex 15: Feedback Questionnaire](#)). OIDS, through the Doctoral School of Letters, Humanities, and Applied Sciences, ensures full transparency of study programs by publishing all information of public interest online. Dialogue with members of the academic community is maintained through formal and informal channels, and doctoral students participate directly

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

in decision-making through their elected representatives on the Doctoral School Council (DSC) and the Council for Doctoral Studies (CDS). Reference documents: [Charter of the George Emil Palade University of Medicine, Pharmacy, Science, and Technology in Targu Mures](#); [Regulations on the Organization and Operation of the George Emil Palade University of Medicine, Pharmacy, Science, and Technology \(UMPST\)](#); [Internal Regulations on Quality Assurance](#).

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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The assets of G.E. Palade UMPST of Targu Mures represent an essential pillar in the effective fulfillment of its institutional mission and objectives. Through systematic and long-term investments, the physical infrastructure has been continuously expanded and modernized. The ongoing acquisition of new real estate has directly improved study and living standards for students, while also ensuring optimal working conditions for all staff. The university's infrastructure encompasses a variety of movable and immovable assets, regardless of the legal status under which they are used. This includes: buildings and land designated for education; research institutes, botanical gardens, and experimental stations; campuses, university dormitories, and cultural and sports complexes; university hospitals, clinics, and pharmacies, along with specialized outpatient clinics; libraries, small-scale production facilities, as well as radio and TV studios or stations. ([Appendix 16 Assets](#)). For the History doctoral program, doctoral students' work is integrated within the [Historical and Cultural Studies Department](#), a component of the Center for Philological, Historical, and Cultural Research. This department provides all the logistical facilities necessary for documentation, analysis, writing, and the dissemination of scientific results. The university guarantees doctoral students unrestricted access to research infrastructure, IT platforms, and academic support services. The institution's research units and laboratories are officially registered on the national EERTIS platform ([UMFST EERTIS Public Profile](#)).

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

Expanding the capacity of research units through the acquisition of state-of-the-art laboratory equipment and technology.

Continuing efforts to adapt and improve access for people with disabilities to all spaces and resources dedicated to learning and research.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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At G. E. Palade UMPST of Targu Mures, maintenance of real estate infrastructure and equipment is carried out periodically and according to a planned schedule. The process is coordinated by specialized internal units, such as the Technical Asset Maintenance Service and the Infrastructure Procurement Directorate. Classrooms, along with computer and language labs, are fully equipped in accordance with current university standards. Asset management is guided by the principles of energy and operational efficiency. By implementing the Smart University concept, the institution integrates digital technology into administrative and teaching workflows, promoting the responsible use of resources and the smart sharing of spaces among programs to optimize costs. An analysis of the mechanisms for managing the university's physical infrastructure highlights the following key aspects: The existence of dedicated departments (Technical Services, Procurement Department) demonstrates that asset maintenance is not a reactive activity (repairing breakdowns) but a proactive process based on clear planning and procedures, which extends the lifespan of assets. The adoption of the Smart University concept and the focus on energy efficiency demonstrate the university's alignment with European sustainability trends. Sharing resources across programs is a sign of managerial maturity, reducing redundant costs. The practice of replacing equipment in line with technological advancements ensures that doctoral students and faculty members work with up-to-date tools, a critical factor for maintaining competitiveness in scientific research.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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The human resources allocated to the organizational component are calibrated to fully support teaching and research activities. Faculty members possess the academic titles, qualifications, and specialized competencies required to teach the courses specified in the staffing plan. The staffing structure of the Doctoral School of Letters, Humanities, and Applied Sciences (DSL) ensures full and high-quality compliance with academic standards. The body of doctoral advisors: Teaching and research activities are supported by tenured faculty members of G.E. Palade UMPST of Targu Mures and by associate professors, who are scholars recognized at national and international levels. There are 6 doctoral advisors active in the field of History. They possess advanced coordination skills and are directly involved in research projects and in disseminating results through the publication of books and articles in specialized journals (detailed in [Appendix 18. List of Publications by Doctoral Advisors](#)). All doctoral advisors meet the national and institutional criteria for qualification; the status of those in the process of completing the procedure is reflected in [Appendix 17_Quaification Criteria sheets](#). The complete list of doctoral advisors can be found on the dedicated page: [Doctoral Advisors in History](#). Recognition of the status of doctoral advisors abroad takes place in accordance with the legal regulations in force

([Methodology for the Recognition of Teaching Positions; Operational Procedure for the Recognition of Doctoral Advisor Status or Qualification](#)). The field of doctoral studies is structured based on the study plans approved by the University Senate, and these curricula undergo a rigorous annual evaluation ([Appendix 12 Study Plans](#)). An analysis of human resources indicators within the History doctoral program highlights the following key conclusions. All six doctoral advisors in the History program meet the minimum national standards for qualification, which guarantees the scientific quality of their supervision and reduces the risk of non-compliance in external evaluation processes (ARACIS). The mandatory inclusion of at least one external member on the advisory committees is a best practice.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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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The HEI ensures that institutional performance is aligned with the individual development of employees by implementing active mechanisms for continuing education and professional development for all staff. At G.E. Palade UMPST of Targu Mures, support for teaching, research, and administrative careers is a strategic pillar formally enshrined in the Multiannual Strategic Plan for Institutional Development ([Restart-IQ](#)). Specifically, Objective No. 6 of this plan aims to implement professional development programs tailored to each category of staff. Faculty members and doctoral advisors affiliated with the Doctoral School of Letters, Humanities, and Applied Sciences systematically participate in training courses, workshops, international conferences, academic mobility programs, and research internships. The university fosters the development of teaching, research, and management skills by providing access to modern infrastructure. This includes IT platforms, international databases, and top-tier bibliographic resources, with outstanding achievements recognized and rewarded in accordance with internal policies for academic incentives. The systematic professional development of its human resources is a fundamental prerequisite for strengthening a competitive research environment capable of meeting international academic standards. The goal is to expand and diversify professional training programs by tailoring them to the specific needs of the teaching, research, and administrative sectors.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

The stages of recruitment and filling of vacant positions are carried out in full compliance with national legislation, ensuring that all academic competitions are public and transparent. The filling of teaching positions and the appointment of doctoral advisors at G.E. Palade UMPST of Targu Mures are carried out based on a predictable and transparent regulatory framework. The process complies with current national regulations, such as [Order No. 3998/2024](#), and is supplemented by strict internal methodologies: [the Regulations on Obtaining the Qualification Certificate](#), [the Regulations on the](#)

Organization and Conduct of Doctoral Studies, the Procedure for Admission to Postdoctoral Programs, and the University's Own Methodology for Filling Teaching and Research Positions. The rigorous implementation of these regulations guarantees a selection process that is fair, open, and based exclusively on objective merit-based and professional criteria. This approach ensures the maintenance of a faculty of high scientific caliber, in accordance with the institution's established standards. OIDS aims to optimize transparency by fully digitizing the application and selection stages, while also facilitating the promotion of career opportunities within international academic networks to attract researchers with global visibility.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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The organizational component implements advanced software solutions in its internal procedures. The purpose of these solutions is to facilitate access to information and to deliver high-quality educational and logistical services to students, researchers, and indirect beneficiaries. Within the Doctoral School of Letters, Humanities, and Applied Sciences, academic and administrative processes are supported by an integrated digital ecosystem that streamlines communication and document management for doctoral students and their advisors. Student records and monitoring of their doctoral progress are managed centrally through the UNIVERSITY MANAGEMENT SYSTEM (UMS) application. This software integrates academic organization, staffing plans, document workflows, and the e-learning (distance learning) component. At the same time, ensuring scientific integrity (preventing plagiarism and verifying the use of AI in texts) is governed by internal regulation UMFST-REG-81 and implemented through the certified platform sistemantiplagiat.ro, which has been approved and endorsed by the Ministry of Education and Research. The Restart IQ Multiannual Strategic Plan for Institutional Development places digital transformation, cybersecurity, and artificial intelligence at the heart of the university's development—Objective No. 8-UMSPT: a smart university. To this end, teaching activities and academic interactions (courses, research reports) are conducted via Microsoft Teams, Zoom, and Google Meet.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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The doctoral study program is based on a curriculum that aims to develop advanced research skills and achieve the expected learning outcomes, corresponding to level 8 of the European Qualifications Framework. The doctoral study program is carried out under the coordination and guidance of a doctoral supervisor, respectively the academic guidance and integrity committee. The curriculum is structured around the expected learning outcomes, as reflected in the course syllabi ([History Course Descriptions](#)). The number of transferable study credits allocated to the first-year training programme based on advanced university studies is 60 ECTS credits, supplemented by 10 ECTS credits for the preparation and presentation of the Scientific Research Project (ANNEX 12 – Plan de învățământ). The curriculum is periodically updated in line with developments in the relevant fields, applicable national and European standards, and the requirements of the academic and research environment. It is approved by the University's management structures. (Annex 21 - Course syllabi). The doctoral study program is well structured and aligned with the expected learning outcomes, by combining theoretical training with practical research activities.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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The doctoral study programme is developed and structured in relation to the expected learning outcomes ([Curriculum](#)) and is based on the generation of professional and transversal competencies required to conduct scientific research. The REI provides examples of professional and transversal skills. The doctoral university study program is designed and structured in accordance with the expected learning outcomes, being organized on the basis of the transferable study credit system. The management of the Doctoral School intends to permanent updating of the skills targeted in the doctoral university study program, correlated with developments in the evaluated scientific field, with the requirements of the labor market.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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The curriculum, course descriptions, and the individual research programme, as set out in the Doctoral Studies Plan, reflect active teaching, learning, and assessment methods tailored to the individual needs and development pace of doctoral students; these aim to develop research competencies and capitalise on research results. Student-centred learning is reflected from the point of admission to doctoral studies through the research topics addressed. Teaching activities during doctoral studies are conducted through student-centred methods, with a partnership among the doctoral student, the academic staff (during the first year of study), the doctoral supervisor, and the members of the guidance and academic integrity committee, with each party assuming responsibility for the learning outcomes.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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During their doctoral research, students at the G. E. Palade UMPHST IOSUD benefit from mobility programmes conducted through ERASMUS+ agreements with prestigious universities, both within and outside the European Union. Completed mobilities not only offer an opportunity to work and learn in prestigious centres but also serve as a first step towards establishing joint doctoral supervisions (cotutelle). In the field of History, during the evaluation period, there is an active doctoral thesis under international joint supervision with "La Sapienza" University of Rome (Italy) (PhD student Catinca Oncescu, co-supervisor Assoc. Prof. Alessandro Boccolini, PhD). In the field of History, during the period under evaluation, two international ERASMUS+ mobilities were completed.

- ✓ Aspects that constitute best practice examples
The field of history has a doctoral supervisor from abroad, actively involved in the Doctoral School.
- ✓ Recommendations

Given the small number of Erasmus + mobilities, we recommend greater involvement of the Doctoral School management in the development of this mobility program.

The indicator is: fulfilled / partially fulfilled / unfulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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UMFST Târgu Mureș ensures equitable opportunities for all students, in accordance with their potential and aspirations. The curriculum includes courses on ethics and academic integrity, including research ethics. G. E. Palade UMPHST of Targu Mures and, by extension, the Doctoral School promote a multicultural and multilingual educational model, simultaneously supporting the inclusion of students from diverse ethnic and linguistic backgrounds through an open and tolerant academic climate. The Code of Ethics and Professional Conduct regulates conduct and prevents discrimination of any kind. Doctoral students benefit from equitable access to modern educational resources (the library, e-learning platforms, and academic databases). IOSUD ensures equitable access to educational resources, mobility programs, and academic activities for all enrolled doctoral students, taking into account their learning needs and particularities. The implemented measures support diverse learning styles and ensure equal conditions for participation in the educational process.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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Inclusion of students with disabilities in the university environment requires the recognition and constant adaptation of academic policies and practices. The institution provides accessible infrastructure, customised educational support, counselling, and dedicated services, thus ensuring fair study conditions regardless of the field or cycle of education. Through these measures, the doctoral programme becomes truly inclusive, facilitating full participation of all students and supporting their academic progress. See, Ghidul de bune practici privind incluziunea studenților cu dizabilități ([Către.](#)).

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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Learning outcomes are appropriately described and structured around specific and transversal competences (course syllabi (Annex 21 - Course syllabi/curriculum - Annex 12_Curricula). Learning outcomes are formulated in accordance with modern educational taxonomies, covering three essential dimensions: theoretical knowledge (cognitive dimension), practical and applied skills, and transversal

competencies (communication, teamwork, autonomous learning, use of technology, etc.). Learning outcomes correspond to Level 8 of the National Qualifications Framework (NQF), as follows: knowledge, skills, and responsibility and Autonomy. IOSUD aims to periodically update learning outcomes in accordance with developments in the field and to improve their alignment with teaching and assessment activities, as well as with doctoral students' requirements expressed at the end of the academic year through feedback questionnaires.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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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The verification of learning outcomes is carried out throughout the entire doctoral programme and is set out in the procedures and regulations drafted at the Doctoral School level, specifically: Regulation on organising and conducting doctoral studies; OP (Operating Procedure) on conducting doctoral studies; OP on the guidance and academic integrity committee; OP on the completion of doctoral studies. Assessment may take the form of an examination or a verification test, with grading on a scale of 1 to 10. The ranking of doctoral students after the first year of study is determined by: a) the final grade average achieved in the training programme subjects – 40% of the final score; b) the grade obtained in the ECA – 30% of the final score; c) the grade awarded for the presentation of the research project – 30% of the final score. In the second, third, and fourth years, the doctoral student presents at least three scientific reports for the evaluation of their research progress. Doctoral studies conclude with the defence of the doctoral thesis before the guidance and academic integrity committee. Following this internal (pre-defence) stage, the doctoral student defends the thesis before the public defence committee (as per the Doctoral Theses Defence Schedule). The thesis can be graded with the following distinctions: "Excellent", "Very Good", "Good", or "Satisfactory", based on the public defence and the reports provided by the official reviewers. (Annex 8_HCA Decisions on SDLS-Specific Academic Grades).

- ✓ 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 organisational component applies the admission procedures.

G. E. Palade UMPHST of Targu Mures applies complex and well-regulated procedures for admission to doctoral studies, ensuring a transparent, fair, and performance-oriented selection process. The Operating Procedure for the doctoral admission process defines the principles, methods, criteria, and stages governing a rigorous, fair, and transparent process for the selection and ranking of candidates; this applies to budget-funded full-time places, full-time places funded by G. E. Palade UMPHST of Targu Mures, and fee-paying places (OP Admission to Doctoral Studies – SDLS). Registration for the doctoral admission competition is conducted online via a platform managed by the IOSUD Technical Secretariat, where candidates upload the documents required by the admission procedure (<https://admitere.umfst.ro/>).

Admission results are generated automatically, in compliance with the General Data Protection Regulation (GDPR), and imported into the admission platform to produce the final ranking and confirm placement. <https://admitere.umfst.ro/>. IOSUD aims to improve the efficiency of the admission process through its continuous digitalization and by ensuring access to information for candidates. At the same time, it intends to periodically update the selection criteria and enhance the international visibility of doctoral programs in order to attract international candidates.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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The principles of equity and equal opportunities are included in the Regulation on the organization of admission to the doctoral study cycle. Admission criteria are based on the candidate's competencies and there are no discriminatory criteria. The IOSUD aims to encourage the enrolment of students from vulnerable groups by applying the principle of equal opportunities. To this end, candidates from disadvantaged social backgrounds whose net income per family member does not exceed the national minimum net wage are eligible for a 50% reduction in the doctoral admission fee. (Annex 22_HCA vulnerable backgrounds). Furthermore, the IOSUD provides the possibility of enrolling in doctoral studies via special places designated for citizens of Roma ethnicity or other ethnicities, as allocated by the Ministry of Education and Research.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

Doctoral students' academic progress is governed by current legislation through specific regulations and procedures developed by the IOSUD. The academic progress of doctoral students is monitored by the doctoral supervisor, the guidance and academic integrity committee, and the Doctoral School. The doctoral supervisor monitors the stages of scientific research, ensuring the scientific guidance necessary for the completion of studies. Together with the guidance and academic integrity commission, the supervisor periodically evaluates academic progress by analysing the research reports provided in the Doctoral Studies Plan. (Annex 20_Study Plan)

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation
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Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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G. E. Palade UMPHST is an active partner in the DIVERSE European University Alliance, alongside 11 prestigious universities from 10 EU countries (2024). UMPHST encourages and supports international programmes such as Erasmus+, CEEPUS, RECIF, etc., with their attainment ensured by the activities of the International Relations Department. In 2024, George Emil Palade University of Medicine, Pharmacy, Science and Technology of Targu Mures received the highest funding for Erasmus+ KA131 mobility projects, amounting to €4,969,441, ranking first in the country for the largest funding. Internationalisation represents a strategic drive for G.E. Palade UMPHST of Targu Mures, reflected in the expansion of academic partnerships, participation in European alliances, the mobility of doctoral students and teaching staff, and integration into international research networks (Annex 25_Internationalisation and Academic Mobility). Doctoral students have carried out a significant number of international mobilities (Annex 25_Internationalisation and Academic Mobility).

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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Doctoral students are encouraged to participate in national and international conferences to expand their networking and obtain feedback on their scientific endeavours (Annex 26_Doctoral student publications and defenses). IOSUD organizes an annual conference of doctoral students. Each year, during this event, a scientific paper published in the respective academic year is awarded. The prize consists of financial support for participation in scientific events or the reimbursement of publication fees for ISI-indexed articles. (Annex 27_HCA awards).

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

Development of the archaeology study direction within the history field of the Doctoral School.

The indicator is: fulfilled.

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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IOSUD allocates 25.26% of the doctoral grant funding to research activities carried out by doctoral students, including their national and international mobility, which may also be aimed at disseminating research results. IOSUD, together with the Scientific Vice-Rectorate, provides financial support to doctoral

students and doctoral supervisors for publishing ISI-indexed articles included in the Web of Science (WoS) database. IOSUD has always considered that the value of doctoral research is objectively reflected by the publications that disseminate the results and the scientific added value produced by doctoral research within the scientific community (Annex 11_Published articles). IOSUD aims to increase the visibility of research results through the publication of articles in ISI-indexed journals with impact factor, as well as through participation in international conferences for the dissemination of results obtained during doctoral studies (Annex 28_International Visibility).

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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IOSUD – UMFST "George Emil Palade" in Târgu Mureş has [an institutional quality management system](#) implemented at the level of the entire university and applied in a unitary manner within the Doctoral School of Letters, Humanities and Applied Sciences. The field of doctoral studies in History operates on the basis of [institutional policies and procedures](#) regarding quality assurance, monitoring of academic and research activities, periodic evaluation of performance and continuous improvement of doctoral programs.

The quality monitoring process includes the periodic evaluation of the activity of doctoral supervisors, the monitoring of the progress of doctoral students, the analysis of research results, the monitoring of international mobilities and collaborations, as well as the evaluation of the implementation of the recommendations made within the internal and external evaluations.

The internal evaluation report highlights the existence of a functional mechanism for collecting and analyzing information on the activity of the field, used to substantiate development and continuous improvement decisions. The documentation related to the internal evaluation was analyzed and approved within the management structures of IOSUD and the Doctoral School, in accordance with the provisions of the legislation and institutional regulations.

From the analysis of the documents and information resulting during the evaluation visit, it emerges that the quality assurance mechanisms are applied consistently and produce visible effects on the development of the PhD field of History.

During the meetings held during the external evaluation, the developments recorded after the previous evaluations were highlighted, as well as the implementation of the recommendations made previously. The evaluation commission appreciated the existence of real progress regarding the internationalization of the field, the functioning of the steering committees, the development of inter-institutional collaborations and the strengthening of research activity. At the same time, the team that developed the internal evaluation report presented the way of periodically updating the data used and the use of institutional databases in substantiating the self-evaluation process.

It follows that the internal quality management system works efficiently, being integrated into the academic management of IOSUD and the Doctoral School and contributing to the continuous improvement of the quality of doctoral studies.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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At the level of IOSUD and the Doctoral School, mechanisms are established for consultation of doctoral supervisors, doctoral students and other categories of partners interested in the process of implementing and reviewing the procedures regarding the organization of doctoral studies.

In the elaboration of the internal evaluation report, the management structures of the field, the doctoral supervisors, the secretariat of the Doctoral School and the administrative structures of the university were involved, using institutionally validated information and results from the current monitoring activity.

During the evaluation visit, separate meetings were organized with the team that drafted the report, with the teaching staff and with the doctoral students, which confirms the existence of a permanent institutional dialogue and an organizational culture based on consultation and participation.

The discussions held during the visit highlighted the active involvement of all relevant actors in the functioning of the doctoral field. The doctoral students confirmed the existence of an efficient communication with the doctoral supervisors and with the secretariat of the Doctoral School, as well as access to the necessary information on academic activity, mobilities, conferences and administrative procedures.

The teachers underlined the efficient functioning of the steering committees, interdisciplinary and international collaboration, as well as the involvement of doctoral students in teaching and scientific activities. At the same time, the management of the field uses the observations made during these consultations to adapt the procedures and improve the organization of doctoral studies.

It follows that the opinions of members of the academic community and other stakeholders are effectively capitalized in the process of implementing and refining quality assurance mechanisms.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

It is recommended to further formalize the mechanisms for periodic consultation of graduates, employers and institutional partners by organizing dedicated annual meetings and systematically capitalizing on the feedback obtained in the process of reviewing and developing the field of doctoral studies in History.

The indicator is fulfilled.

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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At the level of UMFST "George Emil Palade" in Târgu Mureș, [the University Ethics Commission](#) operates, organized and carrying out its activity in accordance with the provisions of the Higher Education Law no. 199/2023, of the University Charter and of its own [Organization and Functioning Regulations](#), approved by the University Senate. The Commission exercises its powers independently of the executive and deliberative structures of the university, being responsible for promoting and monitoring compliance with the principles of ethics and academic integrity in all areas of activity of the institution.

Within IOSUD and the Doctoral School of Letters, Humanities and Applied Sciences, the principles of ethics and academic integrity are integrated into the organization of doctoral studies, being transposed into [the regulations on the conduct of doctoral studies](#), into the methodology for the elaboration and defense of doctoral theses and into the procedures for verifying the originality of scientific papers. PhD students benefit from training in the field of research ethics from the period of the training program based on advanced university studies, and compliance with integrity norms is monitored throughout the doctoral studies.

During the meetings held during the external evaluation, the high academic requirements existing at the level of the doctoral field of History were highlighted, both in terms of monitoring the progress of doctoral students and in the process of elaboration and evaluation of doctoral theses. The professors underlined the fact that the standards of quality and academic integrity are applied consistently, and the steering committees have an active role in analyzing scientific progress and in formulating the observations necessary for the development of doctoral research. At the same time, the challenge represented by the use of artificial intelligence-based tools in academic activity was also addressed during the discussions, and the concern for maintaining the standards of ethics and originality in doctoral research was expressed.

The doctoral students confirmed the rigorous nature of the process of evaluating research reports and monitoring the doctoral activity, appreciating the high level of academic requirements and the involvement of doctoral supervisors in ensuring the quality and integrity of research. They also highlighted the fact that the observations made by the steering committees aim to improve the quality of theses and comply with academic standards.

It follows that the principles of ethics and academic integrity are institutionally assumed and effectively applied in the organization and conduct of doctoral studies in the field of History.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is fulfilled.

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

Standard S.C.3.1. Procedures and implementation of procedures

The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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The field of doctoral studies in History operates on the basis of the [institutional procedures](#) regarding the monitoring and periodic evaluation of the quality of doctoral studies, developed at the level

of IOSUD and applied within the Doctoral School of Letters, Humanities and Applied Sciences. These procedures aim at the annual evaluation of the activity of the field, the monitoring of the progress of doctoral students, the analysis of the activity of doctoral supervisors and the periodic review of the documents specific to the organization of doctoral studies.

The monitoring process is supported by periodic reports, by the activity of the steering committees and by the evaluations carried out at the level of IOSUD and the Doctoral School. The results of these evaluations are used in the process of updating procedures and adapting academic and research activities to developments in the field and to the recommendations made in external evaluations.

During the meeting with the team that developed the internal evaluation report, it emerged that the self-evaluation process is based on the distribution of responsibilities among the structures involved and on the permanent updating of the information used. The evaluation committee appreciated the coherence of the internal evaluation report and its consistency with the supporting documents, noting the integration of the recommendations made in the previous evaluations and the measures implemented for the development of the field, especially in terms of internationalization and research activity. At the same time, the good collaboration between the management of the field, the secretariat of the Doctoral School and the administrative structures in the process of collecting and validating the information used in the evaluation was highlighted.

The discussions with the IOSUD management confirmed that the recommendations made in the external evaluations are systematically followed, being reflected in the progress reports and in the measures adopted for the development of the field. The evaluation committee noted the existence of real developments compared to the previous evaluations and the consolidation of the activities specific to the doctoral field of History.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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The application of [the procedures](#) regarding the organization and monitoring of doctoral studies involves the participation of doctoral supervisors, members of the steering committees, doctoral students and administrative structures of IOSUD and the Doctoral School. Also, the field benefits from the collaboration of specialists from other universities and research institutions, involved both in the activity of the guidance and thesis defense committees, as well as in the research and internationalization activities.

PhD students actively participate in the process of monitoring their academic career by supporting research reports, by participating in scientific events and by permanent dialogue with doctoral supervisors and the secretariat of the Doctoral School.

During the evaluation visit, it was found that there was a functional collaboration between all categories of actors involved in the organization of doctoral studies. The teachers highlighted the dynamics of the steering committees, the interdisciplinary and international nature of the collaborations and the involvement of doctoral students in research activities, scientific events and teaching activities. At the same time, the existence of strengthened collaboration relations with academic and research institutions in the country and abroad was underlined, including through the development of international cotutels and mobility.

The doctoral students confirmed the good communication with the secretariat and with the doctoral supervisors, appreciating the support received both in administrative aspects and in those related to professional development, participation in conferences, mobility and research activities. These aspects

demonstrate the effective involvement of the academic community in the implementation of procedures and in the functioning of the doctoral field.

- ✓ Aspects that constitute best practice examples
- ✓ 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.

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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UMFST "George Emil Palade" in Târgu Mureş applies [institutional procedures regarding the periodic evaluation of the activity of the teaching staff](#), which also include evaluation by students. At the level of IOSUD and the Doctoral School of Letters, Humanities and Applied Sciences, the results of the evaluations are analyzed within the management structures and are used to [improve teaching, research and doctoral guidance activities](#). The evaluation of the activity of doctoral supervisors is complemented by the continuous monitoring of the progress of doctoral students, the analysis of research results and the periodic evaluations carried out within the doctoral school.

From the analysis of the documents and the discussions carried out during the visit, it results that the relationship between the doctoral supervisors and the doctoral students is a close one and oriented towards their professional and scientific development. The doctoral students appreciated the coordinators' involvement in the permanent monitoring of the research activity and their willingness to provide support both in the elaboration of theses and in participating in conferences, mobilities and other academic activities. Also, the communication with the secretariat of the doctoral school was appreciated as efficient and oriented not only to administrative aspects, but also to permanent information on academic opportunities.

The professors highlighted the fact that the evaluation of the activity of doctoral students and doctoral supervisors is a continuous process, based on dialogue and the activity of the steering committees, which contributes to maintaining a high level of quality of the doctoral training process.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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IOSUD – UMFST uses [institutional databases](#) for the management of academic and administrative activities related to doctoral studies. These include information on admission, the academic path of doctoral students, the activity of doctoral supervisors, research results, academic mobility, public thesis defenses and documents specific to internal and external evaluation processes.

The data are periodically updated and are used in the elaboration of activity reports, internal evaluation reports and in substantiating decisions regarding the development of the field of doctoral studies in History.

During the meeting with the team responsible for developing the internal evaluation report, it was highlighted that the information used in the self-evaluation process is permanently correlated with the institutional databases and documents approved by the management structures of IOSUD and the Doctoral School. At the same time, the evaluation commission assessed the coherence of the report and the consistency between the findings made and the supporting documents made available during the evaluation. The efficient collaboration between the management of the field, the secretariat and the administrative structures in the process of collecting, verifying and updating the information used for quality monitoring was noted.

These aspects demonstrate the existence of a functional system for managing and capitalizing on relevant data for internal quality assurance and for the continuous monitoring of the doctoral field.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is fulfilled.

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

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

IOSUD – UMFST "George Emil Palade" of Târgu Mureş ensures the publication of information of public interest regarding the organization of doctoral studies through the [institutional website](#) and the pages dedicated to IOSUD and the Doctoral School of Letters, Humanities and Applied Sciences. The regulations on the organization and conduct of doctoral studies, the admission methodology, information on doctoral supervisors, curricula, calendar of academic activities, as well as other documents necessary for the conduct of the doctoral program are available.

During the doctoral studies, the relevant information is communicated to the doctoral students both through [institutional platforms](#) and through the secretariat of the doctoral school, which ensures the permanent transmission of information on administrative deadlines, mobilities, scientific events and specific procedures.

During the meeting with the doctoral students, it resulted that they benefit from an efficient communication with the secretariat and with the management structures of the doctoral school, appreciating the fact that the information is transmitted in a timely manner and covers both administrative aspects and opportunities for academic development and research. Also, the team that developed the internal evaluation report highlighted the use of updated institutional documents and databases in the process of monitoring and informing the academic community.

The Commission considers that the relevant information on the organization and conduct of doctoral studies is accessible and up-to-date, helping to ensure the transparency of the activities carried out within the doctoral field of History.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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The decision-making processes regarding the organization and functioning of the field of doctoral studies in History are carried out in accordance with the regulations of IOSUD and of the Doctoral School, within the competent academic structures. The relevant decisions and documents are communicated to the academic community through the [institutional media](#), and the decisions regarding the doctoral activity are based on the results of internal evaluations, progress reports and consultation of the structures involved in the organization of doctoral studies.

The meetings held during the visit show the existence of an institutional climate characterized by collaboration and communication between the IOSUD management, the management of the doctoral school, the doctoral supervisors and the doctoral students. The team that drafted the internal evaluation report presented the way of distributing responsibilities and consulting the structures involved in the self-evaluation process, and the evaluation committee appreciated the coherence of the report and its consistency with the supporting documents. At the same time, the doctoral students confirmed the accessibility of the management of the field and the availability of the administrative structures to respond to the requests made during the doctoral studies.

The Commission considers that the decision-making processes are transparent and the institutional communication mechanisms allow the effective involvement of the academic community in activities specific to the doctoral field.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is fulfilled.

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

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

The field of doctoral studies in History within IOSUD – UMFST "George Emil Palade" in Târgu Mureş has gone through the external evaluation procedures provided by the legislation in force and by the ARACIS methodology regarding the maintenance of accreditation ([Hotărârea Consiliului Aracis nr. 122/16.12.2021](#)). In view of this external evaluation, the internal evaluation report was developed together with the supporting documentation, involving the management structures of IOSUD, the Doctoral School and the doctoral field. The documents were updated and correlated with the existing information in the institutional databases and with the progress reports developed at the university level.

During the meetings held during the visit, the evaluation committee assessed the way of drafting the internal evaluation report, the consistency of the documentation and the consistency between the findings made and the supporting documents presented. At the same time, the developments recorded by the History doctoral field since the previous evaluation were highlighted, as well as the implementation of the recommendations made previously, especially regarding the strengthening of internationalization, the development of research activity and the functioning of the steering committees. The members of the

academic community have demonstrated a good knowledge of the external evaluation process and an active involvement in its preparation.

The Commission appreciates that the PhD field in History demonstrates an institutional culture of quality and a systematic approach to external evaluation processes, using their results in order to continuously improve academic and research activities.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is fulfilled.

IV. SWOT Analysis

Strengths: ✓ All tenured and associate academic staff involved in DSUD-History activities (doctoral supervisors and guidance commission members) hold appropriate academic qualifications in specialisations related to the subjects taught and are actively engaged in scientific research in their respective or related fields.as well. ✓ The DSUD has modern, well-equipped infrastructure that supports the educational process and its digitalisation. ✓ The Doctoral University Study Domain (DSUD) in History benefits from a robust and quality-oriented institutional framework. ✓ The Research Center has a very good activity, materialized in scientific journals, conferences and research projects.	INTERNAL FACTORS ↑	Weaknesses: ✓ Difficulties in involving a significant number of doctoral students in research projects, given that access to such opportunities is often challenging and restrictive. ✓ Lack of a course catalogue in international languages, which limits the ability to attract international students and restricts the programme's international visibility ✓ Insufficient national promotion of the relevance and employment opportunities offered by doctoral studies in the humanities in general, and history in particular.
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SWOT analysis

SWOT analysis		
Opportunities: ✓ The accreditation of a new Research Master's programme in "History of Religion – Religion and Politics" in English, ✓ Utilising state-of-the-art technology in the research process to reduce working times and achieve results with increased national and international relevance. ✓ The geographical location and multicultural context of the university offer opportunities for collaboration with numerous local and regional cultural institutions. ✓ The existence of cooperation networks with universities in the country and abroad.	 EXTERNAL FACTORS	Threats: ✓ High density of specialized faculties in the region. ✓ History, as a humanities field, faces relatively low attractiveness among young high school graduates. ✓ Declining birth rate at regional and national levels.

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

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	used in the learning and teaching activities and experiences.		
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Given the small number of Erasmus + mobilities, we recommend greater involvement of the Doctoral School management in the development of this mobility program.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	Development of the archaeology study direction within the history field of the Doctoral School.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	scientific domain, and capitalised upon in an adequate manner.		
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	It is recommended to further formalize the mechanisms for periodic consultation of graduates, employers and institutional partners by organizing dedicated annual meetings and systematically capitalizing on the feedback obtained in the process of reviewing and developing the field of doctoral studies in History.
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled

Domain A. Institutional capacity	8		
Domain B. Educational efficacy	14		
Domain C. Quality management	10		
Total	32		

Doctoral field of history within IOSUD-UMFST Târgu Mureș is a good field, with consistent results, both in terms of the number of doctoral theses defended and their publication, and in terms of correspondence with the labour market, with most graduates having a job. We have deduced this from the RIE analysis, from the on-site visit, from the analysis of documents available on the websites, from the meetings and discussions that the evaluation committee had, as well as from the prestige of the history doctoral field at "George Emil Palade" University of Medicine, Pharmacy, Sciences and Technology of Târgu Mureș. The history doctoral field is rigorously organized, in accordance with ARACIS standards, and the periodic evaluation of the field has been carried out constantly, with the application of all recommendations from the external evaluation reports. The doctoral supervisors have a good level of scientific activity, as well as a teaching activity that corresponds to a quality education.

VI. Conclusions

The external evaluation panel concludes that the Doctoral Study Domain History, organised within the Doctoral School of Letters, Humanities and Applied Sciences of IOSUD – "George Emil Palade" University of Medicine, Pharmacy, Sciences and Technology of Târgu Mureș, demonstrates a high level of compliance with the standards and performance indicators established by ARACIS and the national regulatory framework governing doctoral education. The doctoral supervisors have a good level of scientific activity, as well as a teaching activity that corresponds to a quality education. Most graduates of the history doctoral field have published their theses. At the same time, the management of the Doctoral School, the Faculty leadership, and the doctoral supervisors show great willingness to permanently improve the doctoral field of History.

Propose and substantiate a decision.

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

- maintaining accreditation (MAC).**

VII. Annexes

Visit schedule; Meeting minutes.

Documents consulted: Internal evaluation report provided by the organizational component; REI Annexes; Resources available on the University and/or Faculty website.

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