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:	Babeş-Bolyai University, Cluj-Napoca
Doctoral School:	Doctoral School of Engineering
Doctoral Domain:	Mechanical Engineering
The objective of the external evaluation:	Maintaining accreditation

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	**Bocîi Sevastian Liviu**	Expert evaluator	
2.	**Djidrov Mishko**	International Expert	
3.	**Chiriac Gabriel-Adrian**	PhD Student Evaluator	

I. Introduction

The external quality evaluation for maintaining the accreditation of the doctoral field of MECHANICAL ENGINEERING within the Doctoral School of Engineering of Babeș-Bolyai University of Cluj-Napoca, UBB University Centre in Reșița, took place on June 11 and 12, 2026. The external evaluation committee was approved by the ARACIS Council through Decision no. 152/H/07.05.2026 and accepted by the requesting institution. Its members were:
Prof. Dr. Eng. Sevastian Liviu Bocîi – "Aurel Vlaicu" University of Arad;
Prof. Dr. Eng. Mishko Djiorov – Goce Delcev University, Republic of Macedonia;
Eng. Gabriel-Adrian Chiriac, PhD student – National University of Science and Technology Politehnica Bucharest.

Babeș-Bolyai University of Cluj-Napoca (UBB) is a public university whose history dates back to 1580, when Stephen Báthory, King of Poland, Grand Duke of Lithuania, and Prince of Transylvania, issued the founding document of the Jesuit Major College, which was to be established in Cluj. Between 1945 and 1959, two universities operated in Cluj: the Romanian "Victor Babeș" University and the Hungarian "Bolyai" University. In 1959, the two institutions were merged to form Babeș-Bolyai University, with Romanian and Hungarian as languages of instruction. In the 2020/2021 academic year, UBB offered study programs through 22 faculties: 21 in Cluj-Napoca and one in Reșița, following the merger through the absorption of "Eftimie Murgu" University. The university also includes numerous research centres and institutes. Since 2021, UBB has been part of the EUTOPIA Alliance, a European university alliance that brings together ten higher education institutions.
UBB received the "High Degree of Confidence" rating following the institutional evaluation carried out in (14–16 / 19–20) April 2021.

The Doctoral School of Engineering (SDI), which organizes the doctoral field of Mechanical Engineering (DSUD-IM), is part of the Faculty of Engineering. The faculty was established in 1971, when the Institute of Sub-Engineers operated in Reșița as part of the "Traian Vuia" Polytechnic Institute of Timișoara.
The Faculty of Engineering is managed by a dean and a vice-dean and comprises the Department of Engineering Sciences and the Doctoral School of Engineering. Its mission and objectives are aligned with UBB's general mission and are set out in the strategic programmes detailed on the faculty's website.
The doctoral field of Mechanical Engineering is coordinated by the Doctoral School of Engineering, established in 2007, when "Eftimie Murgu" University of Reșița became an institution authorised to organize doctoral studies under Order of the Ministry of Education and Research no. 4632/7.09.2007.
The most recent periodic evaluation of DSUD – Mechanical Engineering took place between 2 and 5 November 2021, following which the field received the rating "**maintenance of accreditation".**

The Doctoral School of Engineering manages a single doctoral field, namely Mechanical Engineering, with 4 active doctoral supervisors. Of these, 2 hold their primary academic position as full-time staff members at IOSUD-UBB, while the other 2 are associated teaching staff.

II. Methods used

Babeș-Bolyai University of Cluj-Napoca requested an external quality evaluation to maintain the accreditation of the doctoral field of Mechanical Engineering (DSUD-IM), in accordance with Contract no. 491/22.04.2026. The evaluation committee was approved by the ARACIS Council through Decision no. 152/H/07.05.2026 and accepted by UBB, namely the UBB University Centre in Reșița, the Faculty of Engineering, and the Doctoral School of Engineering. The members of the external evaluation committee were notified by ARACIS via email on 26.05.2026 and were granted access to the Internal Evaluation Report (IER) through the ARACIS electronic evaluation platform. The periodic evaluation of DSUD-IM consisted of an analysis of the Internal Evaluation Report and its accompanying annexes.

Following its review of the evaluation file, the ARACIS evaluation committee requested the following additional documents:

- the list of teaching staff and researchers serving on the guidance and academic integrity committees;
- the CNATDCU minimum standards compliance checklists -Committee no. 17: Mechanical Engineering, Mechatronics and Robotics, Military Engineering and Armament - for all doctoral supervisors within the Doctoral School of Engineering;
- the list of doctoral students /doctoral supervisor, indicating each student's status - state-funded with scholarship, state-funded without scholarship, or fee-paying - the year of doctoral study, the examinations passed as part of the advanced university training programme, the research reports presented as part of the advanced research programme, and the estimated date of the public defence of the doctoral thesis;
- the list of doctoral students and doctoral supervisors who have taken part in Erasmus+ mobility periods over the last five years.

The evaluation included visits to the teaching and research facilities dedicated to the doctoral field of Mechanical Engineering:

- Room A1 – Measurements and Reverse Engineering Laboratory;
- Room A4 – Strength of Materials Laboratory;
- Room B1.3 – Computer-Aided Design Laboratory;
- Room B2.4 – Vibrations Laboratory;
- Room E1.2 – Mechanisms and Machine Elements Laboratory;
- CVDTEA – Centre for Vibrodiagnostics, Equipment Testing and Automation;
- CCHAPT – Research Centre for Hydraulics, Automation and Thermal Processes.

The ARACIS expert committee held meetings with the faculty management - the dean, vice-dean, and department director – as well as with the coordinator of the doctoral field of Mechanical Engineering; the team that prepared the Internal Evaluation Report; the teaching staff involved in DSUD-IM; the coordinators of the research centers; doctoral students; employers; representatives

of the quality assurance committees; and a representative of the Ethics Committee (Research Ethics Subcommittee).

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.	
Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

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

Babeș-Bolyai University of Cluj-Napoca is an autonomous public higher education institution operating in accordance with Law no. 199/2023, the UBB Charter, and the UBB Internal Regulations. UBB's executive management is carried out by the Administrative Council, which consists of the rector, vice-rectors, deans, a general administrative director, and the student prefect.

The Administrative Council operates in accordance with its own Regulations on Organization and Functioning. The UBB Senate is the university's main decision-making and deliberative body. It is constituted on the basis of faculty and study-line representation and operates in accordance with the General Regulation on Elections to UBB Management Structures and Positions, as well as with the Regulations on the Organisation and Functioning of the UBB Senate.

The Faculty of Engineering is an integral part of Babeș-Bolyai University of Cluj-Napoca. Its core mission is to provide professional training through bachelor's programs (6), master's programs (6), and doctoral programs (1).

Doctoral studies are organised by doctoral schools, which are grouped and coordinated within the Institute of Doctoral Studies. The Institute is led by the Council for Doctoral University Studies (CSUD), coordinated by a director whose position is equivalent in rank to that of a vice-rector.

Doctoral schools have the status of departments within the faculties. Each doctoral school is led by a Doctoral School Council and by a director, who has the status of department director. These governing structures are elected by the members of the doctoral school.

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

The organizational and management structures of Babeș-Bolyai University of Cluj-Napoca and of the Faculty of Engineering, UBB University Centre in Reșița, provide the framework needed to implement the general and specific objectives set out in the institution's strategic and operational plans.

Activities related to the doctoral field of Mechanical Engineering are carried out within the Doctoral School of Engineering, Faculty of Engineering, in accordance with the applicable legislation and institutional regulations: Higher Education Law no. 199/2023, the UBB Charter, the UBB Internal Regulations, the Regulations on the Operation of University Extensions, the UBB Regulations on the Organization and Conduct of Doctoral Studies, and the Code of Students' Rights and Obligations.
UBB's regulatory framework is reviewed periodically and whenever legislative changes occur. UBB and the Faculty of Engineering provide the legal and logistical support required for the effective conduct of teaching and research activities in the doctoral field of Mechanical Engineering.

- ✓ 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.

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

The development and review of internal methodologies, regulations, and procedures within the university are carried out in accordance with the UBB Charter and the applicable legal provisions. The process involves consultation with the academic community - UBB has established advisory councils in various areas, such as the Teaching Council - as well as with employers and graduates, through their representatives in UBB's collegial governing bodies.
Within the Doctoral School of Engineering, methodologies, regulations, and procedures are adopted and reviewed in a transparent and participatory manner. Relevant stakeholders are directly involved through regular meetings of the Doctoral School Council, where proposals for amending and/or updating regulations specific to the doctoral field are discussed.
The industry partners of the Doctoral School of Engineering and, implicitly, of the university are consulted through regular formal and informal meetings on changes, revisions, and updates to internal methodologies, regulations, and procedures.

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

Based on the discussions held with teaching staff, doctoral students, and industry employers, the committee noted that their views are taken into account in the adoption and review of the methodologies, regulations, and procedures governing the activity of UBB and, implicitly, DSUD – Mechanical Engineering.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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

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.

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

Babeș-Bolyai University of Cluj-Napoca manages more than **100** buildings, 85 of which are used as teaching facilities, with a total gross floor area of **210,000 m²**, including **74,556.62 m²** of teaching space. These facilities include 54 lecture halls, covering **11,619.43 m²**; **173** lecture rooms, covering **15,487.09 m²**; **402** seminar rooms, covering **16,884.72 m²**; **601** laboratories, covering **22,626.30 m²**; and **124** reading rooms, covering **7,939.08 m²**.

Through its extensive library system, UBB provides students with substantial documentation and research resources. These include the "Lucian Blaga" Central University Library, a network of **29** branch libraries, **4** special libraries, and 8 libraries serving the university extensions. The reading rooms provide **1,914** seats in the Central University Library building in Cluj-Napoca and **1,380** seats in the **46** reading rooms located in the branch libraries. In 2024, the library collection comprised **4,089,071** volumes.

UBB provides bachelor's, master's, and doctoral students with **7,186** places in **21** student residences, including **385** places in the student residence in Reșița. The university also operates **20** student restaurants and cafeterias, **10** of which are located in Cluj-Napoca and **2** in Reșița.

Teaching and research activities within DSUD-IM are supported by infrastructure that is fully aligned with their objectives. The Doctoral School of Engineering has teaching and research facilities that meet the required standards in terms of area, equipment, technical condition, hygiene and sanitary regulations, and other relevant criteria.

Research activity within DSUD-IM is carried out in two research centres: the Centre for Vibrodiagnostics, Equipment Testing and Automation - CVDTEA - and the Research Centre for Hydraulics, Automation and Thermal Processes - CCHAPT. Through the infrastructure made available to doctoral students, these centres provide appropriate conditions for doctoral study and advanced research.

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

Following its visit to the teaching facilities, the expert committee noted that the Faculty of Engineering has lecture rooms, fully functional laboratories with adequate capacity and modern equipment, as well as research centers where doctoral students can carry out the research activities included in their individual advanced research plans.

Students enrolled in DSUD-IM have access to dedicated workspaces - rooms B5, B1.9, and B2.8 - equipped with furniture, office equipment, accessibility features for persons with disabilities, computer

systems, software applications, and electronic access to specialised scientific literature through ANELIS Plus.

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.	
Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

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

Babeș-Bolyai University of Cluj-Napoca has teaching and research facilities that meet the required quality standards in terms of area, equipment, technical condition, safety regulations, and hygiene and sanitary requirements.

The Faculty of Engineering ensures the proper management and maintenance of both its immovable and movable assets. At the beginning of its mandate, the faculty management developed an infrastructure development plan, setting out the stages for improving the faculty's facilities.

Following the integration of the former Eftimie Murgu University of Reșița into UBB, the Faculty of Engineering and, implicitly, DSUD-IM have benefited from investments financed through European funds, the NRRP, and UBB's own resources. These investments were made through the implementation of the projects "Improving University Educational Infrastructure at the UBB University Centre in Reșița – Priority 1" and "Improving University Educational Infrastructure at the UBB University Centre in Reșița – Priority 2", co-financed by the European Union through the West Regional Development Agency.

Through these projects, eight laboratories within the Faculty of Engineering, where doctoral research in Mechanical Engineering is carried out, have been updated with modern equipment.

In addition, through the implementation of DIGIHUBB - "Digitalization of UBB: Equipping the University with Digital Infrastructure for Teaching and Research" - and the "Energy-Efficient Smart Transducers: Innovation along the Value Chain" projects, both financed through the NRRP, the Doctoral School of Engineering demonstrates its commitment to maintaining and modernizing its infrastructure, in order for the teaching and applied research activities to be carried out under appropriate conditions.

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

During the visit, the committee noted that the Faculty of Engineering and, implicitly, DSUD-IM benefit from modern and functional teaching and research infrastructure, which is regularly maintained.

✓ 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.

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

As set out in its Human Resources Strategy, UBB considers human resources a major institutional priority. As of 1 October 2025, UBB had **2,874** legally established teaching positions, of which **1,602** were held by full-time academic staff whose primary affiliation was with UBB: **228** professors, **472** associate professors, **793** lecturers, and **109** teaching assistants.

Within the Doctoral School of Engineering, there are **4** active doctoral supervisors. Of these, **2** (CV1, List of Works 1; CV2, List of Works 2) hold their primary academic position as full-time staff members at IOSUD-UBB, while the other **2** (CV3, List of Works 3; CV4, List of Works 4) are associated teaching staff.

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

Four teaching staff members are involved in DSUD-IM: **one university professor**, whose status as doctoral supervisor was granted by OMECT no. 667/25.09.2007; **two associate professors**, one a full-time UBB staff member holding habilitation certificate no. 4868/11.08.2016, and the other, an associated staff member whose primary affiliation is with "Aurel Vlaicu" University of Arad, holding habilitation certificate no. 5786/07.12.2017; and **one lecturer**, an associated teaching staff member who took early retirement on 01.10.2025 and holds habilitation certificate no. 4869/11.08.2016.

The review of the CVs showed that all doctoral supervisors involved in teaching and research activities within the Doctoral School of Engineering, DSUD-IM, hold relevant academic titles and positions and have publication portfolios with significant national and international visibility and relevance.

The subjects included in the DSUD – Mechanical Engineering curriculum are taught by academic staff with proven expertise in the field, in accordance with the content and learning outcomes set out in the course syllabi.

The evaluation committee considers that the number of PhD supervisors in DSUD - Mechanical Engineering is **small**, and the percentage of UBB tenured supervisors (50%) of the total is also **low**.

✓ Aspects that constitute best practice examples

✓ Recommendations

It is necessary to adopt measures to attract new doctoral supervisors and, at the same time, support UBB tenured professors in obtaining accreditation in the field of doctoral studies: Mechanical Engineering.

The indicator is: Partially fulfilled.

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

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

In 2020, UBB adopted the Individual Career/Academic Development Plan - PIC, amended by UBB Senate Decision no. 156/25.09.2025 - in order to support the professional and personal development of teaching and scientific research staff.
UBB runs distance learning, part-time learning, and lifelong learning programs through the Centre for Continuing Education, Distance Learning and Part-Time Education - CFCIDFR - for students, teaching staff, and employees alike, providing them with flexible teaching-learning-assessment methods through the e-Learning Platform.
To support the professional development of staff involved in DSUD – Mechanical Engineering, the Faculty of Engineering organises specialised workshops with invited experts. These workshops provide doctoral supervisors with direct contact to researchers and/or academic staff from the industry sector. In addition, UBB and, implicitly, the Faculty of Engineering support habilitation, career advancement, and the involvement of academic staff in research and innovation projects.

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

The discussions held during the visit with the academic staff involved in DSUD - Mechanical Engineering - doctoral supervisors and course coordinators - confirmed that they had participated in professional and personal development courses organized by UBB and by companies specialising in digital skills, English-language communication skills, project writing, and entrepreneurship. It was also confirmed that academic staff and doctoral students had taken part in national and international scientific conferences, as well as in Erasmus+ mobilities.

- ✓ 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.

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

The recruitment of academic staff is carried out in accordance with the Methodology for Filling Vacant Academic and Research Positions at Babeş-Bolyai University of Cluj-Napoca. Career advancement for academic staff is regulated by the Methodology on the Organization and Conduct of Promotion Examinations in Academic Careers at Babeş-Bolyai University of Cluj-Napoca.
At UBB, the habilitation procedure is coordinated by the Institute of Doctoral Studies and is carried out in accordance with the applicable legislation and with the UBB Regulations on the Public Defense of Habilitation Theses and the Appointment of Doctoral Supervisors.
The procedures for recruiting doctoral supervisors within the Doctoral School of Engineering comply with the applicable legislation - Article 69 of Higher Education Law no. 199/2023 and Article 11 of the UBB Regulations on the Public Defense of Habilitation Theses and the Appointment of Doctoral Supervisors - and are conducted transparently.

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

Following the discussions held with the doctoral supervisors during the visit, the committee noted that the recruitment procedures at UBB and, implicitly, within the Faculty of Engineering comply with the applicable legislation and are conducted in a transparent and fair manner.

The recruitment process is based on the CNATDCU minimum standards, involves the relevant IOSUD-UBB management structures, and ensures that all relevant information is published on the institution's website.

✓ 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.

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

Babeș-Bolyai University operates an Information and Communication Technology Directorate, which provides IT&C services to users across the university's faculties, administrative units, and research units. The Directorate implements UBB's Digital Transformation Strategy through 14 dedicated services - including FluxUBB, Email, Microsoft Teams, Online Admission, Research Management, and Events - Online Payments - ensuring the digitalization of most academic processes.

Doctoral student records and related activities are managed digitally through electronic record-keeping applications and platforms, including AcademicInfo, the Single Matriculation Register (rei.gov.ro), the online platform for announcing public thesis defenses, the website of the Institute of Doctoral Studies, and the websites of the doctoral schools.

The Doctoral School of Engineering uses these IT tools in its academic and administrative processes. They are used by both doctoral students and academic staff, contributing to UBB's digital transformation and to the improvement of the quality of the services provided.

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

Babeș-Bolyai University uses IT tools designed to support and streamline institutional processes. These tools support the doctoral admission process, manage doctoral student records and related activities, and provide access to relevant bibliographic databases.

During the ARACIS expert committee's visit to the Doctoral School of Engineering at the UBB University Centre in Reșița, this was confirmed through meetings and discussions with the staff involved, namely doctoral students and doctoral supervisors.

✓ 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.

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

The doctoral programme combines an advanced university studies component (minimum 30 transferable credits, delivered over 12 weeks in semester one) with an individual research programme running the full duration of the doctorate (30 credits in year one, 60 credits annually thereafter via research reports). Both are recorded in an individual doctoral study plan annexed to the study contract. The curriculum currently comprises two compulsory subjects and one with two options. Management and supervisors confirmed during the visit that content is aligned with labour market needs, that around 85% of doctoral activity is individual, and that the 12-week window leaves limited room to expand the offer further.

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

The programme meets the structural requirements of the indicator: it is credit-based, integrates training, research, and evaluation into a coherent path, and leads to a recognised qualification (ESCO: Mechanical Engineering Expert). The narrow elective offer is a real limitation, and doctoral students themselves suggested an AI-related course would be useful, but this does not undermine the structural soundness of the programme.

✓ Aspects that constitute best practice examples

The individual study plan, as a contractual annex linking training and research components, is a clear and traceable practice.

✓ 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.

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

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

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

The expected learning outcomes are structured around six professional and four transversal competences, mapped to knowledge, skills, and responsibility/autonomy dimensions, in line with EQF Level 8 and ESCO code 2144.1 (Mechanical Engineering Expert). The advanced training programme delivering these competences consists of two compulsory subjects and one elective option, taught over a 12-week window. Teaching staff confirmed the content is aligned with labour market needs, and employer representatives, several of them graduates of the programme, confirmed the doctorate strengthened their professional knowledge and, in at least one case, led to career advancement.

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

The competence framework is detailed and properly anchored to EQF Level 8 and ESCO. This is corroborated by real-world evidence from employers and teaching staff confirming the practical value of the qualification in the labour market. The narrow course structure, two compulsory subjects and one elective within 12 weeks, leaves limited room to formally address all ten competences through teaching alone; in practice, much of this breadth is necessarily carried by the individual research component and supervisor guidance rather than by structured coursework. This is an acceptable model for third-cycle studies but leaves the framework reliant on individual mentoring more than the curriculum itself.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles The organisational component implements the principles of student-centred learning.	
Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

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

The programme applies to student-centered learning through the Individual Doctoral Study Plan, drawn up by the supervisor together with the doctoral student and approved by the Doctoral School Council as an annex to the study contract. The advanced studies programme (minimum 30 ECTS, first semester) includes a subject offered with two options, allowing individual choice; the curriculum, the course files and the semester timetables are published on the SDI page. Learning relies on supervisor mentoring, regular progress meetings scheduled in the timetable, and active methods (presentations before the Guidance Committee and within the SDI workshop series). These arrangements were confirmed during the meetings with the teaching staff and the doctoral students: students choose their supervisor on the basis of the proposed research themes, supervisors maintain frequent individual contact (on the order of one hour per week, informally), and most of the doctoral activity (around 85%) is carried out individually.

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

The published documents confirm that the curriculum is built around each student's research interests, with the individual study plan and the mentoring relationship as the main vehicles of student centered learning. Curricular flexibility, scheduled individual meetings, and the use of active methods are consistent with the standard, and the supporting evidence is publicly accessible, indicating that the principles are applied in practice.

✓ 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.

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

Doctoral students have access to Erasmus+ study and traineeship mobility. The Faculty runs annual Erasmus+ selections in which the doctoral cycle is explicitly eligible, and a dedicated short duration Erasmus+ call for doctoral students was organized for 4-18 February 2026; the partner lists open to doctoral level and the selection documents are published on the Cooperation page. Blended and virtual formats are available with ECTS recognition. Uptake is documented: two doctoral students attended a summer school in Gelsenkirchen in October 2024 and are enrolled under co-tutela supervision.

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

The published selection procedures, the partner lists explicitly open to the doctoral cycle, the dedicated 2025-2026 doctoral call and the documented examples show that mobility opportunities are effectively provided, accessible and transparent.

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

Standard S.B.3.2. Fairness The organisational component provides fair opportunities for students.	
Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities

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

Equity is supported by UBB institutional instruments applicable to the programme as the Gender Equality Guideline and the Guideline for Combating and dedicating mental health procedures, published among the UBB policies. At programme level, the Individual Doctoral Study Plan is configured with the supervisor to reflect each student's interests, potential and learning pace, with individualized

support from the Guidance Committee; the language policy guarantees equity across the languages of instruction.

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

Fair opportunities aligned with students' potential and aspirations are ensured through the flexible individual study plan and individualized mentoring, set within a coherent institutional anti-discrimination and gender-equality framework. At doctoral level, the personalized, supervisor-led study path is the principal mechanism accommodating the diversity of learning styles and abilities. The meetings further indicated that most doctoral students are in employment and that the individual study path accommodates this, with participation in research projects offered to those who wish to take part.

✓ 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.

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

Doctoral students have dedicated workspaces in the Faculty and electronic access to scientific literature via AnelisPlus; research is carried out in accredited research centers and laboratories modernized through recent PRV 2021-2027 and PNRR projects. Documentary resources are provided by the 'Lucian Blaga' Central University Library. Services for students with disabilities are provided by the Centre for Students with Disabilities, and concrete accessibility investments were made at the Reșița center (access platform and panoramic lift in the Aula Magna, adapted restrooms, visual/acoustic signage), as documented in the annual self-assessment report; the faculty website also offers an accessibility toolbar.

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

Access to learning resources and support services appropriate to the field and cycle, including for students with disabilities, is ensured through the dedicated workspaces, the electronic access to literature, the modernized research infrastructure, the library resources and the specific physical-accessibility investments at Reșița. These resources were confirmed from the students' perspective during the on-site meeting: the doctoral students reported a good working relationship with the secretariat, straightforward reimbursement and procurement procedures, an annual budget of around 10,000 lei for research activity, free access to the Copilot AI tool.

✓ Aspects that constitute best practice examples

The recent physical-accessibility investments at the Reșița center (a panoramic lift and an access platform in the Aula Magna, with adapted facilities) are a good-practice example of ensuring non-discriminatory access to education.

✓ 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.

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

The learning outcomes are described in the course files published per academic year and in a dedicated document on acquired competences and learning outcomes, available on the SDI page. They are aligned with EQF/NQF level 8, structured along knowledge, skills and responsibility/autonomy, and mapped to professional (CP1-CP6) and transversal (CT1-CT4) competences; each course file specifies the targeted competences, the assessment methods and the ECTS credits.

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

The published course files and the competences document provide an adequate and accessible description of the expected outcomes at third-cycle level, so that the expectations of students and teachers regarding subject content are clear. During the meeting with the teaching staff the intended outcomes were confirmed in practice (independent research capability, an ethically-grounded understanding of mechanical-engineering phenomena, strong industry relevance) and the subject files were said to include follow-up elements; the doctoral students suggested adding a dedicated course on artificial intelligence to the advanced-studies offer.

✓ 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.

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

Achievement of learning outcomes is monitored through annual progress reports, evaluated by the supervisor and the guidance committee, followed by a pre-defense stage that includes a similarity check, and concluded by the public thesis defense as the final examination. The process is governed by SDI Regulation and two defense sessions are scheduled per year, in June and September, giving students who miss one deadline a further opportunity shortly after. During the visit, teaching staff described supervision as informal and largely individual, around one hour per week with the supervisor, with the guidance committee playing a more periodic role centred on the progress reports. Students described a more frequent level of supervisor availability. When asked, supervisors confirmed that three students had dropped out.

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

The assessment chain described, ongoing progress reports, pre-defense check, and final public defense, is structurally appropriate and corresponds to standard practice for third-cycle studies. The two annual defense sessions provide a reasonable safety net for students who need additional time, and the combination of supervisor evaluation, guidance committee input, and a similarity check before defense gives the process more than one layer of scrutiny. The absence of public defenses over the past five years, explained by management as a consequence of the institutional merger and subsequent curriculum revision, does not by itself indicate that the assessment mechanism is unsound, but it does mean the final stage has not yet been exercised under the current arrangements.

✓ 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.

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

Admission to the doctoral programme follows the annually updated UBB Admission Methodology for Doctoral Studies and is further detailed in Article 7 of the SDI Regulation. The competition consists of two parts, a multiple-choice test on the proposed research topic and an interview, and is organised in one or two annual sessions before the start of the academic year. Research topics for vacant positions are proposed by the doctoral supervisors and approved by the Doctoral School Council before publication. Teaching staff confirmed during the visit that students select their supervisor on the basis of these published research themes, consistent with the procedure described in the internal evaluation report. Candidates may be admitted to budgeted, self-funded, or fee-paying places, depending on their circumstances and the places available.

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

The admission procedure is clearly defined, legally grounded in the national framework for doctoral studies, and consistently described across the documentation and the testimony gathered during the visit. The two-stage competition, combining a topic-specific test with an interview, is an appropriate model for selecting candidates suited to a specific research direction, and the alignment between published research themes and supervisor selection was independently confirmed by teaching staff.

✓ Aspects that constitute best practice examples

The publication of research topics in advance of the competition, agreed at Doctoral School Council level, gives candidates clear and relevant information before applying.

✓ 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.

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

Admission to the doctoral programme is governed by national legislation and university regulations that exclude age, sex, ethnicity, religion, political affiliation, and non-risk chronic illness as selection criteria. Reserved places are allocated for candidates of Romanian origin from abroad and for candidates of Roma ethnicity, in line with national requirements. Support measures referenced for vulnerable groups and candidates with special educational needs or disabilities include adapted competition conditions, accessible infrastructure, and individualised assistance, alongside the physical accessibility improvements made at the Reșița campus, including an access platform and panoramic elevator installed in the Aula Magna and adapted sanitary facilities.

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

The legal and procedural framework for equitable admission is sound and consistent with national requirements and university-wide policy. No specific case of a candidate admitted under the reserved-places scheme, nor any concrete example of an adapted admission condition for a candidate with a disability, was raised or discussed during the visit, so the practical application of these measures within the doctoral school could not be independently confirmed, and it does not call into question the framework itself.

✓ 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.

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

The professional activity of doctoral students is governed by a published, periodically updated framework: the Regulation of the Doctoral School of Engineering (in Romanian and English) and the thesis-drafting guide, the UBB Regulation on doctoral studies (as amended by HS no. 32/2025), the doctoral studies contract and the Individual Doctoral Study Plan, all accessible on the SDI page. Implementation is monitored by the supervisor, the Guidance and Academic Integrity Committee and the Council for Doctoral Studies, with progress reports submitted at intervals not exceeding 12 months.

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

The published regulatory set, the defined monitoring roles and the progress report mechanism show that the regulations governing students' academic and professional activity are applied consistently and transparently. The availability of the regulation in English and the existence of a faculty-level Abandonment-Risk Monitoring Committee indicate that recommendations from the previous external evaluation have been acted upon. During the on-site meeting with the management it was noted that no doctoral thesis has been defended in the domain over the past five years, a situation attributed primarily to the merger of the universities and the resulting change of curriculum.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation Improving the quality of education and research through internationalisation actions.	
Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

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

The programme is embedded in UBB's international networks (Erasmus+, the EUTOPIA alliance, The Guild). SDI carries out concrete international cooperation actions as a recurring series of lectures and workshops with international guests (e.g. Westfälische Hochschule Gelsenkirchen 2025; University of Novi Sad 2024; visiting doctoral students from Kazakhstan 2024), announced on the SDI page, and the international EMING conference (12th edition, 23-24 May 2024). Co-tutela supervision has been introduced for two doctoral students, and staff and students publish in WoS/Scopus-indexed journals and take part in transnational projects.

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

The alliance memberships, the regularly internationally staffed lecture and workshop series, the international EMING conference, the co-tutela arrangements and the participation in international publication and project networks together demonstrate sustained international cooperation supporting mobility and collaboration. The actions are documented and verifiable on the website, indicating that internationalization is operational. The meeting with the management confirmed the two co-tutelle arrangements (in Germany) and identified, as a development direction, the need to involve international experts more systematically in the advanced-training programme and in the guidance and evaluation committees.

✓ 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.

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

Doctoral students are involved from the start of their studies in research carried out within the CVDTEA and CCHAPT centres, contributing to experimental and analytical activities that are directly tied to their thesis topics. A concrete example confirmed during the visit is the ASSET-IxC project, funded under PNRR, in which four named doctoral students work on dedicated packages alongside their supervisors. Students confirmed that at least one is actively engaged in a funded project and another is preparing to join one. Teaching staff indicated that the majority of doctoral activity, around 85%, takes place individually under direct supervisor guidance rather than through structured group research, which is consistent with the nature of third-cycle training. During discussions with research centre

representatives, it emerged that the hydraulics-related activity within CCHAPT currently has no doctoral students attached, due to the absence of a supervisor qualified in that specific area.

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

The mechanism for integrating research into doctoral training is genuinely in place and demonstrated by the ASSET-IxC example, which shows real student involvement in funded, supervised research linked to thesis work. The individual, supervisor-led model described by staff is an appropriate and common approach for doctoral education and supports the achievement of learning outcomes for those students engaged in it. At the same time, participation in funded or structured research projects appears concentrated in a small subset of the 37 enrolled students, and one full research direction within CCHAPT is currently inactive for doctoral purposes due to the lack of a qualified supervisor.

✓ Aspects that constitute best practice examples

The integration of named doctoral students into a funded national research project (ASSET-IxC), with clearly assigned work packages tied to their research topics, is a concrete and verifiable example of research-based learning in practice.

✓ Recommendations

Address the supervisor gap in the hydraulics research direction within CCHAPT so that doctoral students can be attached to this area, and consider ways to broaden participation in funded research projects beyond the current small group of students.

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

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

Research results from the doctoral field are made visible primarily through the publication record of the doctoral supervisors, who maintain active profiles on Web of Science, Scopus, and Google Scholar, and who regularly publish in indexed journals and present at international conferences. Professor Gillich's and Associate Professor Korka's research output in particular shows sustained international visibility over a number of years. Doctoral students confirmed that one is currently active in a funded research project and another is preparing to join one, while others are limited in their research involvement by outside employment. No public thesis defense has taken place in the field since November 2021. Employer representatives, when asked, did not point to any specific patent, licence, or technology transfer contract resulting directly from doctoral research.

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

The visibility of research results in this field rests substantially on the established academic standing of the doctoral supervisors, whose indexed publications and citation profiles provide a credible and verifiable base for international recognition in the relevant research areas. This supervisor-level track record is a genuine strength and gives the field a real presence in the national and international scientific community. At the same time, visibility generated specifically by doctoral students, through their own publications, conference presentations, or completed theses, remains limited in scope, and no example of research-based technology transfer to industry was identified during the visit. Given that no thesis

has been defended in five years, the indicator's fulfilment currently depends more on the supervisors' standing than on demonstrated student-level output, which should be strengthened going forward.

✓ Aspects that constitute best practice examples

The supervisors' sustained, independently verifiable presence in international indexed databases is a solid foundation that the doctoral school can continue to build on.

✓ Recommendations

Encourage and track student-led publications and conference participation more systematically, and pursue concrete opportunities for technology transfer with industry partners so that research visibility is not carried solely by the supervisors' individual academic profiles.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application Adequately implemented strategic directions, actions, and procedures	
Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

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

Quality assurance is governed by UBB's internal regulatory framework, which includes the Quality Assurance Policy, the 2024–2029 Strategic Plan, UBB's annual operational plans, and the annual Quality Assurance Programs. All quality procedures developed by UBB`s administrative units comply with the applicable legislation and are published in the Quality Manual, on the website of the Qualitas Centre, or on the website of the Administrative Council.

The Doctoral School of Engineering applies these procedures through activities specific to the doctoral study programme in Mechanical Engineering. Doctoral students' progress is monitored annually on the basis of criteria related to their scientific activity, the stage of their research, and their involvement in the academic community. The results are analysed by the Doctoral School Council and used to adjust supervision and training strategies. Each year, a Self-Evaluation Report is prepared, including qualitative indicators on the activity of DSUD-IM.

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

Quality evaluation procedures are applied consistently within the organisational component, as confirmed by the data and documents presented during the ARACIS expert committee's visit.

Information collected from doctoral students, academic staff, and employers is analysed and incorporated into the review of quality-related documents - regulations, methodologies, and procedures - with the aim of continuously improving both teaching activities, namely the individual advanced university training plan, and research activities, namely the doctoral student's advanced research programme.

✓ 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.

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

Stakeholder opinions are channeled through several mechanisms: the semester evaluation of teaching staff by doctoral students; the annual evaluation of the doctoral stage by doctoral students (procedure adopted in 2024, published on the SDI page); the Qualities Centre's annual report on the evaluation of the doctoral programme; and an elected doctoral-student member of the Doctoral School Council. Feedback is consolidated in the annual self-assessment report.

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

The elected doctoral-student member of the Council, the semester and annual student-evaluation mechanisms and the feedback consolidated in the self-assessment report demonstrate that the opinions of the students are collected and considered in implementing procedures. The mechanisms are operational. Speaking about the employers, during the visit, they stated that they are not consulted for the curriculum making process nor for the advanced preparing program.

✓ Aspects that constitute best practice examples

✓ Recommendations

Involvement of the employers for the advanced preparing program of the PhD students and for the doctoral courses.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

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

Babeş-Bolyai University of Cluj-Napoca operates a Code of Ethics and Professional Conduct, updated in 2025. Each member of the academic community is responsible for complying with the provisions of the Code, and the university implemented practices and tools to monitor and enforce them.

The UBB Ethics Committee operates as an independent body, in accordance with the Regulations on the Organization and Functioning of the UBB Ethics Committee, approved by the University Senate. The Ethics Committee consists of 8 academic staff members and researchers from UBB faculties and 3 student representatives, ensuring the representation of the relevant stakeholders.

The Research Ethics Subcommittee operates within the UBB Ethics Committee in accordance with its own Organization and Functioning Procedure. Within DSUD-IM, anti-plagiarism tools are used to ensure academic integrity in all types of work, including articles, research reports, and doctoral theses.

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

During the visit, the expert committee held a meeting with the representative of the Research Ethics Subcommittee within the UBB Ethics Committee. The committee noted that the UBB Ethics Committee operates in accordance with its own regulations on organisation and functioning and ensures compliance with the principles of academic integrity.

The Ethics Committee meets whenever necessary to issue decisions and prepare annual reports. The UBB Ethics Committee consists of 8 academic staff members, selected through an internal competition, and 3 students, one of whom is a doctoral student.

During the meeting, it was also confirmed that no issues concerning breaches of university research ethics standards had been reported within the Doctoral School of Engineering in relation to the doctoral field under evaluation.

✓ 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.

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

Procedures relevant to the doctoral field are applied through a defined annual cycle: curricula are updated by the Doctoral School, validated by the Doctoral School Council and the Faculty Council, approved by the Council for Doctoral Studies, and then published before the admission period. The doctoral school's regulations and procedures are accessible online and are described as being updated periodically. An annual Self-Assessment Report is referenced as the main instrument through which the doctoral school documents its activity and demonstrates ongoing application of its quality procedures. During the meeting with CEAC members, the discussion covered strategic directions, the regulatory basis for the school's operation, stakeholder involvement, and data collection practices, but no specific example of a procedure leading to a documented quality improvement was produced for direct review.

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

The procedural framework described is coherent and follows a logical, traceable approval chain from school level through to CSUD. This structure, if consistently followed, provides a reasonable basis for quality assurance within the doctoral field. However, the visit did not produce direct documentary confirmation, such as the Doctoral School Council minutes or similar, that would demonstrate how this framework has translated into measurable improvements over recent cycles. The indicator's requirement to "prove" impact is therefore only partially supported by what was available during the visit, even though the underlying procedural design appears sound.

✓ Aspects that constitute best practice examples
✓ Recommendations

Concrete example per cycle of a procedure that led to a documented improvement must be keept, so that the impact of quality assurance procedures can be independently verified.

The indicator is: fulfilled.

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

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

Members of the academic community are involved in implementing procedures through several defined channels: doctoral supervisors participate directly in Doctoral School Council meetings where regulations and curricula are discussed, and an elected doctoral student sits on the Council as a representative voice for the student body. The internal evaluation report also describes the involvement of external industry experts through SDI workshops and references the contribution of alumni and industry representatives to adjusting quality assurance procedures. During the meeting with employer representatives, several of whom are themselves graduates of the programme, it was confirmed directly that they have had no involvement in curriculum development or in shaping the methodology of the doctoral programme. The discussion with CEAC members also covered stakeholder involvement as a specific topic, but did not produce a concrete example of external stakeholder input leading to a procedural change.

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

Involvement of the doctoral school's own community, supervisors and the student representative on the Council, is structurally in place and functions as a recognised channel of internal participation. However, the involvement of external stakeholders, which is also part of this indicator's scope, is not supported by the evidence gathered during the visit. Employers stated plainly that they are not consulted on curriculum or methodology, which directly contradicts the broader claim in the internal evaluation report that alumni and industry contribute to adjusting quality assurance procedures. This is not a minor gap: it points to one half of the indicator's requirement, external stakeholder involvement, not being met in practice, even though internal academic community involvement is functioning.

✓ Aspects that constitute best practice examples

The presence of an elected doctoral student representative on the Doctoral School Council is a concrete and verifiable example of internal community involvement.

✓ Recommendations

Establish a real, structured channel through which employers and industry partners can contribute to curriculum review or procedural updates, since current involvement, as confirmed directly by employers, does not extend beyond informal contact.

The indicator is: partially fulfilled.

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

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

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

The evaluation of teaching staff by students is organized on a semester basis through the AcademicInfo platform, with the Qualitas Centre preparing annual reports. For the doctoral cycle, the evaluation of the doctoral stage by doctoral students is additionally governed by a dedicated procedure adopted in 2024 (published on the SDI page). According to the internal evaluation report, the results are used to adjust teaching methods and update content, and this analysis is reflected in the annual self-assessment report.

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

The semester evaluation mechanism, the dedicated doctoral-stage evaluation procedure and the reflection of the results in the self-assessment report indicate that the analysis of the students' biannual evaluation of teachers is carried out and used.

✓ 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.

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

Data relevant to internal quality assurance is collected through three integrated institutional systems: AcademicInfo, which tracks enrolled students, academic records, and course evaluations; ManageAsist, used for administrative and managerial data; and the UBB Academic/Research Activity Management application, which records publications and research output for academic staff. At the level of the doctoral school, the data collected and analysed includes supervisor activity, such as annual reports, scientific performance indicators, and tutoring records, as well as student activity, including progress reports, guidance committee evaluations, publication records, conference participation, mobility, and satisfaction data, together with information on access to research infrastructure.

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

The data collection framework described is comprehensive in scope and appropriately structured, covering the principal categories needed for internal quality assurance at both supervisor and student level. The three-system architecture provides reasonable coverage across academic, administrative, and research dimensions, and the categories of data identified for DSUD-IM specifically are relevant and appropriate to the doctoral school's quality assurance needs. The absence of a live demonstration during the visit limits independent verification of how this data is actually compiled and used in practice, but does not undermine the soundness of the framework as described.

✓ Aspects that constitute best practice examples

✓ Recommendations

Continue progressing toward the interconnection of the three systems referenced, so that the practical operation of the data collection framework can be independently verified.

The indicator is: fulfilled.

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

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

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

The Doctoral School of Engineering publishes information of public interest on its own website, including curricula, course descriptions, the curricula vitae of doctoral supervisors, and the curricula vitae of members of the academic guidance and ethics committees. Following the 2021 ARACIS recommendation that doctoral school regulations also be made available in English, the internal evaluation report states that this information is now published in Romanian, Hungarian, German, and English. Students confirmed during the visit that they are generally able to find the official information they need regarding the programme.

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

The categories of information described as published, curricula, course descriptions, and supervisor and committee CVs, are appropriate and cover the core elements expected for public transparency of a doctoral programme. The extension of language coverage to include English directly addresses a specific recommendation from the previous external evaluation, which is a positive and traceable improvement. We did not verify that all listed documents are current and that the English-language versions are substantively complete rather than partial, so this remains based primarily on the institution's own description, supported in general terms by student feedback.

✓ Aspects that constitute best practice examples

The publication of doctoral school information in four languages, including English, is a concrete and verifiable response to a previous external evaluation recommendation.

✓ Recommendations

Conduct a periodic internal check of the SDI website to confirm that all published documents, including the English-language versions, are current and complete, and make this verification readily demonstrable in future external evaluations.

The indicator is: fulfilled.

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

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

UBB facilitates access to information of public interest through the INFOUBB section of the university website. Decision-making transparency is ensured by publishing Senate decisions, Administrative Council decisions, and Faculty Council decisions and resolutions on the university website.

The Doctoral School of Engineering ensures transparency in its decision-making processes by adopting decisions within the Doctoral School Council, communicating them, and publishing them on its own

webpage. In addition, the Doctoral School of Engineering prepares and publishes an annual Self-Evaluation Report on its webpage.

Thus, through its organizational component, DSUD-IM ensures a decision-making process based on communication and access to relevant information, including information on doctoral admission, elections at Doctoral School level, and other related matters.

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

Based on the information presented in the Internal Evaluation Report and on the documents available on its webpage, the organizational component ensures decision-making transparency by providing public access to information on management structures and institutional procedures.

✓ 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.

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

The organisational component prepared and submitted an internal evaluation report covering all required fields, criteria, and indicators, and organised a two-day site visit that brought the evaluation committee into contact with management, doctoral supervisors, doctoral students, employer representatives, the university ethics committee, the faculty's quality assurance structures, and the directors of the relevant research centres. The internal evaluation report includes a structured response to each recommendation issued following the previous external evaluation in November 2021, when the field received the decision to maintain accreditation. Documentation, regulations, reports, and records of scientific and administrative activity, was made available throughout the visit, supporting the committee's review across all assigned indicators.

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

The institution fulfilled its procedural obligation to organise and participate in the external quality evaluation process as required by law. The breadth of the visit programme, covering every relevant stakeholder category, and the structured engagement with the previous evaluation's recommendations demonstrate that the organisational component took the process seriously and prepared accordingly. Specific evidentiary gaps identified bedofe the visit, relating to particular data, statistics, or documents were produced and sent timely, stating the institution's compliance with the external evaluation procedure itself, which was properly carried out.

Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Highly qualified human resources: the 4 doctoral supervisors have obtained national and international visibility, reflected in articles published in Web of Science-indexed journals, research grants/contracts, and completed doctoral theses; ✓ Doctoral students and graduates express satisfaction with the content of the doctoral study programme, the learning outcomes acquired, access to research infrastructure and international databases, collaboration with doctoral supervisors, and the support provided by UBB for materials, conference participation, mobility periods, and publication fees; ✓ Adequate resources and support (workspaces, AnelisPlus, PNRR/PRV-modernized labs; easy reimbursement, ~10,000 lei/year research budget, free Copilot access); ✓ The infrastructure of the Doctoral School of Engineering supports advanced research activities and the development of interdisciplinary research topics; ✓ UBB provides financial support for staff professional development and for the dissemination of research results produced by doctoral students and doctoral supervisors in specialised journals with an impact factor.	INTERNAL FACTORS	✓ Two of the doctoral supervisors are associated staff members, which increases the risk of a reduction in the number of doctoral supervisors in the near future; ✓ A limited number of nationally and European-funded projects to support the research activity of doctoral students and postdoctoral researchers; ✓ Limited financial support from industry partners; ✓ A limited number of mobility periods and training internships undertaken by doctoral students at universities and research institutes abroad.

SWOT analysis

Opportunities: ✓ Making use of UBB's partnerships arising from its association in European university alliances, such as EUTOPIA, and in international university networks, which support academic staff exchanges and the development of educational and research projects; ✓ Involving international experts in the advanced university training plan, advanced research programs, academic guidance and integrity committees, and doctoral thesis defence committees; ✓ Organizing doctoral studies under international joint supervision; ✓ Labor market demand for doctoral graduates with research experience.	EXTERNAL FACTORS	**Threats:** ✓ The limited number of doctoral supervisors within DSUD-IM; ✓ Difficult access to national research grants and, consequently, the limited involvement of doctoral students in funded research activities; ✓ The underfunding of research at national level, caused by socio-economic instability and by a lengthy research project evaluation processes; ✓ The significant impact of research underfunding on the ability of younger academic staff to meet the CNATDCU minimum standards; ✓ Doctoral students' employment limiting research time and slowing completion; ✓ Out-migration of specialists/graduates to R&D firms abroad.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	Fulfilled	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	Fulfilled	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	Fulfilled	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	Partially Fulfilled	It is necessary to adopt measures to attract new doctoral supervisors and, at the same time, support UBB tenured professors in obtaining accreditation in the field of doctoral studies: Mechanical Engineering.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	Fulfilled	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	Fulfilled	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	Fulfilled	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	Fulfilled	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	Fulfilled	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	Fulfilled	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	Fulfilled	

13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	Fulfilled	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	Fulfilled	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	Fulfilled	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	Fulfilled	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	Fulfilled	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	Fulfilled	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	Fulfilled	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	Fulfilled	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	Fulfilled	Address the supervisor gap in the hydraulics research direction within CCHAPT so that doctoral students can be attached to this area, and consider ways to broaden participation in funded research projects beyond the current small group of students.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	Fulfilled	Encourage and track student-led publications and conference participation more systematically, and pursue concrete opportunities for technology transfer with industry partners so that research visibility is not carried solely by the supervisors' individual academic profiles.

DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	Fulfilled	Involvement of the employers for the advanced preparing program of the phd students and for the doctoral courses.
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	Fulfilled	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	Concrete example per cycle of a procedure that led to a documented improvement must be keept, so that the impact of quality assurance procedures can be independently verified.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	Partially Fulfilled	Establish a real, structured channel through which employers and industry partners can contribute to curriculum review or procedural updates, since current involvement, as confirmed directly by employers, does not extend beyond informal contact.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	Fulfilled	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	Fulfilled	Continue progressing toward the interconnection of the three systems referenced, so that the practical operation of the data collection framework can be independently verified.
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	Fulfilled	Conduct a periodic internal check of the SDI website to confirm that all published documents, including the English-language versions, are current and complete, and make this verification readily demonstrable in future external evaluations.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	Fulfilled	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	Fulfilled	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	7	1	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	9	1	0
Total	30	2	0

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.
Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions

The Doctoral Program in Mechanical Engineering at the Doctoral School of Engineering of IOSUD-"Babeş-Bolyai" University in Cluj-Napoca has a clearly defined mission and its objectives meet the demands of the labor market. The training of doctoral students is conducted in accordance with current legislation and corresponds to the requirements of Level 8 CNC/EQF.
The Doctoral School of Engineering (UBB Reşiţa University Center), which houses the Doctoral School of Mechanical Engineering (DSUD), boasts a highly competent and experienced staff, a high level of scientific activity, and a strong international presence.
It is necessary to take steps to attract doctoral thesis supervisors and, consequently, support tenured professors in obtaining habilitation at the DSUD of Mechanical Engineering, in order to increase the number of doctoral students and the number of theses defended.
The laboratories and research centers of the Doctoral School of Engineering, as well as those of the companies to which doctoral students have access, are equipped with excellent facilities and research equipment, enabling the development of high-quality scientific research activities.
From the conversations held during the visit, it was observed that doctoral students are satisfied with the learning environment and the sociocultural facilities offered, positively valuing their relationship with their thesis advisors and access to the research infrastructure, and expressing optimism regarding their career prospects.
Considering the human and material resources of the DSUD School of Mechanical Engineering and the collaborative relationships already established, it is recommended that internationalization efforts be intensified to attract international students, experts to the Academic Guidance and Integrity Committee and/or to the Doctoral Dissertation Public Defense Committees, in order to increase the number of long-term doctoral student exchanges to prestigious partner institutions.
The evaluation committee considers that the conditions for maintaining accreditation for the doctoral program in Mechanical Engineering, organized by the Doctoral School of Engineering at the Faculty of Engineering of Babeş-Bolyai University in Cluj-Napoca, have been met.

Following the accreditation maintenance procedure, the following decision was made:

- ✓ **maintaining accreditation** (MAC)

VII. Annexes

1. DSUD 2026 UBB evaluation calendar;
2. Meeting minutes;
3. List of teaching staff of the Academic Guidance and Integrity Committee 2025-2026;
4. List of doctoral students 2025-2026;
5. ERASMUS+ mobility records SDI 2021-2026.