

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:	Education, Reflection, Development Didactics. Tradition, Development, Innovation
Doctoral Domain:	Educational sciences
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof. PhD Alois GHERGUȚ	Expert evaluator	
2.	Prof. PhD Sergiu BACIU	International Expert	
3.	Adrian Lăzărescu	PhD Student Evaluator	

I. Introduction

This report was prepared in the context of the request for periodic evaluation of the doctoral field of study Educational Sciences within IODS from Babeş-Bolyai University of Cluj-Napoca. The doctoral domain in Educational Sciences is included in the Psychology and Educational Sciences Faculty with two doctoral schools *Education, Reflection, Development* (SD ERD) and *Didactics. Tradition, Development, Innovation* (SD DTDI).

The period of the external visit was between 27 and 28 July 2026, and the evaluation panel included Prof. PhD Alois GHERGUT, Prof. PhD Sergiu BACIU, and the PhD student Adrian LĂZĂRESCU.

The Doctoral School in Educational Sciences was established by Decision CA-UBB of November 21, 2001, in the context of the reorganization of doctoral schools at Babeş-Bolyai University, in accordance with the principles of the Bologna Declaration (1999). In 2005, the doctoral school was renamed *Education, Development, Cognition*, and since 2012 it has operated under the name *Education, Reflection, Development* (SD ERD). The mission of SD ERD is to ensure the deepening and extension of psycho-pedagogical, methodological and scientific training for graduates of master's programs through integrated activities of teaching, seminars, evaluation and scientific research, with the aim of forming a new generation of researchers in educational sciences. The general objectives of the doctoral program include the theoretical, methodological and practical training of specialists in educational sciences, the development of pedagogical competencies necessary for work in educational resource centres and non-formal education institutions, as well as the development of scientific research competencies, with emphasis on initiation into experimental pedagogical research.

The Doctoral School *Didactics. Tradition, Development, Innovation* (SD DTDI) was established by Senate Decision no. 14043 of July 23, 2019, in response to the need for theoretical, methodological and applied advancement of research in the related field of didactics, in the context of contemporary developments in education. SD DTDI aims to develop high-performance research in *educational sciences*, particularly in the area of general didactics and subject-specific didactics, building on the existing academic tradition and orienting it toward development and innovation.

Scientific research represents a central pillar of activity for both doctoral schools, which promote broad thematic areas and rigorous methodological commitments in both fundamental and applied research, foster critical and reflective thinking in relation to contemporary challenges, adopt modern, comparative and interdisciplinary perspectives on research topics, and develop a comprehensive inter-and transdisciplinary vision in which pedagogy and related sciences play a decisive role.

The leadership of each doctoral school is ensured by its director, together with the Doctoral School Council, a body subordinated to the Council for Doctoral Studies (CSUD). The Doctoral School Council meets at least three times per year, convened by the Director or by at least one third of its members, and meetings are chaired by the Director. The Director and the members of the Council are elected by universal, direct and secret vote of the doctoral supervisors and doctoral students within the doctoral school, and membership in the Doctoral School Council may be held exclusively by doctoral supervisors.

In carrying out its responsibilities, the Doctoral School Council develops and implements the regulations for organization and functioning (available online on the websites of SD ERD and SD DTDI), manages and monitors the use of funds and grants, decides on granting or withdrawing the status of doctoral supervisor or affiliated member, approves the enrolment and, where appropriate, the dismissal of doctoral students, establishes and implements the structure and content of doctoral study programs, approves individual study plans, doctoral committees and scientific performance standards, ensures internal evaluation and program quality, compliance with ethical and professional standards, full information of candidates, and supports external evaluation processes for authorization, accreditation or reaccreditation of the doctoral schools.

The doctoral programs offered by the two SDs are scientific and professional in nature and aim to train specialists with advanced research competencies, capable of contributing to the development of the educational field at both theoretical and applied levels. The competencies acquired correspond to Level 8

of the European Qualifications Framework and target both professional research competencies and transversal competencies relevant for academic and professional careers.

In the case of SD ERD, since the last ARACIS external evaluation, concrete measures have been implemented to strengthen institutional capacity and increase the quality of doctoral research activities. The system for recording the academic progress of doctoral students has been updated and is currently in use, and permanent access to similarity analysis software has been ensured, including for preventive purposes. Research activity has been intensified through the involvement of doctoral students in research projects, alongside the improvement of financial monitoring mechanisms for doctoral grants. All doctoral supervisors meet the national habilitation standards, and the quality and visibility of scientific publications have increased. Quality assurance mechanisms have been strengthened (through the creation of anonymous forms through which doctoral students can evaluate the quality of the university program) and the transparency of information relevant to doctoral students has been enhanced.

In the case of SD DTDI, developments following the last ARACIS evaluation primarily concern the intensification of research and internationalization. SD DTDI has significantly increased the level of additional funding through the participation of doctoral students in grants obtained in national and international competitions and through scholarships won by doctoral students, with a direct impact on their training. The quality of human resources has been strengthened by increasing the number of publications in prestigious journals and by supporting the defense of doctoral and habilitation theses, as well as by complying with standards regarding the number of supervised doctoral students. Four new doctoral supervisors have been recruited. All doctoral supervisors meet the national habilitation standards. At the same time, international reviewers are included in doctoral committees whenever the topic and the language in which the thesis is written allow this, contributing to increasing the visibility and international relevance of thesis evaluation. Strong emphasis is placed on research ethics, with doctoral theses and articles being analysed using anti-plagiarism software even preventively, during the editing process. Doctoral courses also present to doctoral students freely accessible software for processing research data. A questionnaire has been created to obtain anonymous feedback from doctoral students, necessary for monitoring the quality of the educational and administrative process within the doctoral school.

II. Methods used

Before the site visit, the evaluation panel studied the Internal Evaluation Report of IOSUD-UBB and other relevant documents (annexes, additional documents, etc.). In addition, we studied the websites of IOSUD-UBB doctoral schools that were accessible in English. During the visit, 27-28 July 2026, it was a good opportunity to enhance the information which had received about doctoral studies of educational sciences at the IOSUD-UBB.

The site visit started with a preliminary meeting of experts, who are members of the evaluation team. At this meeting, there was discussion about preparation and harmonization of evaluation stages. During the whole period of evaluation, we had a possibility to participate in a number of group meetings with representatives of the IOSUD-UBB, the domain of Educational Sciences, IOSUD staff, the director of doctoral schools, students, alumni, employers, and other persons from qualitative management and the ethics panel. All this helped us to complete the report. We had occasion to discuss the information received with the colleagues from IOSUD-UBB and clarify possible ambiguities.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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The structure and organisation of Babeş-Bolyai University (UBB) are regulated in accordance with the legal provisions in force and are outlined in the UBB Charter. The UBB Internal Rules and Regulations establish the general provisions regarding staff conduct and the organisation of work, in compliance with the current legal regulations.

In UBB there is the Council for Doctoral Studies (CSUD) is the organisational structure that leads the Institute for Doctoral Studies (ISD). CSUD is headed by a director. The position of a CSUD director is equivalent to that of a vice-rector.

Doctoral studies are organised by Doctoral Schools, which are grouped in and coordinated by the Institute for Doctoral Studies (ISD). Doctoral Schools operate as departments within faculties or within UBB research/ development/ innovation units. Doctoral Schools are managed by a School Council and a director, both elected by the members of the doctoral school. The director of the Doctoral School holds a position equivalent to that of a head of department.

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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At university level, the process of adopting and/or revising methodologies, regulations, and implementation procedures is carried out in accordance with the UBB Charter, in compliance with the applicable legal provisions. Members of the academic community and other third parties are consulted during these processes (UBB Charter, Chapter 4.2.3, Principles of Organisation and Operation).

The activity of the Doctoral Schools in Educational Sciences (SD ERD and SD DTDI) is coordinated by the Doctoral School Council (CSD), a deliberative structure subordinated to the Council for University Doctoral Studies (CSUD), which plays a central role in the development, implementation and revision of the criteria, methodologies and procedures specific to doctoral studies. The Council of SD ERD (respectively SD DTDI) is established through universal, direct and secret vote of the doctoral supervisors and doctoral students, ensuring a representative decision-making structure that includes doctoral supervisors and one representative of the doctoral students, in accordance with the regulatory provisions.

The Council of SD ERD (respectively the Council of SD DTDI) meets periodically, at least three times per year, as well as whenever necessary, at the initiative of the Doctoral School Director or of at least one third of its members, and the meetings are chaired by the Director of each Doctoral School. During these meetings, essential aspects regarding the organization and functioning of the Doctoral School are analysed and decided upon, including the approval and revision of the regulations for organization and functioning, the curricula, and the individual study plans of doctoral students.

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

Through its responsibilities, the Council of SD ERD (respectively SD DTDI) ensures the periodic internal evaluation of the doctoral study programs, monitors the quality of teaching and research activities, implements procedures for the evaluation of doctoral research outcomes, and safeguards compliance with ethical standards and academic integrity. The results of the analyses and consultations carried out within the Council of SD ERD (respectively SD DTDI) underpin the process of continuous adaptation and improvement of the regulatory and procedural framework, thus contributing to the quality assurance and transparency of doctoral study programs.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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All university facilities, depending on the intended purpose of their activities, comply with the applicable technical, safety, and sanitary-hygienic standards.

Within the Faculty of Psychology and Educational Sciences, the organization and management of teaching facilities and equipment aim to ensure efficiency in the conduct of academic activities. Lecture halls, laboratories and study spaces are administered at the institutional level, in accordance with uniform standards of equipment and functionality. Teaching activities are carried out in five buildings (the Pedagogical Building on Sindicatelor Street; the Institute of Psychology Building; the building on 21 Decembrie Boulevard; the building on Moșilor Street; and the building on Avram Iancu Street), which include numerous classrooms properly equipped for the effective delivery of lectures and seminars.

SD ERD and SD DTDI benefit, in accordance with the law, from adequate facilities for teaching, research, and administrative activities, as well as from spaces dedicated to student and doctoral student services, thereby ensuring a supportive environment for study and academic work. The activities of the doctoral schools are carried out within the Faculty of Psychology and Educational Sciences (FPSE), which provides lecture and seminar rooms, multifunctional spaces for academic and scientific activities, research facilities, and offices for academic staff and doctoral supervisors, in line with the specific requirements of doctoral study programs.

SD ERD uses the facilities of the Department of Educational Sciences, conducting its activities within FPSE, at 7 Sindicatelor Street, in Room 18, whose equipment allows for activities specific to a computer laboratory, a foreign language teaching and learning laboratory, or a didactic laboratory. SD DTDI carries out its activities in the Babeș-Bolyai University building located at 11 Calea Moșilor, using the facilities of the Department of Pedagogy and Applied Didactics (Rooms 104 and 105) and of the Department of STEM Didactics and Special Psycho-Pedagogy (Rooms 204 and 205), which are properly equipped for doctoral activities and for the public defense of doctoral theses.

The material infrastructure is complemented by access to the research infrastructure of FPSE and Babeș-Bolyai University, including libraries, documentation centres, scientific databases relevant to the field of educational sciences, laboratories, and modern IT resources. Doctoral students have access to IT equipment, internet connectivity, institutional electronic platforms (website academicinfo), and the Turnitin similarity detection software, which is used continuously, including for preventive purposes. Upon request, individual Turnitin accounts may be created for doctoral students and doctoral supervisors, in accordance with institutional procedures, to support its use in research and academic writing activities.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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FPSE and Babeş-Bolyai University ensure adequate facilities and conditions for the activities of academic and administrative staff, as well as non-discriminatory access to infrastructure for doctoral students, including persons with disabilities, by complying with accessibility standards and adapting existing facilities. The equipment and facilities are continuously maintained and upgraded in accordance with academic requirements and assumed quality standards, contributing to the optimal use of material resources and to the support of doctoral training and advanced research activities.

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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Within the field of Educational Sciences, SD ERD and SD DTDI have adequate human resources to carry out the teaching and research activities specific to doctoral study programs. The academic staff involved in the implementation of doctoral programs hold the academic qualifications and professional competencies required for teaching, supervision, and evaluation activities, in accordance with the legislation in force and applicable national standards.

The doctoral supervisors within both doctoral schools are habilitated academic staff members who meet the CNATDCU standards corresponding to the field of Educational Sciences (according to Annexes I.P.A.3.1.1.1 and I.P.A.3.1.1.2). The list of doctoral supervisors is publicly available on the websites of SD ERD and SD DTDI, and it is accompanied by relevant information regarding research areas, academic CVs, lists of publications, and links to academic profiles, thus ensuring transparency and public access to information concerning their qualifications and professional performance. The staffing plans corresponding to the academic year 2025–2026 are included in Annex I.P.A.3.1.1.3 (SD ERD) and Annex I.P.A.3.1.1.4 (SD DTDI), respectively.

The distribution of doctoral students among doctoral supervisors is carried out in a balanced manner and is continuously monitored at the level of both doctoral schools, in compliance with the standard regarding the maximum number of doctoral students that may be supervised simultaneously by a doctoral supervisor.

At the time of drafting this report, 8 doctoral supervisors are active within SD ERD. Of these, 5 supervisors are tenured staff members at Babeş-Bolyai University, employed under permanent contracts, while 3 supervisors are affiliated academic staff. Furthermore, 2 supervisors coordinate more than 8 but no more than 12 doctoral students simultaneously, each supervising 11 and 12 doctoral students, respectively. But, for the academic year 2026-2027, all supervisors will have a maximum of 8 doctoral students. In September, a significant number of students will complete their PhD.

In SD DTDI, at the time of our visit, 7 doctoral supervisors are active; of these, 4 supervisors are tenured staff members at Babeş-Bolyai University, employed under permanent contracts; 1 supervisor is retired, former tenured member of UBB; and 2 supervisors are affiliated academic staff. Furthermore, do not exist supervisors with more 8 doctoral students.

✓ Recommendation:

Affiliation to the doctoral schools of some new PhD supervisors from UBB, which are habilitated in the field of educational sciences to strengthen the evaluated field.

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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To support the professional and personal development of its academic staff, in 2020 was adopted *The Individual Career/Academic Development Plan (PIC)*. This tool records the personal career project and measures the level of commitment assumed by faculty members in their academic activity. The *PIC* is based on a set of concrete actions undertaken by faculty/researchers, in line with their personal strategies and the existing environmental conditions. These actions are reflected in reference indicators. The *PIC* is used for: outlining the academic profile of the faculty member/researcher according to the *Regulation on drafting the staff establishment plans for faculty and researchers at UBB in full-time education*; optimal distribution of department/ research unit resources and activities among its members; professional performance evaluation of faculty and researchers by the leadership; peer evaluation of faculty and researchers. For administrative staff, the Human Resources Directorate provides professional development programmes aimed at improving both personal and professional growth.

In addition, the *Centre for Continuing Education and Distance and Part-Time Learning (CFCIDFR)*—operating under its own regulations—offers flexible teaching and learning modalities through its e-learning platforms (*ID Portal and Moodle ID-IFR Portal*).

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.

Affiliation of an academic staff member who intend to supervise doctoral students or a habilitation certificate into a doctoral school is carried out in accordance with the UBB Regulation on the Public Defense of Habilitation Theses and the Co-option of Doctoral Supervisors, published on the Doctoral Studies Institute website.

To be co-opted into a doctoral school at UBB, the candidate submits an application to the relevant doctoral school along with the required documents. If the decision is favorable, the school council requests the consultative opinion of the faculty council. These opinions, together with the candidate's dossier, are forwarded to the ISD. After administrative verification, the ISD submits the dossier to the Council for Doctoral Studies (CSUD) for endorsement. The co-option dossier, along with the faculty council, CSUD, and academic council approvals, is then sent to the UBB Senate for validation. Upon issuance of the Senate decision regarding co-option, the academic staff member officially becomes a member of the doctoral school.

Within SD ERD and SD DTDI, the procedures for the recruitment and affiliation of doctoral supervisors are carried out in full compliance with the applicable legal provisions, CNATDCU regulations, the Charter of Babeş-Bolyai University, and the Babeş-Bolyai University Regulation on the Public Defense

of Habilitation Theses and the Affiliation of Doctoral Supervisors. These procedures are clearly defined, documented, and conducted in a transparent manner.

The affiliation of doctoral supervisors is based on clear academic and scientific criteria, including compliance with national habilitation standards, demonstrated scientific performance through relevant publications and academic visibility, as well as proven experience and established research directions. The process also aims to attract academic staff or researchers from other higher education or research institutions who have recognized professional and scientific standing, in order to strengthen academic capacity and diversify expertise.

From a procedural perspective, a candidate applying for affiliation with SD ERD or SD DTDI submits a formal request to the respective Doctoral School, accompanied by a file containing the documents required by institutional regulations. In the event of a favorable decision, the Doctoral School Council requests the advisory opinion of the FPSE Council. The obtained endorsements, together with the candidate's file, are forwarded to the Institute for Doctoral Studies (ISD), which, after administrative verification of the documentation, submits the file to the Council for University Doctoral Studies (CSUD) for approval and subsequently to the UBB Administrative Council. The affiliation file, accompanied by the endorsements of the Faculty Council, CSUD, and the Administrative Council, is then submitted to the UBB Senate for validation. Upon the issuance of the Senate's decision approving the affiliation, the academic staff member acquires the status of doctoral supervisor within the Doctoral School for which affiliation was requested.

Information regarding the procedure for acquiring the status of doctoral supervisor and member of a Doctoral School is publicly available and posted on the ISD website, as well as on the websites of SD ERD and SD DTDI, thus ensuring transparency of the process and equal access to information.

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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The record of doctoral students and of their entire activity within the doctoral study program is ensured through individual files, both in hard copy and electronic format. At the level of each Doctoral School, an internal electronic database is operational, managed in Excel format and permanently updated, which includes comprehensive information regarding doctoral students and their academic progress. This database contains identification and contact data, information on doctoral supervisors, guidance and academic integrity committees, the stage of studies, the courses attended within the doctoral study program and the grades obtained, the completion date of the doctoral program (together with the names of the members of the doctoral committee), as well as, for doctoral students benefiting from doctoral grants, records and the history of expenditures made within the grant.

In addition to this internal record system, the institutional platform "Evidența Școlară" (Student Records) is used at the level of SD ERD and SD DTDI for monitoring the payment of tuition fees, as well as for updating curricula and courses related to the doctoral study programs. Access to this information is regulated and secured, and it is used by the Doctoral School management and the Secretariat. Upon request, through the Secretariat, doctoral students may receive information regarding the remaining amounts available from their doctoral grants, and, upon request, further relevant administrative information may be provided in accordance with institutional procedures.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy**Criterion B.1. Content and relevance of study programmes**

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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In the field of Educational Sciences, the doctoral programs carried out through SD ERD and SD DTDI are developed and structured in relation to the expected learning outcomes, corresponding to Level 8 of the European Qualifications Framework, and are organized based on the European Credit Transfer and Accumulation System (ECTS). The programs coherently integrate advanced training activities, scientific research, evaluation, and the dissemination of research results, leading to the award of the university qualification of PhD level.

At the doctoral level, the Councils of SD ERD and SD DTDI design the curricula and the content of each doctoral study program, establishing the disciplines included in the teaching activity, the number of hours allocated to courses, seminars, and practical activities, the number of transferable credits assigned to each discipline, and the list of tenured academic staff involved in delivering the programs. The curricula include both general disciplines, such as Research Methodology and Ethics and Academic Integrity (in accordance with Order no. 3131/2018), and specialized disciplines, in line with the research directions of each SD. The curricula are available online on the websites of SD ERD and SD DTDI. The course syllabi, which specify the bibliography, content, learning outcomes, and assessment methods, are developed in accordance with institutional regulations and are publicly available on the websites of SD ERD and SD DTDI.

The individual scientific research/artistic creation program is organized within the research/artistic field in which the doctoral supervisor has established expertise. It is planned for the entire duration of the doctoral studies. Together, the training program based on advanced university studies and the individual scientific/applied research program, through the entirety of learning, teaching, practical training, research, and assessment experiences, jointly lead to the university qualification of: researcher in educational sciences (ESCO code 2351.2).

The quality of the doctoral study programs is ensured by the Councils of SD ERD and SD DTDI, in collaboration with the CSUD, ISD, and the Departments of Educational Sciences within the Faculty of Psychology and Educational Sciences. The doctoral programs of SD ERD and SD DTDI represent the continuation, at a higher level, of the bachelor's and master's university programs in the field of Educational Sciences. The programs are periodically subject to internal academic evaluation, at intervals established by the CSUD, in order to ensure the quality of the educational process centred on learning outcomes, and doctoral supervisors are evaluated periodically, once every five years.

✓ Recommendation:

The inclusion in the curriculum of elective courses, alongside existing ones, that provide a broader and specific perspective on the training of doctoral students in the field of educational sciences.

The indicator is: fulfilled.

* 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.

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

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

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

Indicator
I.P.B.2.1.2

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

The expected learning outcomes are aligned with the competences required for the corresponding occupations, in accordance with national and European policies. The competencies acquired upon successful completion of doctoral university studies in the field of Educational Sciences correspond to Level 8 qualifications within the EQF/CEC and the National Qualifications Framework (NQF). This ensures the development of professional competencies (content-related, cognitive, and research competencies) in the field of Educational Sciences, as well as transversal competencies.

Furthermore, within the field of Educational Sciences, the expected learning outcomes of the programs carried out through SD ERD and SD DTDI are aligned with the competencies required by occupations corresponding to the doctoral qualification level, in accordance with the national ESCO occupational standards, as well as with national and European educational policies in the fields of research and education.

The curriculum of the doctoral study programs is designed to develop advanced competencies in research, critical analysis, innovation, scientific communication, and academic ethics—competencies required for practicing the occupation of researcher in educational sciences (ESCO code 2351.2). The expected learning outcomes reflect graduates' capacity to produce original knowledge, to manage complex research projects, and to contribute to the development of the field of Educational Sciences at both national and international levels.

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.

Within the field of Educational Sciences, SD ERD and SD DTDI ensure the implementation of student-centered learning principles through the structure of the curriculum, the teaching strategies employed, and the assessment methods, adapted to the specificity of doctoral training and to the individual needs of doctoral students. The organization of teaching and research activities takes into account the form of study, ensuring coherence, flexibility, and academic rigor.

In the full-time form of study, the participation of doctoral students in courses, seminars, and practical activities is mandatory, supporting active engagement and the continuity of the doctoral training process. In the case of the part-time form of study, activities are primarily dedicated to synthesis courses and applied training, being scheduled in compact and periodic sessions and involving direct meetings in the university setting or online with academic staff.

Doctoral students enrolled in the full-time form of study who are scholarship beneficiaries carry out their research activity and, where applicable, their teaching activity within the department to which the doctoral supervisor belongs. Their activity is continuously supervised by the doctoral supervisor and may be monitored by the Director of the Doctoral School. The allocation of scholarship-funded positions is conditional upon the assumption of documentable academic activity, reflected in research results,

publications, and teaching involvement within the Faculty of Psychology and Educational Sciences or within the department to which the doctoral supervisor is affiliated.

The curriculum of the doctoral programs is designed flexibly, allowing the personalization of the training pathway according to the topic of the doctoral thesis, research interests, and professional objectives of each doctoral student. Teaching and learning activities are research-centered, fostering intellectual autonomy, critical thinking, epistemological reflection, and the development of advanced scientific investigation competencies. Teaching strategies include interactive and participatory methods, such as academic debates, research seminars, thematic workshops, presentations and critical analyses of scientific papers, as well as mentoring and tutoring activities carried out within the supervisor–doctoral student relationship.

Through these approaches, SD ERD and SD DTDI ensure an educational framework that supports the doctoral student's responsibility for their own learning and research pathway and contributes to the development of competencies necessary for professional and academic integration at national and international levels.

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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As part of its internationalisation efforts, UBB ensures that its students, teaching staff, and administrative personnel have access to Erasmus mobility, with information publicly and transparently posted on the website of the Centre for International Cooperation.

SD ERD and SD DTDI actively support the participation of doctoral students in academic and research mobility programs, in accordance with the institutional policies of Babeş-Bolyai University. Doctoral students are periodically informed about mobility opportunities through official communications, direct notifications from doctoral supervisors and the Secretariat, as well as by accessing, directly from the SD ERD and SD DTDI websites, links to the relevant pages of the Center for International Cooperation (CCI), Erasmus+, and EUTOPIA.

Through these mechanisms, SD ERD and SD DTDI ensure equitable access for doctoral students to national and international academic mobility opportunities, contributing to the development of academic and research competencies within an international context.

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

UBB's language policy guarantees equity in the use of the university's three official languages, reinforcing the institution's commitment to multiculturalism. In addition, the university has implemented procedures dedicated to mental health for both *students* and *staff*, aimed at supporting an inclusive, tolerant, and open academic environment.

SD ERD and SD DTDI promote equity by ensuring equal access to educational and research resources, material and digital infrastructure, doctoral training activities, academic mobility opportunities, grants and funding sources, as well as through transparent and non-discriminatory information regarding available opportunities. The flexible curriculum and the individual research program allow the adaptation of the training pathway to the scientific interests and professional objectives of doctoral students, while the mentoring relationship between doctoral supervisors and students facilitates personalized support and the development of individual potential.

Moreover, the principles of equal opportunities and inclusion are upheld, including for doctoral students with special needs or in particular situations, by ensuring non-discriminatory access to academic activities and university infrastructure, thereby contributing to the creation of an equitable, inclusive doctoral environment oriented toward the development of each student.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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The design of study programmes and teaching activities at UBB is a continuous process, given the dynamic changes in society and the labour market. By integrating feedback received from students and alumni regarding the academic offer, the University makes a consistent effort to meet the educational expectations of diverse student categories.

The Centre for Students with Disabilities (CSD) has played a key role in identifying effective solutions for evaluating students with disabilities under optimal conditions, as well as in addressing accessibility issues. The CSD has regularly provided faculty members with recommendations for adapting study materials to the needs of students with disabilities.

In order to strengthen the learning partnership, UBB has promoted the student's freedom of choice regarding study alternatives (specialisations, *language of instruction*, courses, seminars, forms and types of study tasks, assessment methods, etc.) by increasing the proportion of optional and elective courses within academic programmes and diversifying the offer of complementary study programmes.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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The learning outcomes at the level of the doctoral study program in the field of Educational Sciences are defined in accordance with Level 8 of the European Qualifications Framework and aim at developing advanced competencies in scientific research, critical analysis, methodological design, and the academic valorisation of research results.

Teaching evaluation at UBB is continuously evolving, given the diversity of the student body and the focus on recognizing and addressing individual and group particularities. Course instructors announce in advance, through the course descriptions, the evaluation methods, tasks, and criteria to be used. Written examinations are preceded by partial exams and ongoing formative assessments, with the weight of each evaluation method in calculating the final grade clearly specified. Expected learning outcomes are communicated to students in terms of their relevance for personal development, acknowledging valuable

contributions and explaining the reasons why a performance is recognized, thereby fostering learning motivation.

Furthermore, presenting evaluation criteria in advance facilitates self-assessment and reflection on one's own behaviour and learning achievements. In cases where students feel unfairly evaluated at Babeş-Bolyai University, they may appeal the results of assessments in accordance with the regulations outlined in the Guide on Assessment Appeals.

✓ Recommendation:

Including the learning outcomes and specifically expressing them for more clarity and rigor in the elaboration of each syllabus's curriculum, to exist concordance between the learning outcomes (as expressed in the learning plan) and the syllabus/disciplines' curricula (formulated using operational verbs).

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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The verification of learning outcomes is carried out through continuous assessment during the semester and summative assessment at the end of each semester. These activities are organized in accordance with the Regulation on Students' Academic Activity based on the European Credit Transfer and Accumulation System. Summative assessment at the end of a study cycle is conducted in accordance with the Regulation for Organizing and Conducting the Final Examination for Short Cycle, Bachelor s, and Master s Studies.

Within the field of Educational Sciences, SD ERD and SD DTDI ensure the systematic verification of the attainment of learning outcomes through ongoing assessment mechanisms and final evaluations, in accordance with the legislation in force regarding doctoral university studies and the Babeş-Bolyai University Regulation on the organization and conduct of doctoral university studies.

At the level of the courses included in the training program based on doctoral university studies, assessment is carried out through colloquia, papers, academic portfolios, research projects, and scientific presentations. These forms of evaluation aim to verify the acquisition of methodological, analytical, and scientific communication competencies.

Within the individual scientific research program, the evaluation of research progress is carried out through the preparation and defense of scientific reports included in the doctoral student's individual study plan. These reports are presented before the doctoral supervisor and the guidance and academic integrity committee and focus on the theoretical grounding of the research topic, the presentation of the methodological design of the research, the analysis of preliminary results, and the development of the conceptual framework of the thesis.

The evaluation of these reports represents an essential mechanism for monitoring doctoral students' progress and for verifying the achievement of learning outcomes specific to the doctoral level, thereby contributing to ensuring the quality of the training process and to preparing the elaboration and defense of the doctoral thesis.

✓ Recommendation:

Completing the assessment section of each syllabus curriculum with more detailed information on how the learning outcomes specified in each subject's curriculum are assessed. The evaluation process must be explicitly aligned with the syllabus's intended learning outcomes, and assessment criteria shall be clearly articulated.

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.

Admission to doctoral university studies is based on a selection competition organised by Babeş-Bolyai University, through the Institute for Doctoral Studies, in accordance with the admission methodology for doctoral studies. Each faculty operates the framework regulation through a specific regulation that establishes its own selection and ranking criteria, admission exams, calendar, and registration conditions. Within the field of Educational Sciences, SD ERD and SD DTDI apply the procedures regarding admission to doctoral university studies in accordance with the national legislation in force, the regulations of the Ministry of Education, the Babeş-Bolyai University Carta, the Babeş-Bolyai University Regulation on the organization and conduct of doctoral university studies, and the Methodology for Admission to Doctoral University Studies.

Admission to doctoral university studies is organized annually in two sessions (July and September), and the enrolment of doctoral students takes place starting from the first day of the academic year. Enrolment in the admission competition for doctoral studies in Educational Sciences is not conditioned by the field in which the bachelor's or master's degree was obtained. The required documents for registration are established and published both on the ISD website and on the SD ERD and SD DTDI websites. Upon registration, the candidate selects a doctoral supervisor from among those allocated places for admission (as indicated on the SD ERD and SD DTDI websites) and competes for a place under that supervisor. In the case of foreign candidates and Romanians living abroad, the preliminary agreement of the doctoral supervisor is required.

In the field of Educational Sciences, the admission competition consists of two examinations: a written specialization examination (in the case of SD ERD, based on a topic approved by the SD ERD Council; in the case of SD DTDI, in the form of the analysis of a scientific article in an international language); a research proposal submitted by the candidate, through which the candidate's scientific interests, research skills, and the proposed doctoral thesis topic are evaluated.

Evaluation and selection procedures are transparent and non-discriminatory, and any form of direct or indirect discrimination is prohibited. After completion of the competition, the Doctoral School publishes the admission results, the ranking of admitted and rejected candidates, the form of study, and the beneficiaries of doctoral grants, manages any appeals, and ensures the publication of final results on its websites.

The status of doctoral student is acquired after enrolment and is conditional upon passing the admission competition, completing the procedures for confirming the obtained place, filling in and signing the doctoral study contract and the individual doctoral study plan. After enrolment, all doctoral students are registered in the National Student Registry (RMU).

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.

Admission to doctoral study programmes is conducted in compliance with Law no. 199/2023, respecting the principles of equity and equal opportunity. At Babeş-Bolyai University (UBB), the following are not considered selection criteria for admission: age, sex, ethnicity, mother tongue, religion, race, political affiliation, membership in legally established organisations (whose activities do not violate Romanian laws), or chronic illnesses that do not pose a risk to the community. Moreover, in accordance with the law, UBB allocates special places to ensure equal opportunity for the following disadvantaged categories: Romanians from abroad and candidates of Roma ethnicity.

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students

The organisational component carries out actions supporting the students' academic journey.

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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Students' academic activity is organized in accordance with the Regulation on Students' Academic Activity based on the European Credit Transfer and Accumulation System (ECTS), as well as the Code of Students' Rights and Responsibilities. At UBB, students are considered strategic partners and equals of the University in all areas of its activity and interest, and they are members of the university community, enjoying rights and responsibilities based on the principles set out in Article 4 of the Higher Education Law No. 199/2023, with subsequent amendments and completions.

The sole representative structure for students at Babeş-Bolyai University is the Student Council, which operates under its own regulations, in compliance with the provisions of the University Charter and the Higher Education Law No. 199/2023, with subsequent amendments and completions.

Within the field of Educational Sciences, SD ERD and SD DTDI apply the regulations concerning the professional activity of doctoral students, in accordance with the legislation in force, the Babeş-Bolyai University Carta, the Babeş-Bolyai University Regulation on the organization and conduct of doctoral university studies, and the internal regulations of SD ERD and SD DTDI, published on their websites.

The academic pathway of doctoral students is organized and monitored through the individual doctoral study plan and annual evaluations, in compliance with the academic rights and obligations established by the regulations of SD ERD, SD DTDI, and Babeş-Bolyai University, and assumed through the doctoral study contract. The conditions and procedures regarding the conduct of teaching and research activities, as well as the suspension, extension, or completion of studies, are applied uniformly and transparently and are included in the internal regulations of the Doctoral Schools. These regulations can be accessed on the SD ERD and SD DTDI websites. The documents and forms required for doctoral students are available on the ISD website or may be requested from the Secretariat of the Doctoral School.

In applying the principles of academic participation and representation, doctoral students within SD ERD and SD DTDI elect, by universal, direct, and secret vote, one representative to the Council of the Doctoral School. The representative's mandate is valid until the public defense of the doctoral thesis, without exceeding three years, or four years for doctoral students enrolled starting with the academic year 2023–2024, corresponding to the period during which the student is considered an active doctoral candidate in the study program. Through this representation, doctoral students are directly involved in the decision-making process regarding the organization and conduct of doctoral studies.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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Within the field of Educational Sciences, SD ERD and SD DTDI actively contribute to the internationalization of doctoral studies by attracting and integrating international doctoral students, including from outside the European Union, thereby fostering academic and intercultural diversity within the doctoral community. Their presence supports the use of internationally circulated languages in academic and research activities and facilitates the integration of doctoral research results into international scientific networks.

Depending on the topic addressed and the language in which doctoral theses are written (English or Hungarian), SD DTDI includes international reviewers in doctoral committees, contributing to increased international visibility and academic relevance. SD DTDI maintains a close professional relationship with the Linz School of Education within Johannes Kepler University in Linz (Austria), jointly organizing six editions of the International Doctoral Conference in Educational Sciences. Doctoral students from Babeş-Bolyai University are welcome to participate in doctoral courses organized in Linz, which are conducted in a hybrid format and include students from all continents. Doctoral students have undertaken study placements at Eötvös Loránd University in Budapest, benefiting from Makovecz mobility scholarships, and this year one doctoral student obtained a CEEPUS scholarship for a study placement at Johannes Kepler University in Linz.

Additionally, doctoral students of SD DTDI have benefited from the Collegium Talentum training program, organized by universities in Hungary, Slovakia, Serbia, and Romania, which offers, in addition to training courses and conference participation, the opportunity to build research networks with doctoral students from similar fields in these countries. At the same time, SD ERD annually organizes the International Conference Education, Reflection, Development, which provides a formal academic framework for the presentation and discussion of doctoral research results. These practices support the international recognition of the doctoral university studies carried out within SD ERD and SD DTDI.

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.

Within the field of Educational Sciences, SD ERD and SD DTDI systematically integrate inquiry-based learning into the educational process, capitalizing on research results in achieving the learning outcomes targeted by the doctoral study programs.

Doctoral training activities are research-centered, and doctoral students are encouraged and supported to disseminate their research results through participation in national and international scientific conferences and through the publication of articles in specialized journals. Doctoral students are regularly informed, via e-mail communications sent by the Secretary of the Doctoral School, about opportunities to participate in conferences, calls for papers, and other scientific events relevant to the field of Educational Sciences.

At the level of SD ERD, doctoral students have access, through the SD ERD website, to information regarding research projects carried out within the Department of Educational Sciences, to the list of internal conferences and scientific events organized within the Faculty of Psychology and Educational Sciences, as well as to events and announcements published at the level of the ISD. Within SD DTDI, information regarding conferences and scientific events is communicated through the “Announcements” section of the SD DTDI website. In addition, the website of each Doctoral School provides access to the list of doctoral students’ publications, ensuring the visibility of research results and facilitating their monitoring and valorisation within the doctoral training process.

Through these mechanisms, SD ERD and SD DTDI support the development of advanced research competencies, scientific communication skills, and the academic valorisation of research outcomes, in alignment with the targeted competencies and the expected learning outcomes of the doctoral study programs.

The indicator is: fulfilled.

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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Within the field of Educational Sciences, SD ERD and SD DTDI ensure the visibility and appropriate valorisation of scientific research results associated with the doctoral study programs, both nationally and internationally. The research activity carried out by doctoral students is directly correlated with the objectives of the study programs and is integrated into the educational process, being capitalized upon through scientific dissemination and through the final outcomes represented by doctoral theses.

The research results produced by doctoral students are disseminated through the publication of scientific articles in specialized journals with national and international visibility, indexed in recognized databases (BDI), through participation in national and international scientific conferences, and through their integration into doctoral theses. The lists of doctoral students' publications, the conferences in which they have participated, and the theses defended within the two Doctoral Schools are available on the SD ERD and SD DTDI websites.

At the same time, SD ERD annually organizes the International Conference Education, Reflection, Development, which provides a formal academic framework for presenting and debating doctoral research results. Papers presented at the conference may be published, following a peer-review evaluation process, in the scientific journal Educația 21 Journal (BDI-indexed), contributing to the dissemination and recognition of research results.

Complementarily, SD DTDI organizes the international conference Doctoral Students' Conference: Tradition, Development & Innovation in Didactics –Early Career Researchers Conference, dedicated to doctoral students and early-career researchers. This event facilitates the exchange of methodological best practices, the development of scientific communication skills, and the integration of doctoral research into international academic networks.

Closely correlated with the activity of doctoral students, doctoral supervisors SD ERD and SD DTDI carry out research activity recognized at national and international levels, reflected in prestigious scientific publications, participation in research projects, and involvement in academic networks. The academic profiles of each Doctoral supervisor, their research interests, the list of projects in which they are involved, and their CVs together with publication lists are publicly available on the SD ERD and SD DTDI websites, ensuring transparency and visibility of scientific performance. Supervisors' research results are valorised both through their own contributions and through the integration of doctoral students into research projects and activities, facilitating scientific mentoring and the transfer of competencies.

Through these mechanisms, the scientific research results associated with the doctoral study programs in Educational Sciences are visible, relevant, and appropriately valorised within the national and international academic community, contributing to the quality of doctoral training and to the achievement of the expected learning outcomes.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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At the level of the doctoral field Educational Sciences, SD ERD and SD DTDI apply these strategies and procedures in a consistent manner: doctoral study programmes, curricula, course syllabi and the activity of doctoral supervisors are evaluated periodically. The Doctoral School Councils periodically analyse the results of internal evaluations, doctoral students' research outputs and the feedback collected through anonymous online questionnaires, permanently accessible on the SD ERD and SD DTDI websites

The evidence shows that the procedures are applied consistently and produce real effects: revised curricula, better record-keeping, new anonymous feedback forms for doctoral students, and routine preventive use of anti-plagiarism software. The university-level and doctoral-school-level quality structures cooperate effectively, and the measures taken clearly follow the identified needs and the recommendations of the previous evaluation.

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.

Since March 2024, the doctoral stage itself is evaluated annually by UBB doctoral students. Within the field of Educational Sciences, SD ERD and SD DTDI additionally review the data collected through their own anonymous online questionnaires and address the issues reported by doctoral students.

The mechanisms described ensure that the opinions of the academic community (doctoral students, doctoral supervisors and administrative staff) are systematically collected and demonstrably used in the implementation and adjustment of procedures. The involvement of external stakeholders (employers, the pre-university education system, alumni) is present mainly indirectly, through conferences, partnerships and the orientation of research topics towards the needs of the educational system, and could be made more systematic.

✓ Recommendation:

It is recommended to institutionalise the consultation of external stakeholders relevant to the field of Educational Sciences (school inspectorates, teacher training centres, employers of doctoral graduates, alumni) for example through a periodic consultative meeting or survey and to document how their input is reflected in the review of doctoral programmes and procedures.

The indicator is: fulfilled.

III.2 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.

The UBB Ethics Committee is an independent structure in relation to the Senate and the Rector's Office. The composition of the Ethics Committee includes at least 25% students. At the level of SD ERD and SD

DTDI, ethics and academic integrity norms are consistently applied: both curricula include a compulsory course on Ethics and Academic Integrity

Ethics is not treated as a formality in the two doctoral schools. Both curricula include a dedicated course on ethics and academic integrity, each doctoral student is followed by a guidance and academic integrity committee, theses and articles are checked with anti-plagiarism software, and there are clear rules on the use of AI in academic writing. Taken together, these elements show that the ethics framework is part of the day-to-day work of the doctoral schools.

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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The initiation, internal accreditation, monitoring and periodic evaluation of doctoral programmes follow a clearly defined institutional flow: files are prepared at doctoral school level and endorsed by the Doctoral School Council, endorsed by the Faculty Council, verified by ISD and approved by CSUD, endorsed by the Administrative Council and finally approved by the Senate, after review by the Senate Curriculum Committee. The Curriculum Committee of the Senate is responsible for aligning doctoral programmes with European practices and national requirements.

The procedures exist, are applied systematically and produce demonstrable effects: annually updated and publicly available curricula, individual study plans that operationalise the curricula at the level of each doctoral student, and programme revisions that respond to internal feedback and external recommendations.

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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The implementation of the procedures involves all relevant levels of the academic community: CEACUBB (supported by the Qualitas Centre) at institutional level; CEAC-FPSE at faculty level, which implements and monitors quality procedures and prepares periodic internal evaluation reports according to ARACIS standards; and the Doctoral School Councils of SD ERD and SD DTDI, established by universal, direct and secret vote of doctoral supervisors and doctoral students.

Involvement of internal stakeholders is fully demonstrated; the participation of external stakeholders is less structured and relies largely on academic partnerships and conferences.

✓ Recommendation:

It is recommended to broaden the formal involvement of external stakeholders (e.g., representatives of the pre-university system, of teacher-training institutions or of alumni) in the periodic review of doctoral programmes.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures

Applying the methodologies and procedures contributes to improving the quality of the staff's activities.

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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Teaching performance of doctoral supervisors is evaluated by doctoral students each semester through the AcademicInfo platform. In accordance with the procedure adopted in March 2024, the doctoral stage is additionally evaluated annually by doctoral students; the Qualitas Centre prepares annual and summary reports on all these evaluations

Within SD ERD and SD DTDI, the results of these evaluations are analysed as a feedback mechanism on the quality of scientific supervision, the supervisor–student relationship and research conditions. The results for the two doctoral schools indicate a high level of overall satisfaction, particularly regarding the quality of scientific supervision, and identify areas for improvement such as broader involvement of doctoral students in collaborative research projects.

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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UBB operates three integrated IT systems developed by the Centre for Information Systems: AcademicInfo (academic records, curricula, grades, student requests, tuition, evaluation of teachers by students, tracking of graduate employment), ManageAsist (integrated administrative and financial management) and the UBB Academic/Research Activity Management application (integrated recording and quantitative analysis of research output, used routinely for research evaluation).

The record of doctoral students is kept both in AcademicInfo and in national systems (the Unique/Integrated Educational Registry – rei.gov.ro, RMU), complemented by dedicated doctoral platforms (public defence scheduling, electronic clearance forms, online requests and appointments, pre-registration for non-EU candidates). At the level of each doctoral school, a permanently updated internal electronic database contains comprehensive data on doctoral students: identification data, supervisors, guidance and academic integrity committees, stage of studies, courses and grades, defence data, and the history of doctoral grant expenditure

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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At institutional level, public interest information is disseminated through the official website, the INFOUBB section, the Communication and Public Relations Directorate, press releases and social media channels. For the doctoral field Educational Sciences, the websites of SD ERD and SD DTDI publish, and periodically update, the regulations for organisation and functioning, the composition of the Doctoral School Councils, the lists of doctoral supervisors with CVs, publication lists and academic profiles, admission information (calendar, criteria, topics, committees, results), information on the doctoral pathway and completion of studies, mobility opportunities, doctoral students' publications and the lists of doctoral theses defended in the last five years (title, author, supervisor, language, duration of studies).

Public access to information on the evaluated study programme is comprehensive, covering the full doctoral cycle from admission to thesis defence, and the information is presented on multiple, mutually consistent channels.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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The decision-making chain applicable to doctoral studies (CSD – Faculty Council – CSUD – Administrative Council – Senate) is fully traceable in publicly available documents, which allows doctoral students, supervisors and other stakeholders to consult and monitor the evolution of the applicable regulations.

At the level of the field, SD ERD and SD DTDI ensure the transparency of their decision-making by publishing on their websites the regulations for organisation and functioning, the composition of the Doctoral School Councils, curricula, admission information, information on the doctoral trajectory, mobility opportunities and scientific results, aligned with the information available at institutional level.

The indicator is: fulfilled.

III.7 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.

UBB has a consistent record of external evaluation: institutional accreditation by ARACIS with the rating 'High Degree of Confidence' in 2009, 2014 and 2020; Study programmes and fields are submitted annually to ARACIS for authorisation or (re)accreditation. Within the field of Educational Sciences, SD ERD and SD DTDI systematically carry out the procedures related to external evaluation in accordance with the ARACIS methodology, including the present procedure for maintaining accreditation. Following the previous ARACIS evaluation, the partially fulfilled indicators were addressed through monitored corrective measures

The organisational component complies fully with the legal obligation of external evaluation and, more importantly, demonstrates that it treats external evaluation as an instrument of institutional development: the recommendations of the previous evaluation were translated into concrete, monitored measures.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
- Qualified human resources, consisting of habilitated doctoral supervisors with scientific activity recognized at national and international levels, reflected in publications, research projects, and public academic profiles (Google Scholar, Web of Science, Scopus). - Increasing scientific visibility, through the participation of doctoral students and supervisors in national and international	INTERNAL FACTORS ↑	- A variable level of internationalization among doctoral supervisors and doctoral students, with differences in terms of international mobility and consistent participation in external academic networks. - Partial dependence on the individual initiative of supervisors and doctoral

conferences and the publication of research results in indexed journals. • The existence of two complementary doctoral schools (SD ERD and SD DTDI), with well-defined academic profiles, coherently covering the theoretical, methodological, and applied dimensions of the field of Educational Sciences. • Functional quality assurance mechanisms, consistently applied: periodic internal evaluations, annual evaluation of the doctoral stage, monitoring of doctoral students' academic progress, and their involvement in decision-making structures. • Institutional transparency, ensured through the SD ERD and SD DTDI websites, which contain updated information regarding regulations, curricula, doctoral supervisors, research activities, and achieved results.		students in attracting external funding and participating in international research projects.
SWOT analysis		
Opportunities: • Accessing national and international grant and scholarship competitions, with a direct impact on doctoral training and research visibility. • Greater promotion and dissemination of the achievements obtained by doctoral students and graduates of the doctoral program. • Strengthening internationalization by expanding academic collaborations, participating in European university alliances, and increasing the number of mobility opportunities for doctoral students and supervisors. • Growing interest in educational research in the context of educational reforms and public policies, which may lead to increased relevance of doctoral topics and research outcomes.	 EXTERNAL FACTORS	Threats: • Competitive pressure exerted by other doctoral schools and universities with a similar profile, including at the international level. • Overburdening of doctoral supervisors and members of supervisory and academic integrity committees, in the context of increasing administrative, research, and mentoring requirements. • Legislative and public policy changes in the field of education and research, which may generate instability or uncertainty in the organization of doctoral studies. • Financial constraints that may affect the capacity to support international mobility and research infrastructure. • The possible extension of the duration of doctoral studies for some doctoral students, which may lead to prolonged occupancy of supervisors' coordination capacity, temporarily limiting access for new doctoral candidates and affecting the dynamics of admission and the doctoral pathway.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Affiliation to the doctoral schools of some new PhD supervisors from UBB, which are habilitated in the field of educational sciences to strengthen the evaluated field.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	The inclusion in the curriculum of elective courses, alongside existing ones, that provide a broader and specific perspective on the training of doctoral students in the field of educational sciences.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	Including the learning outcomes and specifically expressing them for more clarity and rigor in the elaboration of each syllabus's curriculum: to exist concordance between the learning outcomes (as expressed in the learning plan) and the syllabus/disciplines' curricula (formulated using operational verbs).
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	Completing the assessment section of each syllabus curriculum with more detailed information on how the learning outcomes specified in each subject's curriculum are assessed. The evaluation process

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			must be explicitly aligned with the syllabus's intended learning outcomes, and assessment criteria shall be clearly articulated.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	It is recommended to institutionalise the consultation of external stakeholders relevant to the field of Educational Sciences (school inspectorates, teacher training centres, employers of doctoral graduates, alumni) for example through a periodic consultative meeting or survey and to document how their input is reflected in the review of doctoral programmes and procedures.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	from any other structure or person in the higher education institution.		
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	It is recommended to broaden the formal involvement of external stakeholders (e.g., representatives of the pre-university system, of teacher-training institutions or of alumni) in the periodic review of doctoral programmes.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

All 32 analysed performance indicators were assessed as fulfilled. The evaluation panel concludes that the doctoral study domain of Educational Sciences within IOSUD Babeş-Bolyai University from Cluj-Napoca meets the ARACIS standards and performance indicators applicable to the maintenance of the accreditation procedure.



VI. Conclusions

In conclusion, based on the analysis of the Internal Evaluation Report, supporting documents, and discussions carried out during the evaluation visit, the evaluation panel proposes: **maintaining accreditation** (MAC) of the doctoral study domain Educational Sciences within IOSUD – Babeş-Bolyai University from Cluj-Napoca. The proposal is substantiated by the fact that all 32 analysed performance indicators were assessed as fulfilled.

VII. Annexes

- The schedule of the on-site visit.