



HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

Având în vedere prevederile generale și specifice aferente proceselor sau procedurilor privind:

- **evaluarea externă a calității și validarea rezultatelor cuprinse în Rapoartele de evaluare externă:** art. 223-226, art. 229-230 și art. 249 alin. (1) lit. f), g) și h) din Legea nr. 199/2023 a învățământului superior nr. 199/2023, cu modificările și completările ulterioare, denumită în continuare Legea, precum și în Metodologia de evaluare externă a calității educației în învățământul superior, aprobată prin Hotărârea Guvernului nr. 962/2024, cu modificările și completările ulterioare, denumită în continuare Metodologia;
- **autorizarea de funcționare provizorie pentru programele de studii universitare din ciclul I de licență:** art. 235 alin. (1) lit. a) și lit. b) pct. (ii), alin. (2)-(5) și art. 236 alin. (1)-(2) din Lege; art. 27, art. 29 și art. 32-33, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **autorizarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 235 alin. (1) lit. a) și lit. b) pct. (iii), alin. (2)-(5) și art. 236 alin. (1)-(2) din Lege; art. 27-29 și art. 34-35, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **autorizarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 235 alin. (1) lit. b) pct. (iv), alin. (2)-(5) și art. 236 alin. (1) și (3) din Lege; art. 27-29 și art. 37-38, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru programele de studii universitare din ciclul I de licență:** art. 239 alin. (1) lit. b) și alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 și art. 42, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 239 alin. (3) și alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 și art. 43-44, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 239 alin. (4) și alin. (6)-(7), art. 240 alin. (2) din Lege; art. 39-40 și art. 46-47, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **analiza și validarea în vederea verificării respectării Metodologiei, de către comisiile de experți evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare și menținerea acreditării, din Lege, precum și art. 62-63 din Metodologie.

Luând în considerare:

a. Ghidul aplicabil programelor de studii universitare de licență, aprobat prin Hotărârea Consiliului ARACIS nr. 42/06.02.2025, cu modificările și completările ulterioare;



b. Ghidul aplicabil domeniilor de studii universitare de masterat, aprobat prin Hotărârea Consiliului ARACIS nr. 83/03.04.2025;

c. Ghidul aplicabil domeniilor de studii universitare de doctorat, aprobat prin Hotărârea Consiliului ARACIS nr. 84/03.04.2025;

Întrucât Consiliul ARACIS validează, prin vot deschis și pe baza verificării respectării Metodologiei, propunerile formulate de către comisiile de experți evaluatori și poate solicita refacerea Rapoartelor de evaluare externă atunci când constată că Metodologia nu a fost respectată ori respectivele rapoarte nu cuprind suficiente date și dovezi pentru adoptarea deciziei,

Ținând seama de considerentele Consiliului aferente validării rezultatelor individualizate în procesele verbale de ședință, al căror format a fost aprobat prin Hotărârea Consiliului nr. 170/H/03.07.2025,

În temeiul art. 258 alin. (1) din Lege și al art. 62 alin. (1) și (2) din Metodologie, precum și al art. 7 alin. (1) și alin. (3) lit. b) și h), art. 11 alin. (1) și al art. 23 alin. (5) din Regulamentul de organizare și funcționare al ARACIS, aprobat prin Hotărârea Consiliului ARACIS nr. 188/H/27.06.2024 și completat prin Hotărârea nr. 116/H/02.04.2026,

Consiliul Agenției Române de Asigurare a Calității în Învățământul Superior HOTĂRĂȘTE:

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat și domeniile de studii universitare de doctorat, după caz, cuprinse în anexele 1-16, care fac parte integrantă din prezenta hotărâre.

(2) Pentru fiecare dintre programele sau domeniile de studii universitare, anexa corespunzătoare indică, conform art. 230 alin. (2) și alin. (3) lit. b), c) și d), art. 231 lit. a) și b), art. 232 lit. c), d) și e), art. 235 alin. (1) lit. b), punctele ii-iv, alin. (3)-(5), art. 239 alin. (1) lit. b), alin. (3), (4), (6) lit. a)-d) din Lege, procesul sau procedura de evaluare parcursă, rezultatele din Raportul de evaluare externă care se validează, precum și considerentele analizei de validitate și concluzia motivată a Consiliului.

(3) Rezultatele prevăzute la alin. (1) se comunică Ministerului Educației și Cercetării și instituțiilor solicitante și se publică pe site-ul ARACIS.

Art. 2. Analiza de validitate se exercită în limitele art. 235 alin. (4), respectiv ale art. 239 alin. (6) lit. d) din Lege și ale art. 62 raportat la art. 63 din Metodologie.

Art. 3. Rapoartele de evaluare externă, inclusiv numele experților, se publică integral pe site-ul ARACIS, în condițiile art. 229 alin. (2) din Lege și ale art. 62 alin. (3) din Metodologie.



Art. 4. Prezenta hotărâre intră în vigoare la data de 27.08.2026.

Art. 5. Prezenta hotărâre va fi dusă la îndeplinire de Direcția Asigurarea Calității și de Compartimentul Tehnologia Informației.

Prof. univ. dr. ing. Cristian-Vasile DOICIN
Președinte

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcția Asigurarea Calității

Cristina-Vasilica ICOCIU
Director Direcția Juridică, Cooperare, Comunicare și Formare
Consilier juridic

NR. 260/H/27.08.2026



AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - ENQA

Înscrisă în Registrul European pentru Asigurarea Calității în Învățământul Superior - EQAR

ANEXA NR. 12

la Hotărârea Consiliului ARACIS nr. 260/H/27.08.2026

Anexa 12.1

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea din Petroșani	
Școala(ile) doctorală(e)	Școala Doctorală a Universității din Petroșani	
Domeniul de studii universitare de doctorat (DSUD)	Inginerie industrială	
Procedura/procesul de evaluare externă a calității educației	Menținerea acreditării	
DECIZIA		
Descrierea pe scurt a procesului de luare a deciziei		
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Inginerești 1 (CPS_C10) din 14.08.2026, propunerea de decizie fiind consemnată în PV nr. 4350/14.08.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr.4487/27.08.2026		
Gradul de îndeplinire a standardelor și indicatorilor de performanță și motivarea deciziei (se indică cifrele care stau la baza luării deciziei Consiliului ARACIS)		
Domeniul	Standarde Î / N	Indicatori de performanță Î / PÎ / N
A	Î: S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: -	Î: I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ: - N: -
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: -	Î: I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: - N: -
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: -	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: - N: -



Motivarea deciziei

Consiliul ARACIS în ședința din 27.08.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

- 32 indicatori: 32 sunt îndepliniți, 0 parțial îndepliniți și 0 neîndepliniți
- 26 standarde: 26 sunt îndeplinite, 0 neîndeplinite

*și, astfel, prin aplicarea art. 63 din Metodologie decide că **standardele sunt ÎNDEPLINITE.***

Decizia

Mentținerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



External Evaluation Report (REE) for the procedure for maintaining accreditation of Doctoral Study Domain– Industrial Engineering

Higher Education Institution/Education Provider Organization:	University of Petroșani
Doctoral School:	Doctoral School
Doctoral Domain:	Industrial 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.	<i>IONESCU Nicolae</i>	Expert evaluator	
2.	<i>TOPALĂ Pavel Alexei</i>	International Expert	
3.	<i>BUNGĂU Tudor</i>	PhD Student Evaluator	

I. Introduction

The commission made up of Prof. Nicolae IONESCU (*POLITEHNICA Bucharest*), Prof. Pavel TOPALĂ (*Alecu Russo State University of Balti, Republic of Moldova*) and Stud. Tudor BUNGĂU (*University of Oradea*), approved by the ARACIS Council by HC no. 180/H/04.06.2026, travelled, between 13.07 – 14.07.2026, to the *University of Petroșani (UPet)*, for the external quality assessment in order to maintain the accreditation of the field of doctoral studies in *Industrial Engineering*, organized by the Doctoral School (SD).

[University of Petroșani](#) is a public higher education institution with a tradition of over 75 years, whose origins date back to 1948, in the context of the organization of mining higher education in Romania. In 1957 the Institute of Mines of Petroșani was founded, an institution that became the Technical University of Petroșani in 1991 and, later, the University of Petroșani in 1995. The university's mission is to generate and transfer knowledge through education, research and contributing to the sustainable development of society. The institution comprises three faculties, seven teaching departments, a doctoral school, nine research centers and offers [23 Bachelor's Degree Programs](#), [23 Master's programs](#) and [four doctoral fields](#). In the academic year 2025–2026, the academic community includes over 4,300 beneficiaries of educational services and 142 tenured teachers. The University also has [International relations](#) with 51 institutions and participates in the European University Alliance EURECA-PRO. The institutional evaluations carried out by ARACIS in 2009, 2015 and 2021 were completed, each time, with the awarding of the qualification "[High degree of trust](#)".

UPet has been organizing doctoral studies since 1959, the first theses being defended in 1962, and more than 700 theses have been completed so far. [Doctoral School \(SD\)](#) was established in its current form in 2009 and operates as a structure of IOSUD-UPet, being coordinated by the Council for Doctoral Studies ([CSUD](#)), the Director of the Doctoral School and the Council of the Doctoral School, ([CSD](#)). Its mission is to organize quality doctoral training, to develop critical thinking and research skills, to support doctoral students in the completion and completion of theses, as well as to train the skills necessary for the development and management of scientific projects. IOSUD-UPet organizes the PhD in the fields of Mining, Oil and Gas, Industrial Engineering, Systems Engineering and Engineering and Management, the activity being supported by 24 PhD supervisors and 122 PhD students. The Doctoral School and the four fields were externally evaluated in 2021, obtaining the qualification "Maintenance of accreditation".

The PhD field of Industrial [Engineering](#) operates with three PhD supervisors and 28 PhD students. Its mission aims to train researchers with advanced expertise, capable of integrating engineering, mathematical and computer methods in the analysis and optimization of complex industrial and socio-technical systems. The research directions reflect the specific profile of the university and the region, being focused on the analysis and management of industrial risks, occupational safety and health, potentially explosive environments, explosives for civil use and pyrotechnic articles, safety of critical infrastructures, energy efficiency, thermofluid dynamics processes, environmental monitoring and the use of digital simulation and forecasting tools. An important contribution to the development of the field is the collaboration with [INCD-INSEMEX Petroșani](#), including through the affiliation of a doctoral supervisor within the institute. Doctoral research is also supported by university centers dedicated [to industrial risk assessment](#), [interdisciplinary research](#) and [energy security](#), which favors applicative and interdisciplinary approaches, relevant to the needs of the industry and to the economic transition of the Jiu Valley.

II. Methods used

UPet requested the external quality assessment in order to maintain the accreditation of the field of doctoral studies in Industrial Engineering according to contract no. 587/13.05.2026. The evaluation commission was approved by the ARACIS Council through HC no. 180/H/04.06.2026 and accepted by UPet. The members of the evaluation commission were notified by ARACIS by email on 17.06.2026 and received access to the internal evaluation report (REI) from the ARACIS electronic evaluation platform. For the periodic evaluation of the field of doctoral studies Industrial Engineering, the evaluation committee used several methods, as follows.

Documents analyzed. The internal evaluation report (REI) and its 17 annexes were analysed.

Additional documents required before and during the on-site visit. The Commission requested some documents constituted, in the period prior to the visit, in 12 additional annexes relating to the Discipline Sheets of the scientific reports, correlation grids between competences and learning outcomes and respectively between learning outcomes and disciplines and scientific reports, evidence of the consultation of the

economic environment, evidence on the effective application of the plagiarism check of doctoral theses, etc. Also, during the visit, various documents were requested.

Visited material base - laboratories: Occupational risk assessment; Thermotechnics and thermal machines; Explosive materials and pyrotechnic articles (located at INSEMEX); Shooting Techniques Laboratory (located at INSEMEX); Robot driving systems.

Meetings according to the visit calendar: representatives of the UPet/IOSUD management (initial and final), the team that carried out the REI, the teaching staff-doctoral supervisors, doctoral students, graduates-doctors, employers, the heads of the research centers/laboratories, representatives of the organizational structures in the field of quality assurance, representatives of the computerization and digital communications service, representatives of the management/ contact/CEAC representatives/representatives of organizational structures in the field of quality assurance, members of the Ethics Commission.

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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✓ Presentation of the state of facts

For the development of university studies, IOSUD-UP has organizational components and a management system based on methodologies, regulations and procedures periodically reviewed, under the law. The functioning of the organizational structures is regulated by [the University Charter](#), [the University's Internal Regulations](#) and other regulations and procedures published on the [UPet website](#). The governing structures of IOSUD-UP include [the Senate](#), [the Board of Directors](#), [the Council for Doctoral Studies \(CSUD\)](#), the Faculty Council, the Department Council and [the Council of the Doctoral School \(CSD\)](#). The management functions are defined at the institutional level, including the rector, the vice-rectors, the director of the CSUD, the general administrative director, the deans, the vice-deans, the department directors and the director of the Doctoral School. At the level of the Doctoral School - UPet ([SD-UP](#)), specific regulations are applied to the organization and conduct of doctoral studies, developed under the law. Among these, the [Institutional Regulation on the organization and conduct of doctoral studies](#) at the UPet, [the Regulation on the conduct of doctoral studies](#) at the Doctoral School of the UPet, [the Methodology on the organization and conduct of the doctoral admission competition](#), [Methodology for the completion of doctoral studies](#), [Procedure for the organization and functioning of the CSD](#), [Procedure for the organization and functioning of the CSD](#), [the Doctoral University Studies Contract](#), [the Regulation on obtaining the habilitation certificate](#), [the internal procedure for the analysis and approval of the theme of the doctoral programs](#) and [Procedure regarding the evaluation and internal monitoring of the doctoral school](#). The CSUD and the CSD operate on the basis of their own regulations, meet regularly and decisions are recorded in minutes. The [institutional regulation](#) includes provisions on the acceptance of new doctoral supervisors, the structure of the PPUA, the change of the doctoral supervisor, etc.

✓ Analysis of the state of facts

It is noted that there is a coherent organizational and managerial framework at the level of IOSUD-UP and SD-UP, adequate for the development of doctoral studies. The management structures are clearly defined, operate on the basis of regulated attributions and responsibilities, and their activity is supported by methodologies, regulations and procedures approved and reviewed periodically. The internal regulations cover the main stages and situations relevant to the functioning of the doctoral fields: admission, conduct of the doctoral program, completion of studies, organization of CSUD and CSD, empowerment, internal evaluation, conflict mediation, prevention of academic fraud and access to research resources. This procedural coverage indicates a functional management system adapted to current legal requirements. The functioning of the CSUD and the CSD, the recording of decisions and the use of IT tools to streamline administrative processes support the transparency, traceability and predictability of doctoral management.

Overall, IOSUD-UP has organizational components and an adequate managerial system, which ensures the development of the doctoral field under the conditions of the law and supports the fulfillment of the indicator.

✓ **Aspects that constitute best practice examples:** Highly regulated institutional framework characterized by a large number of procedures, regulations, methodologies

✓ **Recommendations:** -

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

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

At the level of IOSUD-UP and UPet, the process of developing, adopting and revising internal methodologies, regulations and procedures is carried out in a participatory framework, through consultation with teachers, doctoral students, administrative staff and other relevant stakeholders. This process is regulated by the [System Procedure](#) on the elaboration of documented procedures, which provides for the consultation of the specialized committees of [the Senate](#), the university community, the departments involved and other interested parties, including representatives of the economic, social and administrative environment. Consultation mechanisms include student representation in the Senate, [the Board of Directors](#), [CSD](#), [CSUD](#) and other [specialized commissions](#), regular meetings with students, teachers and administrative staff, questionnaires and surveys on teaching and administrative activities, as well as consultations with employers and representatives of the socio-economic environment. The involvement of stakeholders is also supported by the existence [of the Advisory Council of the University of Petrosani](#), through quality assurance structures, such as [CEAC](#), through [the University Ethics Commission](#), through reports on the satisfaction of students, master's and doctoral students, as well as through consultations and partnerships with the economic and institutional environment. In this regard, the collaborations with [the Alliance of European Universities EURECA-PRO](#), [AJOFM Hunedoara](#), the [GREEN SPO HUNEDOARA - TRANSITION TO A GREEN ECONOMY](#), [the Integrated Regional Consortium for dual education Hunedoara](#) and the participation in the establishment [of the NATIONAL SCHOOL FOR NUCLEAR ENERGY](#) are relevant.

✓ **Analysis of the state of facts**

The data presented highlight the fact that IOSUD-UP applies a participatory and documented process of adoption and revision of internal methodologies, regulations and procedures. The representation of doctoral students and teachers in decision-making structures, together with the consultation of the academic community and other stakeholders, ensures the integration of relevant opinions into the internal regulation process. The existence of the System Procedure for the elaboration of documented procedures gives coherence and traceability to the process of elaboration, analysis, approval and approval of documents. At the same time, the involvement of the socio-economic environment through the Advisory Council, institutional partnerships, regional projects and European collaborations contribute to the adaptation of regulations and procedures to the current requirements of education, research and the labor market. Therefore, the process of adoption and revision of internal regulations at IOSUD-UP level reflects the consultation of members of the academic community and other stakeholders, supporting the transparency, relevance and adequacy of the procedures applicable to doctoral studies.

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

✓ **Recommendations:** -

The indicator is: fulfilled

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled
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persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

✓ **Presentation of the state of facts**

IOSUD-UP has its own spaces dedicated to teaching, research, administrative activities and services for students and staff. UPet has its own campus of approximately 10 ha, consisting of 22 buildings, which include teaching spaces, administrative spaces, laboratories, library, student dormitories, student restaurant, sports base, social, cultural spaces and research centers, the Computer Center, the Printing Workshop, [the Universitas Publishing House](#). In Building C and at the University Library, accessibility for students with disabilities is ensured, contributing to the creation of an inclusive university environment. The learning resources are supported by [the Central University Library](#), which offers [free access](#) to all students to its own book fund, in classic and electronic format. [The online library](#) includes over 50,000 bibliographic records. IOSUD-UP ensures access for doctoral students and teachers to digital resources and educational platforms, such as the [Academis e-Learning](#) platform. The research infrastructure is supported by the existence of 9 research centers and specialized laboratories modernized through institutional projects. The projects [Modernization of educational infrastructure at the University of Petroșani](#), Modern infrastructure for smart education – [SmartUpet](#), Rehabilitation and endowment of the University of Petroșani, [CeSoH](#) and [EXCEL UP are relevant](#). PhD students have access to the university's research infrastructure as well as external infrastructures through collaborations with [INCD-INSEMEX Petroșani](#), [TUBAF Freiberg](#) and the partner universities of [the European Alliance EURECA-PRO](#), including through actions dedicated to doctoral students, such as Ph.D. Journey.

✓ **Analysis of the state of facts**

Following the visit, it is highlighted that IOSUD-UP has an extensive, diversified and adequate material base for carrying out doctoral studies. The teaching, administrative, accommodation, documentation, research and support spaces for students are appropriately sized and allow teaching, research and university life to be carried out in appropriate conditions. The existence of teaching and research laboratories, research centers, library, digital platforms and access to international databases supports doctoral training and research activity in the fields of IOSUD-UP. The modernization of the infrastructure through projects financed by PNRR, POR, CNFIS-FDI and other programs contributes to the modernization of the facilities and to the increase of the quality of the study and research environment. The accessibility of spaces for students with disabilities, the existence of dormitories, the student restaurant, the sports base and support services demonstrate the university's concern for ensuring a favourable environment for academic life. It is appreciated that the existing spaces and facilities are adequate for carrying out the activities of doctoral students and staff, supporting the fulfilment of the indicator.

✓ **Aspects that constitute best practice examples:**

The special collaboration with INCD-INSEMEX Petroșani, which additionally ensures the access of doctoral students and teaching staff to the unique laboratories and research equipment of the institute.

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

Immovable and movable property used by [IOSUD-UP](#) for SD activities are maintained through the specialised structures of the [Directorate-General for Administration \(DGA\)](#), respectively the Maintenance and Heritage services. Spaces dedicated to doctoral study programmes ([Library](#), [research spaces](#) etc.) It benefits from constant maintenance, internet access and modern facilities. The infrastructure is adapted to the specifics of the doctoral fields and supports both the teaching-learning activities in the PPUA, and the research activities in the PCS. The management of the material base is supported by an institutional policy of sustainable management of resources, through information on the [Budget execution](#) and annual investment plans. Renovations and upgrades are geared towards increasing energy efficiency, accessibility and functionality of spaces, including through projects such as [Centers/laboratories noi PNRR](#).

✓ **Analysis of the state of facts**

It is appreciated that IOSUD-UP has functional administrative mechanisms for the maintenance of movable and immovable property used in doctoral activities. The involvement of DGA structures, through services dedicated to maintenance, heritage, security and prevention of risk situations, ensures the maintenance of the spaces in adequate conditions of use. Constant maintenance and current repairs contribute to the conduct of study, research and work activities in proper conditions. Correlating investment plans with institutional needs and orienting renovations towards energy efficiency and accessibility demonstrates a proactive and sustainable approach to infrastructure management. In conclusion, movable and immovable property are adequately maintained, and the available infrastructure supports optimal conditions for the activities of doctoral students, doctoral supervisors and staff involved in the functioning of IOSUD-UP. Given that some laboratories have recently been equipped, the research infrastructure has not yet been posted on the Eertis platform.

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

✓ **Recommendations:** Posting the research infrastructure on the Eertis platform

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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✓ **Presentation of the state of facts**

Human resources are an institutional priority reflected in the [Multiannual Strategic Plan](#) for Institutional Development 2024-2029. The occupation of teaching positions and career promotion is carried out on the basis of specific regulations, namely [the Methodology for filling vacant teaching and research positions](#), [the Methodology for filling vacant or temporarily vacant teaching and research positions for a fixed period](#) and [the Methodology for organizing and conducting the exam for promotion in the teaching career](#). Information on teaching positions is published in the Teaching [Positions](#) section. For DSUD - Industrial Engineering, human resources are represented by doctoral supervisors, professors and researchers involved in teaching, research and doctoral guidance activities who meet the legal conditions, having competences in the field of doctoral topics. [The CVs](#) of the teaching staff and [the Lists of works](#) of the doctoral supervisors are published on [the website of the Doctoral School](#). Three PhD supervisors work within DSUD - Industrial Engineering, two of whom are tenured professors at IOSUD-UP. All doctoral supervisors in the field meet the CNATDCU minimum standards in force on the date of evaluation, and [are scientifically active](#), obtaining at least 25% of the score required by the CNATDCU minimum standards based on the results of the last five years. PhD supervisors present scientific achievements relevant to the field, including contracts, grants and research projects. The activity and performance of doctoral supervisors are evaluated periodically, at intervals of maximum 5 years, based on a methodology approved by the University Senate, which takes into account teaching activity, research, participation in projects and international visibility. Following the periodic evaluations, corrective measures were also adopted, including the disaffiliation of a doctoral supervisor and the withdrawal of the right to propose new doctoral research topics for other doctoral supervisors within the Doctoral School.

✓ **Analysis of the state of facts**

It is highlighted that IOSUD-UP and DSUD - Industrial Engineering have adequate human resources to carry out teaching, research and doctoral guidance activities. The staff involved has the necessary professional qualifications and skills, and the doctoral supervisors meet the minimum standards of the CNATDCU, are scientifically active and have achievements relevant to the field evaluated. The publication of CVs lists of works, the existence of the State of Functions, as well as the periodic evaluation of doctoral supervisors ensure the transparency and verifiability of the professional competences of the teaching staff. Scientific activity, participation in projects, grants, conferences and international collaborations support the quality of doctoral training and the academic relevance of the field of Industrial Engineering. The situation of a doctoral supervisor who coordinates more than 8 doctoral students, but not more than 12, is justified by the redistribution of doctoral students following the death of a doctoral supervisor and was approved by the UPet Senate. However, attracting

younger teachers to obtain the habilitation certificate remains an important challenge for the long-term development of the field. Overall, human resources are adequate to carry out the activities related to the field evaluated, and the evaluation and control mechanisms support the maintenance of academic quality.

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

Affiliation of a PhD supervisor who is a Scientific Researcher at INCD-INSEMEX Petroșani

✓ **Recommendations:** Attracting new PhD supervisors in the field of Industrial Engineering

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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✓ **Presentation of the state of facts**

UPet supports the professional and personal development of staff through a system based on the needs identified annually and on academic, administrative and research requirements. This framework is provided for in the [UPET Internal Regulation](#), in the [Multiannual Strategic Plan for Institutional Development of the University of Petroșani](#) for the period 2024-2029 and in the [System Procedure on Human Resources Planning](#). Vocational training aims to update skills, participate in training programs, internships, exchanges of experience and access opportunities offered by European projects, such as Erasmus+, [POCU](#), ROSE, PNRR and [CNFIS-FDI](#). The activities are planned through the Annual Training Plan, developed on the basis of the proposals of the departments and faculties and approved by the Board of Directors. In recent years, teachers have participated in training programmes relevant to the modernisation of the educational process, such as improving teaching through the use of modern digital infrastructure – within the [SmartUpet project](#), the postgraduate course [Quality Management in Education](#), as well as the Social Innovation Manager and Entrepreneurial Competences courses from the [EU ENTREPRENEUR](#) project. IOSUD-UP supports the development of the academic career by organizing promotion exams, supporting the obtaining of the habilitation certificate, financially supporting the publication of scientific articles in Clarivate Analytics/ISI indexed journals, carrying out Erasmus+ mobilities and participating in the activities [of the Alliance of European Universities EURECA-PRO](#).

✓ **Analysis of the state of facts**

The data presented and those found during the visit show that IOSUD-UP has functional mechanisms for the professional and personal development of the staff, integrated into the institutional strategy and supported by procedures, annual training plans, projects and dedicated funding. Staff participation in digital training programmes, quality management, entrepreneurial skills, modern pedagogies and international mobilities contribute to improving the quality of teaching, administrative and research activities. Support for career advancement, habilitation, publication in prestigious journals and participation in European academic networks supports the development of human resources and the strengthening of IOSUD-UP's capacity to organize doctoral studies. So, the university provides a coherent, motivating and performance-oriented framework for staff development, which supports the fulfilment of the indicator.

✓ **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**

At the level of IOSUD-UP, the procedures for the recruitment of teaching, auxiliary and non-teaching staff are established and carried out in accordance with the applicable legal provisions. The teachers working within DSUD Industrial Engineering meet the legal requirements for filling the positions, transposed into internal positions approved by the Senate, such as [the Methodology for filling vacant or temporarily vacant teaching and research positions for a fixed period](#), [the Methodology regarding the organization and conduct of the exam for promotion in the teaching career](#), [Methodology regarding the maintenance of tenured status after reaching the age of 65](#), etc. Vacant teaching positions can be found in the statements of functions of the departments, are published on [the university's website](#). Affiliation to the IOSUD-UP Doctoral School is regulated for the holders of the habilitation certificate, with [the approval of the Senate](#). Doctoral students can carry out paid teaching activities, within the limit of the assistant professorship

norm, according to [the Institutional Regulation for the organization and conduct of doctoral studies](#). For auxiliary and contractual teaching staff, the [Procedure for the recruitment/promotion of auxiliary and non-teaching teaching staff applies](#), which establishes the documents, stages and responsibilities related to the filling of vacant positions.

✓ **Analysis of the state of facts**

Based on the REI analysis and those found during the visit, it is highlighted that IOSUD-UP applies recruitment and promotion procedures in accordance with national legislation and transposed into internal methodologies approved by the University Senate. The publication of vacancies on the university's website supports the transparency of the recruitment process and public access to information on competitions. The existence of distinct methodologies for the occupation of teaching and research positions, the recruitment of associated staff, the maintenance of the quality of tenure and the occupation of auxiliary and non-teaching positions demonstrate a complete and predictable procedural framework. The application of the minimum academic and professional performance criteria contributes to ensuring the quality of the human resource involved in carrying out the activities within DSUD Industrial Engineering. The affiliation to the doctoral school and the involvement of doctoral students in teaching activities is carried out in compliance with the legal provisions and internal regulations of IOSUD-UP.

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

✓ **Recommendations: -**

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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✓ **Presentation of the state of facts**

IOSUD-UP uses IT tools in its own procedures, to improve access to information, streamline academic and administrative processes and ensure quality services. The development directions are established by the [Digitization Strategy of the University of Petroșani](#) for the period 2022-2030, which aims at the digitization of teaching, administrative and research processes, the development of digital infrastructure and the increase of the digital skills of doctoral students and teaching, auxiliary and research staff. Institutional communication is carried out through the institutional e-mail, the UPet website and the section dedicated [to the Doctoral School](#). The digital resources of [the University of Petroșani Library](#) are available through [the online catalog](#), facilitating access to specialized publications, scientific databases and materials relevant to doctoral fields. At the university level, dedicated IT platforms and applications are used, such as [the online admission module](#), [the University Management System](#), the [Academia e-Learning](#) platform, the [Alumni](#) module, the [Low-Code Job Router platform](#) and [the module for paying](#) online tuition fees. The development of the digital infrastructure is supported by the [SmartUpet project](#), through which 26 new and modernized centers/laboratories were completed and a new data center was equipped with high-performance hardware and software solutions. The digital and research capacity is also strengthened through the projects [Increasing the research capacity of Petroșani University through investments in Cloud and Big Data infrastructures](#) and [holistic cybersecurity Sandbox](#) for testing artificial intelligence solutions, which support the development of cloud, Big Data, cybersecurity and artificial intelligence infrastructures.

✓ **Analysis of the state of facts**

It is highlighted that IOSUD-UP systematically uses IT tools to streamline academic, administrative, research and institutional communication processes. The existence of UPet's Digitalization Strategy for the period 2022-2030 demonstrates that digitalization is strategically approached, being correlated with the objectives of institutional modernization and increasing the quality of the services offered. The use of the University Management System, e-Learning Academis, Microsoft Office 365, Teams, the online admission module, online payment of fees and the library's digital catalog contributes to increasing the accessibility, transparency and efficiency of services for students, doctoral students, teachers and administrative staff. The SmartUpet, Cloud and Big Data projects and the holistic cybersecurity Sandbox for testing artificial intelligence solutions confirm the institution's concern for the development of a modern IT infrastructure, adapted to the requirements of current education and research, all of which constitute good reasons to consider that the indicator is met.

- ✓ Aspects that constitute best practice examples:
- ✓ Recommendations: Six-monthly analysis of the impact of the use of artificial intelligence in the training of doctoral students, including some aspects of equal opportunities.

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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✓ Presentation of the state of facts

DSUD - Industrial Engineering within IOSUD-UP is developed and structured in relation to the expected learning outcomes, defined by knowledge, skills, responsibility and autonomy. The program is organized in accordance with level 8 EQF/CNC and with the competencies provided by OM no. 3020/2024. The content of the program is designed according to [the procedures of the University of Petroșani](#) and is reflected in [the curriculum](#) and in [the subject sheets](#), which specify the objectives, thematic contents, assigned credits, evaluation methods and minimum bibliography. The curriculum is developed and revised according to [the Operational Procedure for the Elaboration and Review of Curricula](#), being periodically analyzed with the involvement of the academic environment, research institutions, employers, graduates and doctoral students. The doctoral program includes the Advanced University Studies-Based Preparatory Program (PPUA) and the Individual Scientific Research Program (PICS). The PPUA is carried out according to [the structure of the academic year](#) approved by the Senate, and includes courses, seminars, laboratories and optional disciplines, a [discipline of ethics and academic integrity](#), as well as elements on intellectual property within the discipline "Methodology of doctoral research. Writing the doctoral thesis. Intellectual property". Within PICS, the doctoral student prepares and presents annually at least one research report on the progress of scientific research. The evaluation of learning outcomes is carried out according to [the Methodology on the organization of continuous and summative evaluation activities of students from the bachelor's, master's and doctoral cycles](#) of UPet. The completion of the studies is achieved through the elaboration and public defense of the doctoral thesis, according to [the Methodology for the completion of doctoral studies](#), after the evaluation of the thesis by [the reviewers](#) and the verification of similarities.

✓ Analysis of the state of facts

DSUD - Industrial Engineering is structured coherently in relation to the expected learning outcomes, which are formulated through knowledge, skills, responsibility and autonomy and correlated with level 8 EQF/CNC. The existence of the Competences and Learning Outcomes Sheet, the curriculum and the subject sheets provide clear benchmarks regarding the competences pursued, the curricular contents, the assessment methods and the workload of the doctoral student. The structuring of the program in PPUA and PICS ensures the combination of advanced training with original research, the latter being the fundamental component of doctoral studies. The compulsory courses, the optional courses, the ethics and academic integrity component, the elements of intellectual property and the annual research reports contribute to the formation of the skills necessary to carry out scientific research in the field of Industrial Engineering. The organization of the program based on the 240 ECTS, the continuous and summative evaluation, the presentation of the research progress and the public defense of the thesis demonstrate the existence of a complete doctoral path, which includes experiences of learning, teaching, research, evaluation and scientific capitalization. The periodic review of the curriculum and the monitoring of the coherence between the objectives, contents, teaching-learning and evaluation methods support the fulfilment of the indicator. It is mentioned that, in the initially submitted REI, the discipline sheets for scientific reports were not included, as well as the correlation grids between learning outcomes and competences, respectively between learning outcomes and scientific subjects/reports. These documents are loaded in the form of additional annexes (AS2, AS3, AS4 and AS5).

✓ Aspects that constitute best practice examples: -

- ✓ Recommendations: Application of the proposed new curriculum (AS4) starting with doctoral students admitted in 2026

The indicator is: fulfilled

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

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

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

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

IOSUD-UP designs the doctoral studies by correlating the expected learning outcomes with the qualification requirements and with the relevant skills for the insertion of graduates into the labor market in accordance with the [Operational Procedure on the elaboration and revision of curricula](#) and [the Regulations for the organization and functioning of the Advisory Council](#), which provide for the consultation of actors from the socio-economic environment in the process of curricular development, monitoring and revision. Also, the [Procedure for monitoring the insertion of graduates of the University of Petroșani on the labor market](#) and [the questionnaires for assessing the satisfaction of graduates](#) provide relevant information on the adequacy of the acquired skills to the professional requirements. The expected learning outcomes are formulated in terms of knowledge, skills, responsibility and autonomy, being oriented towards the development of original research, the formation of advanced skills of analysis, synthesis and critical evaluation, the publication of scientific results and preparation for careers in academia, research, experts and other advanced professional fields.

✓ Analysis of the state of facts

The analysis carried out by the evaluation team shows that IOSUD-UP aims to correlate the expected learning outcomes with the requirements of doctoral level qualifications and competences (OM no. 3020/2024) required by the relevant occupations, in relation to EQF/CNC, RNCIS, EQF, ESCO, ISCED 8 and ISCO-08. The structuring of learning outcomes on knowledge, skills, responsibility and autonomy is appropriate to the doctoral level and supports the formation of advanced research, innovation and capitalization of scientific results. The consultation of the socio-economic environment through the Advisory Council, the monitoring of the insertion of graduates and the use of their feedback contribute to verifying the relevance of the skills trained and to adapting the curriculum to the requirements of the labor market. The targeted occupations are those of university professor, scientific researcher in particular at the INSEMEX institute in Petroșani, (extra)judicial expert in the field of occupational safety and health, etc. Therefore, the doctoral programme ensures a coherent link between learning outcomes, targeted academic and professional competences and relevant occupational requirements, supporting the preparation of graduates for research, innovation, higher education and other advanced professional activities.

✓ 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.
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✓ Presentation of the state of facts

At the level of IOSUD-UP and SD, the implementation of the principles of student-centered learning is regulated by [the University Charter](#), [the Institutional Regulation for the organization and conduct of doctoral studies](#), [the Code of Student Rights and Obligations](#), [the Regulation on the professional activity of students](#), [the Doctoral Studies Agreement](#) and [Quality Assurance Strategy 2026-2030](#). PhD students have clearly established rights and duties, including regarding the submission and resolution of appeals, through [the Procedure for contesting the student's way of assessing knowledge](#). The doctoral curriculum includes PPUA and PCS, being designed to allow flexible training paths, through optional and optional subjects. The teaching strategies are supported by the use of modern resources: e-learning platform, Microsoft Teams, Google Meet, Zoom, e-mail, personal web pages, electronic materials, SMART whiteboard, video projector, flipchart, as well as access to research infrastructure, modern

laboratories and equipment specific to the doctoral field. The expectations regarding the learning outcomes, the evaluation criteria and the minimum performance standards are specified in [the discipline sheets](#), communicated to the doctoral students at the beginning of the activities in the PPUA, displayed on the SD bulletin board and published on [the website of the Doctoral School](#). In addition, through the annex to the Doctoral Studies Contract, the mandatory minimum standards for awarding the doctoral degree are included, differentiated by fields of doctoral studies. The feedback of doctoral students is capitalized through [the evaluation of teaching staff by students](#), reports on the evaluation of the satisfaction of students, master's students and doctoral students, as well as through independent evaluations organized by student organizations. IOSUD-UP also supports student-centered learning through [C.R.E.S.C.-UPET, Program to Stimulate Students with High Learning Performance and Support for Students with Learning Difficulties](#), student scientific symposia, scholarships from its own funds, financial support for the publication of articles, internships and ERASMUS-EURECA mobilities.

✓ **Analysis of the state of facts**

The evaluation carried out highlights the fact that IOSUD-UP applies the principles of student-centered learning both at the curricular level and through the didactic strategies used. The existence of optional and optional disciplines, the combination of direct activities with individual study and the integration of research activities into the doctoral course allow the personalization of training according to the interests, potential and professional objectives of doctoral students. The teaching-learning methods used stimulate the active involvement of doctoral students, critical thinking, autonomy and responsibility in research. The use of digital platforms, electronic resources and modern research infrastructure supports the flexibility of the educational process and facilitates communication between doctoral students, doctoral supervisors and steering and academic integrity committees. The evaluations made by the students and the reports on their satisfaction generally confirm the quality of the teacher-doctoral student interaction, the availability of the teaching staff for consultations, the two-way communication and the support provided in the learning and research process. Through academic support mechanisms, remedial activities, performance stimulation, mobilities, scientific symposia and publication support, IOSUD-UP demonstrates concern for a flexible, participatory and advanced skills development pathway. The low number of PhD students in the field of Industrial Engineering determines the establishment of restricted study formations for teaching and seminar activities, which facilitates the individualization of the educational process and the effective application of the principles of student-centered learning within the advanced university training program. These elements support the fulfillment of the indicator.

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

✓ **Recommendations: -**

The indicator is: fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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✓ **Presentation of the state of facts**

IOSUD-UP provides doctoral students with opportunities to participate in academic mobility programs through specialized institutional structures, namely the Department of International Relations and [the Erasmus+ Office](#). UPet holds the ECHE Charter for the Erasmus+ programme 2021-2027. At institutional level, there are 58 [Erasmus+ interinstitutional agreements](#) with partner universities, including institutions from countries participating in the Erasmus+ KA107 component, such as Albania, India, Egypt, Ukraine, Bosnia and Herzegovina, Kosovo and the Republic of Moldova. Mobility activities are regulated by specific procedures, such as [the Operational Procedure for the organisation of mobilities within the Erasmus+ programme](#), [the Operational Procedure for the recognition of student mobilities for study/placement abroad](#), [the Operational Procedure for the management of Erasmus+ incoming mobilities – students](#) and [Operational procedure for providing additional top-up financial support for Erasmus+ outgoing students and graduates with reduced opportunities](#). In order to increase student participation in international mobilities, [the Operational Plan](#) and [the Plan of Measures for Inclusion in Erasmus+ mobilities are implemented](#). An important role in the internationalization of doctoral studies is played by UPet's participation in the [EURECA-PRO](#) European Alliance and in the [RE-EURECA-PRO](#) project, which support academic cooperation between the 9 partner universities and provide access to activities such as joint degrees, summer schools, online courses, scientific conferences and doctoral events. The alliance operates [EURECA-PRO Doctoral School](#), which organizes activities such as [PhD Journey](#), [Online Ph.D. Seminars](#), [Online Lecture Series](#) on Responsible Consumption and Production, Biennial Conference on CPR and [summer schools](#). During the analyzed period, 35

doctoral students of the Doctoral School, of which 4 doctoral students from DSUD-Industrial Engineering, participated with Erasmus+ funding in internships and scientific events abroad. Also, 29 doctoral supervisors benefited from Erasmus+ mobilities, of which 4 mobilities were registered at DSUD-Industrial Engineering.

✓ **Analysis of the state of facts**

It is noted that IOSUD-UP has an adequate institutional and procedural framework for organizing and supporting the academic mobility of doctoral students and teaching staff. The existence of the ECHE Charter, the Erasmus+ interinstitutional agreements and the procedures for the organisation, recognition, monitoring and financing of mobility demonstrate the regulated and transparent nature of these activities. UPet's participation in EURECA-PRO and RE-EURECA-PRO expands the classic Erasmus+ opportunities through access to international doctoral activities, webinars, summer schools, conferences and forms of academic cooperation. These mechanisms contribute to the internationalisation of doctoral training, the development of research skills and the integration of doctoral students into European academic networks. The number of mobilities carried out by doctoral students and doctoral supervisors, including at the level of DSUD-Industrial Engineering, confirms the effective use of the opportunities offered. Therefore, the organizational component ensures adequate conditions for the participation of doctoral students in academic mobility, both physical and virtual, supporting the fulfillment of the indicator.

✓ **Aspects that constitute best practice examples:** UPet's participation in the [EURECA-PRO](#) Alliance

✓ **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
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✓ **Presentation of the state of facts**

IOSUD-UP promotes equity and inclusion through institutional policies and support structures tailored to the needs of doctoral students. The principles of equal opportunities, equity, inclusion and non-discrimination are reflected in documents such as [University Charter](#), [Code of Student Rights and Obligations](#), [Code of Conduct for the Prevention and Punishment of Xenophobia, Radicalisation and Hate Speech](#), [Inclusion strategy](#) and [Doctoral Studies Agreement](#). Support for students is supported through dedicated centres and programmes, such as the Centre for Career Counselling and Guidance ([CCOC-UPET](#)), the Educational Remedial Center for Capable Students of the University of Petroșani ([CRESC-UPET](#)), the project [The first student in the family](#), the project [Increasing the degree of inclusion of student counselling and career guidance services](#), the project [Vision](#) and [Program to stimulate students with high learning performance and to support students with learning difficulties](#). They provide counselling, academic support, career guidance, access to digital resources, remedial activities and measures to prevent dropout. At the SD level, equitable opportunities are supported through mentorship, access to research infrastructure, libraries, international databases, IT platforms and digital resources, as well as [University Management System](#), [Academis](#) and [Low Code Job Router](#). PhD students participate in the development of the individual study plan, can choose optional subjects and benefit from counseling adapted to their own learning style and progress.

✓ **Analysis of the state of facts**

It turns out that IOSUD-UP has institutional mechanisms that support the equitable access of doctoral students to training, research, counseling and professional development opportunities. The existence of regulatory documents on student rights, non-discrimination, inclusion and the doctoral study contract provide a formal framework for protecting the interests of doctoral students and for adapting the doctoral path to individual needs. Through CCOC-UPET, CRESC-UPET, remedial programs, inclusion projects and digital tools, the university responds to the diversity of learning styles and skills. The opportunities regarding the choice of optional subjects, participation in research, access to infrastructure, mobilities, internships, conferences and interdisciplinary teams demonstrate that doctoral training is flexibly designed and oriented towards the academic and professional aspirations of doctoral students. Therefore, the organizational component ensures fair and adapted opportunities, supporting the fulfillment of the indicator.

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

✓ **Recommendations:** -

The indicator is: fulfilled

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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✓ **Presentation of the state of facts**

IOSUD-UP provides doctoral students with [Access to educational resources](#), research and counselling services, appropriate to individual learning needs through [CCOC-UPET](#) and [C.R.E.S.C.-UPET](#), the latter being aimed at students with learning difficulties, non-traditional students or students at risk of dropping out. Access to learning resources is supported by [UP Library](#), which provide free access to manuals, treatises, bibliographic references, resources in classical and electronic format, as well as to [Scientific databases](#) by [ANELIS Plus](#) and the portal [Information](#). PhD students also use IT platforms such as [University Management System](#), [Academis](#), Microsoft Teams, and [Low Code Job Router](#), which facilitates communication, access to administrative and educational information, online activities and academic path management. To support students with special educational needs/disabilities, UPet has implemented physical and digital accessibility measures: mobile stair lift, access ramp and lifting platform in Building C, reserved parking spaces, etc. [Code of Student Rights and Obligations](#) guarantees the right to examination by alternative method in the case of temporary or permanent, medically certified disabilities. Through the project [First Student familie HD 2024](#), additional measures are provided for the accessibility of educational services for the visually impaired. Also, for the period 2026-2027, additional accessibility measures are envisaged at the Home no. 2, the UPET Library, the main body, the University Hall and the administrative body. Students also benefit from social services, [counseling](#), cultural and sports, through modernized accommodation spaces, [cantina-restaurant](#) extracurricular activities and events specific to student life. For doctoral students who have difficulties in completing the doctoral program, [Mechanism](#) support through [prolonging, interrupting or bringing forward the thesis](#), according to [Methodology for completing doctoral studies](#) in UPet.

✓ **Analysis of the state of facts**

The evaluation committee notes that IOSUD-UP ensures diversified access to resources and services that support the doctoral learning and research process. The library, scientific databases, IT platforms, counseling services and support centers contribute to the adaptation of the doctoral course to the individual needs of the students and to the specifics of the field of study. The measures dedicated to students with special educational needs/disabilities demonstrate the university's concern for accessibility, inclusion and equal opportunities, even if there have been no such cases so far. The existence of ramps, elevators, digital solutions, assistive technologies and the possibility of examination by alternative methods support the effective participation of these students in academic activities. Through remedial programs, counseling, access to digital resources, support for the continuation of the doctoral course and complementary social services, the organizational component provides an adequate support framework for doctoral students, including those in vulnerable situations. Although the graduates-doctors appreciated the financial support provided by the university for travel and dissemination of research results, an aspect also confirmed by the institution's management, some doctoral students reported difficulties in reimbursing travel expenses and the lack of access, in real time, to information on the individual budget allocated to each one. Overall, the resources and services available are appropriate to the doctoral cycle, the form of organization and the individual learning needs, supporting the fulfillment of the indicator.

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

- ✓ **Recommendations:** Periodic organization of information sessions on the doctoral path, the administrative and academic stages, the available opportunities, as well as the individual budget allocated to each doctoral student and the ways of using it.

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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✓ Presentation of the state of facts

IOSUD-UP defines learning outcomes in accordance with the EQF/CNC, which are correlated with occupational standards, institutional educational policies and the specific requirements of doctoral studies. At the institutional level, learning outcomes are formulated on the basis of competences, in accordance with the requirements of ARACIS and CNCIS, being integrated into curricula and subject sheets. The process of formulating, updating and integrating learning outcomes is regulated by [the Operational Procedure for the Elaboration and Review of Curricula](#) and the [Operational Procedure for Writing Learning Outcomes for Bachelor's, Master's, Doctoral and Postgraduate Study Programs](#). At the level of DSUD-Industrial Engineering, the learning outcomes are described in REI-Annex 9 in terms of knowledge, skills, autonomy and responsibility, corresponding to level 8 EQF/CNC. [The subject sheets](#) in [the curriculum](#) specify the correlation between the declared learning outcomes, the content of the subjects, the teaching-learning activities and the assessment methods. These include activities specific to individual study within the PPUA and PCS, such as work tasks, individual or team projects and other applicative activities, which are taken into account in the evaluation process. Learning outcomes are formulated using specific descriptors on knowledge, understanding, application, transfer, problem solving, critical reflection, creativity, autonomy, responsibility, and personal and professional development.

✓ Analysis of the state of facts

The data presented and those found during the visit show that the learning outcomes related to DSUD-Industrial Engineering are adequately described, being formulated in terms compatible with the doctoral level of the qualification and with the structure of professional and transversal competences. By specifying the learning outcomes, contents, tasks and evaluation criteria in the discipline sheets, the doctoral student and the teaching staff have clear benchmarks regarding the expectations associated with each discipline, including the syllabus for the scientific reports submitted by IOSUD-UP at the request of the commission (Additional Annexes AS2, AS3). This structuring supports the transparency of the teaching process, the understanding of the role of each discipline in doctoral training and the orientation of activities towards the acquisition of the targeted competences. The correlation of learning outcomes with EQF/CNC level 8, occupational standards and ESCO classification, as well as correlation grids between learning outcomes, competences and scientific disciplines/scientific reports (Additional Annex AS4), support their suitability to the academic and professional requirements of the field and justify the fulfillment of the indicator.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

The indicator is: fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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✓ Presentation of the state of facts

At the level of IOSUD-UP, the verification of the achievement of learning outcomes is carried out through regulated mechanisms of continuous assessment, summative assessment and final assessment of doctoral studies. The process is based on [the Procedure on the examination and grading of students](#), on [the Methodology on the organization of continuous assessment and summative evaluation activities of students from the bachelor's, master's and doctoral cycles](#) of UPet, approved in 2025, as well as on the [Procedure for contesting by students the way of assessing knowledge](#). Within the PPUA, the evaluation methods and criteria are specified in [the subject sheets](#), being correlated with the objectives of the subjects and the targeted learning outcomes. The evaluation can be carried out by exam, colloquium, project, verification along the way, written or oral tests, following the ability of doctoral students to understand, explain, analyze, use and interpret theoretical knowledge, as well as to demonstrate practical research skills and abilities. The evaluation criteria are communicated to doctoral students through [the Doctoral Student's Guide](#) and by the holders of the disciplines, at the beginning of the teaching activities. The evaluation of the doctoral course also includes the verification of progress in research, through the elaboration and presentation of progress reports, in which the documentation capacity, the formulation of hypotheses, the use of research methods, the interpretation of the results and their reporting to the specialized literature are analyzed. The results obtained are recorded in official academic documents, such as catalogs, centralizers, transcript registers and diploma supplements. The completion of the doctoral studies is carried out

according [to the Methodology for the completion of the doctoral studies](#) within UPet and involves the elaboration and public defense of the doctoral thesis, after its evaluation by the reviewers.

✓ [Analysis of the state of facts](#)

The commission's analysis shows that IOSUD-UP has a coherent and transparent system for verifying learning outcomes, which combines the evaluation along the way, the summative evaluation and the final evaluation through the doctoral thesis. The regulations on examination, grading, contestation of results, review, medically postponed examinations and sanctioning of fraud provide a clear and uniformly applied procedural framework. The evaluation methods used within the PPUA are diversified and appropriate to the doctoral level, aiming at critical thinking, analytical and synthesis capacity, creativity, teamwork and applied research skills. Their correlation with the learning outcomes provided in the subject sheets allows the progressive verification of the competences pursued by the programme. The final evaluation through the doctoral thesis is the integrative mechanism for confirming the learning outcomes, through the analysis of the original scientific contribution, the verification of compliance with the norms of ethics and academic integrity, the evaluation by specialists and the public defense in front of the doctoral committee. The use of the anti-plagiarism system, including for scientific papers and research reports, reinforces the rigor of the evaluation process. Therefore, the verification of learning outcomes is carried out through continuous, summative and final evaluations, which allow the objective assessment of doctoral progress and the confirmation of the competencies necessary to obtain the doctoral degree.

✓ [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](#)

Admission to doctoral studies within IOSUD-UP is carried out on a competitive basis, in accordance with the [Methodology for the organization and conduct of the doctoral admission competition](#), [the Institutional Regulation for the organization and conduct of doctoral studies within UP](#) and [Methodology for admission to studies of citizens of member states of the European Union, of the European Economic Area and of the Swiss Confederation, of citizens of third countries of the European Union and of Romanians abroad](#). These regulations are correlated with national legal provisions, including ME [Order no. 3693/2024](#) on the framework methodology for organizing admission to higher education. The admission methodology is published on [the website of the University/Doctoral School](#) at least six months before admission. The information regarding the fields and doctoral supervisors, [the academic offer](#), [the enrollment figure](#), [the research topics](#) proposed by the doctoral supervisors, the documents required for registration, the competition calendar, [the DSUD interview calendar](#) and the [admission conditions](#) are disseminated through the institutional website, e-mail and direct contacts. The registration of candidates can be done at the IOSUD-UP headquarters or online, and the operative status of registrations is highlighted in the [List of registered candidates 2025-2026](#). Admission is organized by fields of doctoral studies, in September. [The research topics](#) are proposed by the doctoral supervisors and approved by the CSD and the UPet Senate. The admission competition includes two tests: the linguistic competence exam, of an eliminatory nature, held at the Eurolanguage Language Center, and the specialized exam, organized in the form of an interview based on a doctoral research proposal. The evaluation of the interview is carried out based on criteria regarding the quality of the research proposal, the objectives of the research, the methodology, the estimated results, the quality of the presentation and the candidate's answers. The minimum admission average is 7.00. The results shall be validated by the CSD and the CSUD. The admitted candidates are enrolled by the Rector's Decision, based on the application for enrollment and after signing [the Doctoral Studies Contract](#) under the conditions provided by the admission methodology and the [applicable institutional regulations](#).

✓ [Analysis of the state of facts](#)

The application of the admission procedures at the level of IOSUD-UP highlights the existence of a regulated, transparent and predictable framework for the selection of candidates for doctoral studies. The publication of the methodology at least six months before the competition, the display of information on the fields, doctoral

supervisors, research topics, the necessary documents, the calendar and the conditions of admission ensure the candidates' access to relevant information and support the open nature of the process. The way the competition is organized allows the evaluation of both the general and linguistic training, as well as the candidate's ability to formulate and defend a research topic. The evaluation criteria are explicitly specified, and the calculation of the admission average is clearly defined, which contributes to the objectivity and comparability of the results. The validation of the results by the CSD and CSUD, followed by the enrollment by the Rector's Decision and the signing of the doctoral university study contract, confirms the observance of the institutional procedural route and demonstrates that IPSUD - UP applies the admission procedures in a coherent, transparent manner and in accordance with the legal and internal regulations.

✓ Aspects that constitute best practice examples: -

✓ Recommendations:

The indicator is: fulfilled

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

Admission to doctoral degree programs within IOSUD-UP is carried out in compliance with the principles of equity and equal opportunities, access to learning opportunities being ensured without discrimination on environmental criteria of origin, ethnicity, sex, religion, disability or other personal situations. The admission process is regulated by [the Methodology regarding the organization and conduct of the doctoral admission competition](#), and for foreign candidates, the specific provisions of [the Foreign Students Methodology](#) are applied, in accordance with Order no. 5552/16.07.2024. IOSUD-UP grants budgeted places for graduates from national minorities, the social protection system and people with disabilities. Admission is based exclusively on the academic skills of the candidates, based on previous studies and the results obtained in the competition, the selection being made strictly in descending order of the general averages. At the level of the Industrial Engineering field, registration and admission take place in the same institutional, transparent and non-discriminatory framework, with information being published on the admission conditions, the necessary documents, the available places, the competition calendar and the results of the selection process.

✓ Analysis of the state of facts

The university's concern for the observance of the principles of equity and equal opportunities in the admission process to doctoral studies can be noted. The internal regulations provide for explicit measures to support the access of vulnerable groups, and admission is made on the basis of academic competences and the ranking of candidates according to the results obtained. The existence of budgeted places dedicated to graduates from national minorities, the social protection system and persons with disabilities confirms the existence of an adequate formal framework to support equitable access to higher education. The publication of information on admission and the application of academic selection criteria contributes to the transparency and non-discriminatory nature of the process. However, at the level of the PhD field of Industrial Engineering, the practical application of these principles is limited by the very small number of places allocated annually (1-2 places/year). Under these circumstances, although the regulatory framework allows and supports the access of candidates from vulnerable groups, the possibility of effectively operationalizing differentiated measures at the level of the field is difficult. Therefore, the fulfillment of the indicator must be analyzed in relation to both the existence of the fair institutional framework and the constraints generated by the small size of the enrollment figure for the field evaluated.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: Taking steps to increase the number of admission places for the field of industrial engineering

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

At the level of IOSUD-UP, the professional activity of doctoral students is regulated by [the Institutional Regulation for the organization and conduct of doctoral studies within the UP](#), approved by [the University Senate](#) and developed in accordance with the legislation in force. The Regulation establishes the general framework regarding the organization of doctoral studies, the functioning of the CSUD and CSD, the duration of studies, the study contract, the content of the doctoral program, PPUA, PCS, funding, academic mobility, admission, elaboration and defense of the doctoral thesis, university ethics and deontology, the status of doctoral students and quality assurance. Also, the [Regulation on the professional activity of students \(bachelor's and master's level\) of Petroșani University based on the European Transferable Credit System](#) applies. The training program is established by the doctoral supervisor, in consultation with the doctoral student, and is endorsed by the CSD. The PhD supervisor is supported by the Academic Integrity and Guidance Committee. The PPUA is made up of institutionally organized activities, such as courses, seminars, laboratories and other specific activities. PhD students also participate in scientific research, technological development and design activities, according to the specifics of the doctoral theme.

✓ **Analysis of the state of facts**

The regulations applied by IOSUD-UP ensure a clear and coherent framework for the professional activity of doctoral students. The institutional regulations cover the main components of the doctoral pathway, from admission and the study contract to the advanced training program, doctoral research, academic mobility, ethics and completion of studies. The establishment of the doctoral program through the consultation of the doctoral student and the assumption of the PICD demonstrates the application of an individualized mechanism for planning the academic and research activity. The involvement of the PhD supervisor, the CSD and the Academic Guidance and Integrity Committee supports the monitoring of progress and compliance with academic and ethical requirements. By organizing the PPUA, granting the related credits and integrating the research, technological development and design activities, the organizational component applies the regulations on the professional activity of doctoral students and ensures a structured doctoral path, monitored and correlated with the specifics of the field of study.

✓ **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	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
I.P.B.8.1.1	

✓ **Presentation of the state of facts**

IOSUD-UP carries out international cooperation actions through which it supports the mobility of doctoral students, teaching staff and administrative staff, as well as collaboration in academic and research activity. UPet has an [Internationalization Strategy](#) and an Action Plan on Internationalization for the period 2020-2027, which sets out objectives, directions of action and responsibilities regarding participation in programs such as Erasmus+, Horizon Europe, European Universities Initiative and [EURECA-PRO](#). The coordination of internationalization activities is carried out through [the Erasmus+ Office](#), which operates on the basis of the university's internal regulations and its own regulations. UP has concluded 40 bilateral partnership agreements in the field of doctoral studies with universities and research institutions in Europe, which support the exchange of teachers and doctoral students for documentation, professional development and scientific collaboration. Between 2021 and 2025, 29 professors affiliated to the Doctoral School carried out external mobilities through Erasmus+ or other mobility programmes, during which they held courses and presented or published scientific papers. International cooperation is strengthened through projects such as [RE-EURECA-PRO](#), [HI-EURECA-PRO](#), [Sust@Int UPET](#), [Study the change, create the future](#) and [Digitalisation and cooperation](#). During the analyzed period, the internationalization of doctoral studies is also reflected by the defense of theses in English and French, the completion of studies by foreign doctoral students, the elaboration of a thesis in international co-supervision and the inclusion of international experts in committees for the public defense of doctoral theses (REI – Annex 10).

✓ **Analysis of the state of facts**

It notes the existence of a coherent institutional framework for international cooperation at the level of IOSUD-UP. The internationalization strategy and plan, the functioning of the Erasmus+ Office, the bilateral agreements and the

participation in the EURECA-PRO alliance demonstrate the university's concern for the integration of doctoral studies in the European and international academic space. Faculty and doctoral student mobilities, international projects, collaborations within EURECA-PRO and involvement in programmes funded by Horizon 2020, Horizon Europe and CNFIS-FDI support the development of academic skills, increasing the visibility of research and strengthening international partnerships. The defense of theses in languages of international circulation, the presence of foreign doctoral students, the international co-supervision and the participation of experts from abroad in doctoral committees confirm the concrete impact of international cooperation on academic and research activity. Through these mechanisms, the organizational component supports the mobility of its community members and international collaboration, contributing to the fulfillment of the indicator.

✓ 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	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
I.P.B.9.1.1	

✓ Presentation of the state of facts

IOSUD-UP promotes the integration of scientific research into the educational process through strategic documents such as [the Multiannual Strategic Plan for Institutional Development of the University of Petroșani 2024-2029](#) and [the Scientific Research Strategy](#). At the level of DSUD-Industrial Engineering, learning based on scientific investigation is supported by PICD, through [the curriculum](#) and through [the discipline sheets](#), the original research being the central component of the doctoral training. PhD students participate in scientific events organized by IOSUD-UP, such as the National Student Symposium [GEOECOLOGY, Petroșani Student Technical Days, Student, Science, Society](#), as well as national and international conferences, including [SIMPRO](#), [BALKANMINE](#), [ENVIROMINING CONFERENCE](#), [SESAM](#) and [International Conference on Responsible Consumption and Production](#). The results of the research are capitalized through papers published in volumes with ISSN, in the university's journals, such as [Annals of the University of Petroșani – Mining Engineering](#), [Annals of the University of Petroșani – Mechanical Engineering](#), [Annals of the University of Petroșani – Electrical Engineering](#), [Transylvanian Journal of Mathematics and Mechanics](#) and [Mining Revue](#). The results of the teachers' research are integrated into the teaching process by updating the courses. The teachers' publications are indexed in international databases, such as WoS, Scopus and DOAJ, and the projects carried out have attracted national and European funding through programs such as HORIZON, PNCDI, PoCIDIF and FDI, according to Annex 5 - REI. The synthesis of the research results is published annually in [the Report on Scientific Research Activity](#).

✓ Analysis of the state of facts

It is highlighted that IOSUD-UP capitalizes on scientific research as the main mechanism of doctoral training. Through the PICD, through the activities of the PPUA and through the involvement of doctoral students in research, documentation, analysis, publication and public presentation of the results, the program supports the acquisition of learning outcomes specific to the doctoral level. The participation of doctoral students in symposia, conferences and scientific publications confirms the integration of inquiry-based learning in the doctoral path. These activities develop research skills, critical thinking, scientific communication, data interpretation and capitalization of results, in line with the objectives of DSUD-Industrial Engineering. The capitalization of the results of the teachers' research in the content of the courses, teaching materials and recommended bibliography demonstrates the link between the research carried out within IOSUD-UP and the teaching-learning process. Therefore, inquiry-based learning and research results are adequately integrated and leveraged in the acquisition of the targeted learning outcomes through the doctoral study program.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

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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✓ Presentation of the state of facts

The scientific research activity within IOSUD-UP is supported by the objectives set out in the [Research Strategy 2025-2029](#), which aim to increase research capacity, improve the performance of RDI activities, develop research infrastructure, increase the visibility of results and attract funds from national and international sources. UPet promotes research results through publications indexed in international databases, as well as through projects funded by Horizon, PNCDI, PoCIDIF and FDI. The visibility of research is also supported by the organization of national and international scientific events, such as [SIMPRO](#), [BALKANMINE](#), [ENVIROMINING CONFERENCE](#), [SESAM](#) and [International Conference on Responsible Consumption and Production](#), which contribute to connecting the university with experts and research institutions from the country and abroad. At the SD level, mechanisms are functional for capitalizing on the results of doctoral studies through publications, participation in conferences, technology transfer, products, patents and the involvement of doctoral students in research and development projects. According to REI - Annex 14 and tab. 8, 211 dissemination results were reported within DSUD-Industrial Engineering, of which articles 3 - Q1, 3 - Q2, 1 - Q3, 29 - Q4 153 BDI, books/chapters, contracts, patents, etc. During the reference period, 16 doctoral theses were completed and publicly defended at DSUD-Industrial Engineering, of which 15 were validated by CNADTCU and one was invalidated.

✓ Analysis of the state of facts

The elements presented indicate that the results of scientific research within DSUD-Industrial Engineering have national and international visibility, being capitalized through indexed publications, conferences, projects, contracts, patents and validated doctoral theses. The total number of 211 dissemination results reported for doctoral students highlights consistent and relevant scientific activity for the field evaluated. UPet's participation in national and international project competitions and attracting funding through programs such as Horizon, PNCDI, PoCIDIF and FDI demonstrate the institution's ability to capitalize on research results within academic and scientific networks and partnerships. Also, the organization of conferences and scientific events contributes to increasing the visibility of the field and to the integration of doctoral research in the national and international academic circuit. The completion of 16 doctoral theses, of which 15 were validated by CNADTCU (one thesis was invalidated for not meeting the CNADTCU requirements; the doctoral student re-enrolled, demonstrating perseverance), confirms that the results of the doctoral research are evaluated, recognized and capitalized within the doctoral training process. Therefore, the results of scientific research are visible and appropriately capitalized, supporting the fulfillment of the indicator.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

The indicator is: fulfilled

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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✓ Presentation of the state of facts

IOSUD-UP has defined the policies, strategies and structures regarding quality assurance, according to the [University Charter](#), Chapter XV – Quality Assurance. At the level of the university, the SD, faculties and departments there are quality assurance structures, regulated by [ROF-DAC](#), by [Internal evaluation procedures](#) and strategic documents such as [Quality Assurance Strategy](#), [Institutional operational plan](#), [Quality Assurance Policy](#) and [Action plan for achieving quality objectives](#), the latest documents being updated annually. Commission for Evaluation and Quality Assurance ([CEAC-UPET](#)) coordinates actions on the functioning and development of the internal quality assurance system, monitors the compliance of processes and contributes to the improvement of educational and research services. Quality assurance is supported by regulations, methodologies and procedures published on the university's website, applied by structures such as the Senate, the Board of Directors, DAC, CEAC, [University Ethics Commission](#), [Subcommittee on](#)

[Research Ethics](#), CSUD and CSD. It is applied [Operational procedure regarding the evaluation and internal monitoring of the doctoral school/doctoral fields](#) within IOSUD-UP, and the results are recorded in the annual internal evaluation reports of the Doctoral School and in the [Annual activity reports of the Doctoral School](#). The evaluation of the quality of the human resource is also carried out by [Methodology for periodic internal evaluation of the activity of doctoral supervisors](#), which sets out conditions for minimum scientific performance. Its application led, according to the Synthesis Report on the periodic internal evaluation of the RDF (REI-Annex 4), to concrete measures at IOSUD level, namely the disaffiliation of a doctoral supervisor and the withdrawal of the right to propose new doctoral research topics for three other doctoral supervisors.

✓ [Analysis of the state of facts](#)

The commission's analysis highlights that IOSUD-UP consistently applies procedures for evaluating, monitoring and improving the quality of education at the level of SD and doctoral fields. The existence of operational strategies, policies, action plans and procedures provides a coherent framework for tracking quality indicators, evaluating processes and adopting measures for improvement. The involvement of the structures with attributions in the field of quality, ethics and academic management - CEAC, DAC, University Ethics Commission, Research Ethics Subcommittee, CSUD and CSD - supports the systematic application of control and improvement mechanisms. Internal evaluations, annual reports, satisfaction surveys and stakeholder consultation make it possible to identify issues that need correction and substantiate managerial decisions. The impact of the procedures is demonstrated by effective measures, such as the disaffiliation of a doctoral supervisor and the withdrawal of the right to propose new topics for other supervisors, as a result of the periodic internal evaluation. These elements confirm that the procedures produce concrete effects on improving the quality of doctoral education and research, supporting the fulfillment of the indicator.

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

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

At the level of IOSUD-UP, the opinions of members of the academic community and other stakeholders are taken into account in the process of implementing the procedures on quality assurance, ethics and university deontology (REI, Annex 16). The responsibilities regarding the application of the procedures are established by [the University Charter](#), [the CEAC Regulations](#), [the Regulations for the organization and functioning of the Board of Directors](#), the [Regulations of the University Senate](#), [the Regulations of the Advisory Council](#), the [DAC Regulations](#), the [ROF - CEU](#), as well as by [the decisions of the Senate](#), [Board of Directors](#), [CSUD](#) and [CSD](#). PhD students are involved in the essential structures of management and quality assurance, contributing to the formulation and implementation of educational and administrative policies. The consultation of the socio-economic environment is carried out through meetings with employers and other external stakeholders (REI, Annex 16), and graduates participate in feedback processes on the educational offer and support services. Consultations with the partners [of the EURECA-PRO Alliance of European Universities](#) also contribute to the transfer of European best practices on strategic documents, regulations and procedures. According to [the Quality Assurance Strategy](#) and [the Quality Assurance Policy](#), the responsibility for the quality of activities lies with the management of academic and administrative structures, as well as with each teacher, auxiliary or non-teaching teaching staff, according to the job description. The results regarding stakeholder involvement and quality improvement are recorded in [the Annual Activity Reports of the Doctoral School](#), [the DAC Annual Report](#), [the Annual Quality Self-Assessment Report](#) and [the Rector's Report on the State of the University](#).

✓ [Analysis of the state of facts](#)

The Commission notes that IOSUD-UP implements the quality assurance and university ethics procedures through a participatory mechanism, involving representatives of the academic community and the socio-economic environment. The representation of doctoral students, teachers and other stakeholders in decision-making and advisory structures supports the application of the procedures in a transparent and connected way to the needs of the beneficiaries. Consultations with employers, graduates, external partners and EURECA-PRO members allow

institutional procedures and practices to be adapted to labour market requirements, European developments and the objectives of improving doctoral programmes. Annual reports and internal quality documents confirm the existence of a process of monitoring and analysing how stakeholder views are harnessed. Overall, the organisational component demonstrates that the views of members of its own community and other stakeholders are taken into account in the implementation of the procedures, contributing to increasing their relevance and effectiveness.

- ✓ Aspects that constitute best practice examples: -
- ✓ Recommendations: -
- The indicator is: fulfilled**

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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- ✓ Presentation of the state of facts

UPet has [the Code of University Ethics and Deontology](#), included in the [University Charter](#), which establishes the principles and rules of ethical conduct applicable to members of the academic community. The supervision of compliance with these norms and the analysis of possible violations are the responsibility [of the University Ethics Commission](#), which operates on the basis [of the Organization and Functioning Regulation](#) approved by the Senate of the University of Petroșani. [The University Ethics Commission](#) carries out its activity in accordance with [its own regulations](#) and the applicable legal norms, acting independently of any other structure or person within the university. Within the commission there is also a [subcommittee dedicated to research ethics](#), with a role in the implementation of ethics policies in research activity. The commission's duties include activities to prevent, analyze and resolve incidents regarding the violation of the norms of university ethics and deontology, including issues related to plagiarism, research ethics, the elaboration of doctoral theses, discrimination, xenophobia, anti-Semitism, radicalization and hate speech. To this end, documents such as [the Code of Ethics in Scientific Research](#), [the Operational Procedure for Avoiding Plagiarism](#), [the Strategy for Preventing and Combating Plagiarism](#), [the Strategy for Combating and Preventing Gender Discrimination](#), [the Code of Conduct for Preventing and Punishing Xenophobia, Radicalization and Hate Speech](#) and [Code of Conduct for the Prevention and Punishment of Anti-Semitic Incidents](#). Every year, [the University Ethics Commission](#) prepares [the CEU Annual Report](#) on the observance of the norms of university ethics and deontology, a document that is presented to the Rector and the Senate of UPet and is public.

- ✓ Analysis of the state of facts

The analysis carried out confirms the existence of an adequate institutional and regulatory framework for the functioning of the CEU at the level of IOSUD-UP. The commission operates on the basis of its own regulation approved by the Senate, and the explicit provision on its independence from any other structure or person in the university supports the impartiality of analyses and decisions. The existence of a subcommittee dedicated to research ethics, procedures for avoiding plagiarism and strategies to prevent ethical deviations demonstrates the institution's concern for the integrity of teaching and research activities, including within doctoral studies. Also, regulations on the prevention of discrimination, xenophobia, anti-Semitism and hate speech extend the framework of ethical protection to the entire academic community. The annual elaboration of the CEU Report and its presentation to the university management and the Senate contribute to the transparency of the commission's activity and to the monitoring of compliance with the norms of ethics and university deontology. Therefore, the commission operates under the law, based on the regulation approved by the Senate and with institutional guarantees regarding its independence.

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

✓ Presentation of the state of facts

IOSUD-UP applies a coherent system of procedures on quality assurance, based on the [Regulation on the initiation, approval, monitoring and periodic evaluation of study programmes](#). At the institutional level, the main educational and research processes are regulated, through procedures and methodologies related to the [elaboration, review and approval of curricula](#), [writing of learning outcomes](#), [avoiding plagiarism](#), [organization of education in mixed format](#), [students' professional activity](#), as well as through documents regarding [the activity of research](#), [reporting of research results](#), [coordination of grants](#), [financial support for the publication of articles](#), [transfer of results to the socio-economic environment](#), [protection of intellectual property](#), etc. The evaluation of students is regulated by [the Methodology on the organization of continuous evaluation and summative evaluation activities](#), [The Procedure for Student Examination and Grading](#) and [the Procedure for Students to Challenge the Way of Assessing Knowledge](#). The evaluation of teachers is carried out through [the Annual Evaluation Procedure of the Quality of Teachers](#) and through [the Methodology for the Evaluation of the Individual Professional Performance of the Teaching Staff](#). The monitoring is carried out by analyzing the performance of the programs, the number of completed theses, the satisfaction of the students and the efficiency of the RDI activities. The periodic review is based on consultation with teachers, PhD students, graduates and employers, and the results are reflected in [the Curriculum, Learning Outcomes \(REI, Annex 9\)](#) and [Subject Sheets](#). The application of the procedures is documented through [the Annual Activity Reports of the Doctoral School](#), [the DAC Annual Report](#) and [the Annual Quality Self-Assessment Report](#), which include conclusions on improvement processes and stakeholder involvement.

✓ Analysis of the state of facts

It is noted that IOSUD-UP consistently applies procedures covering the main components of quality assurance: curriculum design, formulation of learning outcomes, teaching, student evaluation, teacher evaluation, research work, academic ethics and periodic review of programs. The impact of these procedures is reflected in the updating of curricular documents, in the monitoring of program performance, in the collection of feedback from PhD students and stakeholders, as well as in the adaptation of curricula, learning outcomes and subject sheets. By using the SD's internal periodic reports, DAC reports and annual activity reports, the university has analysis and decision-making mechanisms geared towards continuous improvement. Therefore, the procedures applied at the level of IOSUD-UP produce concrete effects on the quality of doctoral education, through monitoring, review, consultation and periodic updating of the components of the study program.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

The indicator is: fulfilled

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

✓ Presentation of the state of facts

At IOSUD-UP level, members of the academic community and other stakeholders are involved in the process of implementing the procedures through participatory and consultative mechanisms. The University maintains a constant dialogue with doctoral students, teachers, graduates, employers and representatives of the socio-economic environment, in order to monitor and improve doctoral study programs. The involvement of students is ensured by their representation in the Faculty Councils, [the UPET Senate](#), [the Board of Directors](#), [CEAC-UPET](#), [CSUD](#), [CSD](#), [the University Ethics Commission](#), [the Research Ethics Subcommittee](#) and other advisory structures. The consultation of the socio-economic environment is carried out through regular meetings and debates with employers (REI, Annex 16), as well as through the activity [of the Consultative College for Public-Private Partnership](#). IOSUD-UP also uses surveys and questionnaires addressed to doctoral students and graduates, collaborations with international educational institutions, especially with the universities in the EURECA-PRO consortium, as well as partnerships with the economic environment for internships, internships and applied learning activities. As a result of these consultations, new optional

subjects were introduced within the PPUA, including Basics of Occupational and Industrial Safety and Energy Management of Industrial Facilities at DSUD Industrial Engineering.

✓ **Analysis of the state of facts**

The analysis confirms the existence of a participatory framework for the implementation of procedures at the level of IOSUD-UP, in which doctoral students, teachers, graduates, employers and representatives of the socio-economic environment are involved. The representation of students in decision-making and quality assurance structures, with significant weights in CSUD, CŞD, Senate, Board of Directors, CEAC and CEU, supports their participation in the application of procedures and decision-making relevant to the doctoral course. Consultations with employers, graduates and international partners help to link doctoral programmes with labour market requirements, academic developments and European practices. The introduction of new optional subjects, including at DSUD Industrial Engineering, shows that stakeholders' views are concretely harnessed in curriculum adjustment and in the application of review procedures. Through these mechanisms, the implementation of the procedures is carried out through a consultative, transparent and quality-oriented process. The involvement of its own community and external stakeholders supports the relevance, timeliness and effectiveness of the regulations applied at the level of doctoral studies.

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

✓ **Recommendations: -**

The indicator is: fulfilled

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

Standard S.C.4.1. Procedures

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

Indicator	The organisational component analyses the results of the students' biannual evaluation
I.P.C.4.1.1	of teachers.

✓ **Presentation of the state of facts**

IOSUD-UP applies regulations ([Regulation for the periodic evaluation of the quality of teachers](#), [Methodology for the periodic internal evaluation of the RDF](#), [Procedure for evaluating the quality of teachers](#), [System procedure for performance monitoring](#)) on the periodic evaluation by students of the performance of teachers, as part of the internal mechanisms for monitoring the quality of the educational process. The evaluation is carried out every six months, in the last two weeks of each semester, based on the Questionnaire for the Evaluation of Teaching Staff, completed by students in anonymity. The resulting data are centralized and processed by DAC, under the coordination of CEAC, and their interpretation is carried out at the level of departments, faculties and university. The evaluation of the quality of the activity of the teaching and research staff is carried out through four components: self-evaluation, collegial evaluation, managerial evaluation and evaluation by students, the latter having a semester character. The results are integrated into the [Report on the evaluation of the quality of teachers](#), and the conclusions and recommendations formulated are discussed with the evaluated persons, statistically analyzed and capitalized in order to improve the educational process. The summary results of the evaluations are published on [University website](#) and are used to formulate measures and recommendations at the level of faculties and departments. At the SD level, the satisfaction of doctoral students with regard to the learning environment is assessed by a [Specific procedure](#) approved by the Senate. In the year 2025, [Report on the evaluation of the satisfaction of students, master's and doctoral students](#) Regarding the learning environment, it included the processing of 96 questionnaires completed online, the response rate of doctoral students being 79.34% of the total number of students.

✓ **Analysis of the state of facts**

The evaluation commission notes the existence of a clear and systematically applied institutional mechanism for the semester evaluation by students of the teachers' performance. The organization of the evaluation based on a questionnaire, in conditions of anonymity, contributes to obtaining relevant feedback on the quality of teaching activities and the relationship between teachers and students. The centralization and analysis of the results by the DAC, their discussion at the departmental level and the integration of the conclusions into synthetic reports demonstrate that evaluation is used in the process of monitoring and improving the quality of education. The individual discussion of the results with the evaluated persons and the application of the recommendations approved by the evaluation report support the responsibility of teachers and the continuous improvement of the teaching activity. The results obtained in the period 2024-2025 indicate a high level of appreciation of the

performance of teachers by students. Also, the high response rate of doctoral students gives relevance to the conclusions formulated at the SD level. Therefore, the organizational component analyzes the results of the semester evaluation process by students of the teachers' performance and uses these results to substantiate the measures to improve the quality of the educational process.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

The indicator is: fulfilled

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator	The organisational component systematically collects and analyses data required for the
I.P.C.5.1.1	internal quality assurance process.

✓ Presentation of the state of facts

IOSUD-UP systematically collects and analyzes data necessary for the internal quality assurance process, through specialized structures, institutional databases and integrated IT tools. The process is coordinated by DAC, under the coordination of CEAC and the vice-rectorate responsible for education and quality assurance. The university uses the integrated information system ACADEMIS, consisting of the UMS module and the SAP module. UMS manages data on admission, enrollment and academic status of students, evaluation results, scholarships, accommodation, diplomas, educational quality assessment, analytical financial situation and students' access to their own information. SAP manages financial-accounting, budgetary, investment, research, human resources, fixed assets, supply and inventories data. At the SD and DSUD level, the data on periodic evaluation, admission, enrollment, academic status of doctoral students, online catalogs, exam sessions, fees, diplomas, curricula, associated documents, grading and credit system, organization of the teaching process and status of functions are managed through the Office for Doctoral Studies and Digitalization, under the coordination of the Director of the CDH and the Director of the CDU. Data on research results and international relations are collected and analysed by the R&D Management Department, and personnel data are managed by the Human Resources Service. The DAC collects and analyzes information such as the statistical results of the evaluation of learning outcomes, the synthetic results of the periodic evaluation of teaching and research staff, the results of scientific research activity, internal and external evaluation reports, recommendations resulting from evaluation processes, as well as the schedules of internal and external evaluations of programs and fields of study. The periodic analysis of these data is reflected in the Annual Report on Internal Quality Assessment, the Rector's Report on the State of the University of Petroșani and the Report on the Implementation of the Operational Plan, public documents.

✓ Analysis of the state of facts

It can be ascertained the existence of a structured institutional system for collecting, managing and analyzing the data necessary for internal quality assurance at IOSUD-UP level. The use of the ACADEMIS, UMS and SAP platforms, together with the databases managed by the academic and administrative structures, allows the continuous monitoring of teaching, research, administrative, financial and human resources activities. The distribution of responsibilities between DAC, the Office of Doctoral Studies, the Department of Research and Development Management, the Human Resources Service, faculties and departments ensures the collection of data from multiple sources and their integration into internal evaluation processes. This organisation demonstrates a systematic approach, in which the data and recommendations of internal and external evaluations are regularly analysed. The reflection of these analyses in public reports, such as the Annual Internal Quality Assessment Report, the Rector's Report and the Operational Plan Implementation Report, demonstrates that the data collected are used for monitoring, substantiating decisions and improving academic and administrative processes. The organizational component has functional and consistent data collection and analysis mechanisms, supporting the fulfillment of the indicator.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

The indicator is: fulfilled

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

Standard S.C.6.1. Transparency

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

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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✓ Presentation of the state of facts

UPet ensures the publication of and access to information of public interest regarding the programs and fields of study, the qualifications obtained by the graduates, the academic activity, the research activity and the services offered to students. The information is available on [the official website of the university](#), through informative materials, through the bulletin boards of the faculties and disciplines, as well as through periodic public communications, including press conferences organized weekly by the Rector of the university. The published information includes quantitative and qualitative data on study programmes, related qualifications and diplomas, teaching and research staff, admission, research activity, scientific events, teaching competitions, quality assurance regulations, facilities offered to students and other issues relevant to candidates, students, graduates, employers and the general public. For doctoral studies, the website of the Doctoral School provides public information on [the presentation of the Doctoral School](#), [the fields and doctoral supervisors](#), [the Admission Methodology](#), [the Study Contract](#), [the Institutional Regulation for the organization and conduct of doctoral studies](#), [the Methodology for completing doctoral studies](#), [the framework structure of the academic year](#), [the curriculum](#), [the available research resources](#) and [the documentary resources](#). Also, the Guide for admission to doctoral studies at IOSUD-UP, which includes information on the fields of doctoral studies, the criteria and calendar of the competition, as well as the documents required for registration, is available in electronic format on the official website of the University of Petroșani, in [the section dedicated to doctoral admission](#).

✓ Analysis of the state of facts

The information presented highlights the fact that IOSUD-UP and the University of Petroșani ensure an adequate level of transparency regarding the evaluated study program and its associated activities. The publication of information on the university's website and on the SD page allows candidates, doctoral students, teaching staff, graduates, employers and other interested parties to access relevant data regarding the organization and conduct of doctoral studies. The availability of essential documents supports the transparent and predictable nature of the doctoral pathway. At the same time, the publication of information on research and documentation resources contributes to the correct information of doctoral students about the available facilities. By using several communication channels, including the institutional website, faculty bulletin boards, informative materials and periodic public communications, the organizational component demonstrates concern for continuous and accessible information to the public. Overall, the information of public interest on the evaluated study program is published and accessible, supporting the fulfillment of the indicator.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

The indicator is: fulfilled

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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✓ Presentation of the state of facts

UPet promotes a governance model based on the transparency of decision-making processes, by documenting and publicly communicating the decisions taken by the management structures. The decisions of the University Senate and the Board of Directors are published on the university's website, in the [U P Documents section](#), ensuring the access of the academic community and the interested public to the relevant institutional decisions. The general framework on decision-making transparency is supported by the provisions of the UPet Charter, including the articles on the organization and functioning of management structures. At the level of IOSUD-UP and the Doctoral School, [the institutional website](#) provides current and accurate information on the fields of doctoral studies, doctoral supervisors, facilities offered to doctoral students, organization of doctoral studies, research activity, international relations and quality assurance processes. The transparency of decision-making processes is also supported by the publication or communication of information on the decisions of [the CSD and the CDUD](#), the decisions [of the Board of Directors](#) and the [Senate](#), the summary results of the evaluations, the [activity of the University Ethics Commission](#), as well as [relevant financial information](#), including the budget execution for the period 2020-2025.

✓ Analysis of the state of facts

The elements presented highlight the fact that UPet and IOSUD-UP ensure the transparency of decision-making processes by publishing the decisions of the management structures and by making available to the public relevant information on the organization and functioning of doctoral studies. The publication of decisions of the Senate, the Management Board, as well as information on CSUD and CSD, allows stakeholders access to decisions influencing academic and administrative activity. The availability of information on doctoral fields, doctoral supervisors, quality assurance processes, scientific research, international relations, the activity of the University Ethics Commission and financial statements contribute to increasing trust in institutional governance mechanisms. These elements support the open, verifiable and predictable nature of decision-making processes. By using the institutional website and the SD page as public information tools, the organizational component demonstrates concern for the communication of decisions and for transparent access to information of institutional interest. Overall, decision-making processes are documented, communicated and accessible, supporting the fulfillment of the indicator.

✓ 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	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.
I.P.C.8.1.1	

✓ Presentation of the state of facts

IOSUD-UP and the Doctoral School carry out the procedures related to the external quality assessment process, in order to organize and carry out, under the law, the programs and fields of doctoral studies. These procedures are carried out in accordance with the provisions of Law no. 199/2023, G.D. no. 962/2024, the Specific Quality Standards on the Conduct of Activities Related to University Study Programs and the ARACIS Guide for Conducting External Quality Assessment Procedures. UPet periodically undergoes external quality assessment processes, both at institutional level and at the level of IOSUD and the fields of doctoral studies. Following the institutional evaluation, the university holds the rating "High Degree of Trust", according to [the report](#) of September 30, 2021. Also, the IOSUD-UP Doctoral School was accredited by ARACIS in 2021, through the ARACIS Council Decision no. 145/28.12.2021, and the four fields of doctoral studies received the qualification "maintenance of accreditation". The maintenance of the IOSUD-UP accreditation for the organization of doctoral degree programs was confirmed by [the ARACIS Council Decision no. 145 of 28.12.2021](#), by which the 4 DSUDs were also accredited and by the Order of the Ministry of Education no. 5985/29.12.2021, published in the Official Gazette no. 57/19.01.2022. The PhD field of Industrial Engineering was periodically evaluated between 11.10-15.10.2021, obtaining the qualification "maintenance of accreditation". ARACIS COUNCIL DECISION NO. 145/ 28.12.2021. The preparation of the internal evaluation report and the submission of the external evaluation request to ARACIS is carried out on the basis of institutional quality documents, such as the Quality Assurance Policy, the Plan of Measures for the Achievement of Quality Objectives, the ECAC Regulation, the DAC Regulation, the Regulation on the initiation, approval, monitoring and periodic evaluation of study programs and the Procedure for preparing the internal evaluation report of study programs.

✓ Analysis of the state of facts

The information presented confirms that IOSUD-UP carries out the procedures related to the external quality assessment in a regulated, periodic manner and in accordance with the national legislation and ARACIS standards. The existence of internal documents on quality assurance, periodic evaluation and preparation of internal evaluation reports supports the organized and predictable nature of the process. The results of the previous external evaluations, namely the qualification "High degree of trust" at institutional level and "maintenance of accreditation" for IOSUD-UP and for the field of Industrial Engineering, demonstrate the university's ability to organize doctoral studies under the conditions of the law and in accordance with the applicable quality requirements. These results confirm the functionality of the internal mechanisms for preparing, documenting and supporting the external evaluation processes. The scheduling of external evaluation activities, the preparation of internal evaluation reports and the submission of requests to ARACIS highlight the fact that external evaluation is integrated into the institutional quality management system. Therefore, the organizational component carries out the procedures related to the external quality assessment, contributing to the legal organization and the continuous improvement of the evaluated study program.

- ✓ Aspects that constitute best practice examples: -
- ✓ Recommendations: -
- The indicator is: fulfilled

IV. SWOT Analysis

Strengths: ✓ Distinctive local expertise in occupational health and safety, industrial risk analysis and safety management, including in hazardous and potentially explosive environments; ✓ Strategic collaboration with INSEMEX, supported by the affiliation of a PhD supervisor and access to expertise and specialized infrastructure; ✓ Niche directions with national relevance: explosives and pyrotechnic articles, explosion modeling, industrial ventilation, critical infrastructures and security culture; ✓ Complementary expertise in risk management, thermal energy, thermofluid dynamics, energy efficiency, digital monitoring and simulation; ✓ Applied and interdisciplinary research, supported by its own centers and connected to the needs of the industry and the post-mining transition in the Jiu Valley.	INTERNAL FACTORS 	Weaknesses: ✓ A small number of doctoral supervisors - three, of which only two are UPet holders - with the risk of concentrating the coordination activity; ✓ Limited exploitation of results through patents, technology transfer and innovative products or services; ✓ Reduced number of places for admission for the field of Industrial Engineering (1-2 places/year); ✓ The small number of fee-paying doctoral students (which could compensate for the reduced number of budgeted places).
Opportunities: ✓ Increasing demand for expertise in OSH, major risk management, critical infrastructure protection and explosive environment security; ✓ Extension of the collaboration with INCD INSEMEX through joint projects, coordinations, use of infrastructure, expertise and technology transfer; ✓ Capitalizing on the just transition of the Jiu Valley through topics related to post-mining, energy efficiency, circular economy, digitalization and industrial reconversion; ✓ Access to national and European programmes and EURECA-PRO networks for internationalisation and interdisciplinary consortia; ✓ Integration of AI, sensors, digital twins and advanced simulation in risk prevention and attracting PhD students from companies and public institutions.	EXTERNAL FACTORS 	Threats: ✓ The risk of the closure of all coal mines in the Jiu Valley, with the reduction of the traditional industrial base and the local source of candidates, themes and partnerships; ✓ The insufficient pace of regional economic conversion and diversification, which may limit the demand for industrial research and technology transfer; ✓ Migration of graduates and young researchers to large university centers, the private sector or abroad; ✓ Decreasing the interest of master's degree graduates in doctoral studies and accentuating unfavorable demographic trends; ✓ Low number of budgeted places, unpredictable funding and competition from centers with superior resources and international visibility.

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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	Fulfilled	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	Fulfilled	Posting the research infrastructure on the Eertis platform
5.	I.P.A.3.1.1. The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	Fulfilled	Attracting new PhD supervisors in the field of Industrial 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	Semi-annual analysis of the impact of the use of artificial intelligence in the training of PhD students, including some equal opportunities issues
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	Application of the proposed new curriculum (AS4) starting with doctoral students admitted in 2026
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	Periodic organization of information sessions on the doctoral path, the administrative and academic stages, the available opportunities, as well as the individual budget allocated to each doctoral student and the ways of using it.
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	Taking steps to increase the number of admission places for the field of industrial engineering

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	
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	
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	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	Fulfilled	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	Fulfilled	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	Fulfilled	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	Fulfilled	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	Fulfilled	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	Fulfilled	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	Fulfilled	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

VI. Conclusions

1. At IOSUD – Upet The field of doctoral studies *Industrial Engineering* operates in a clearly regulated, transparent and updated institutional framework, being supported by managerial, administrative and quality assurance structures appropriate to the organization of doctoral studies.
2. The human resource involved in the field is adequate in terms of academic and scientific qualification, the doctoral supervisors having recognized research activity, involvement in projects, publications and relevant experience for the training of doctoral students.

3. The material base and research infrastructure are adequate, being supported by high-performance resources and collaboration with INSEMEX, whose facilities complement UPet's own infrastructure.
4. All 32 performance indicators evaluated are met, with no partially met or unmet indicators, which underpins the decision to maintain the accreditation for the field of doctoral studies in Industrial Engineering. Six recommendations were made.
5. The field of doctoral studies in Industrial Engineering also highlights a number of aspects of good practice, such as: the very well-regulated institutional framework characterized by a large number of procedures, regulations, methodologies; the special collaboration with INCD-INSEMEX Petroșani, which additionally ensures the access of doctoral students and teaching staff to the unique research laboratories and equipment of the institute; the affiliation of a PhD supervisor Scientific Researcher to INCD-INSEMEX Petroșani; the participation of UPet in the EURECA-PRO Alliance.

Propose and substantiate a decision.

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

maintaining accreditation (MAC);

VII. Appendices

- DSUD Industrial Engineering Assessment Calendar - UPet 13-14 July 2026
- Minutes of meetings – 12 minutes.
- 12 Additional documents made available by the university in the period prior to the visit, including: Discipline sheets for scientific reports (AS1, AS2, AS3), learning outcomes (AS5), peer grid correlation skills - learning outcomes (AS4) and learning outcomes - subjects (AS5), partnerships with the economic environment (AS7) etc.



AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - **ENQA**

Înscrișă în Registrul European pentru Asigurarea Calității în Învățământul Superior - **EQAR**

Calendarul vizitei de evaluare externă a calității domeniului de studii universitare de doctorat/ The timetable for the evaluation of the external quality evaluation visit for the doctoral university study domain

Instituția de învățământ superior/Organizația furnizoare de educație/ Higher Education Institution / Education Provider Organization: **Universitatea din Petroșani/ University of Petroșani**

Școala doctorală/ Doctoral School: **Școala Doctorală a Universității din Petroșani/Doctoral School of Petroșani University**

Domeniul de doctorat/ Doctoral Domain: **Inginerie Industrială/Industrial Engineering**

Obiectivul evaluării externe/ The objective of the external evaluation: **Menținerea acreditării/Maintaining accreditation**

Perioada vizitei de evaluare/ The evaluation period: **13-14 IULIE 2026/ July, 13-14, 2026**

Comisia de experți evaluatori ai ARACIS/Evaluation panel:

Reprezentanții ÎÎS/OFE:

Nr./No.	Numele și prenumele/ Last Name and First Name	Calitatea/Team role	Nr./No	Numele și prenumele/ Last Name and First Name	Calitatea/Team role
1.	IONESCU Nicolae	<i>Membru - Cadru didactic RNE</i>	1.		<i>Persoană de contact/ Contact person</i>
2.	TOPALĂ PAVEL ALEXEI	<i>Membru - Evaluator internațional RNE-I</i>	2.		
3.	BUNGĂU Tudor	<i>Membru - Student doctorand RNE-S</i>	3.		

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
Luni/ <i>Monday</i> , 13.07.2026			
9:00-9:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ <i>Technical discussions within the expert committee for external quality evaluation</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location Sală Consiliu Facultatea de Mine
9:30-10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice/ <i>Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ <i>Representatives of the management of the organisational component</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ Room/Location Sala Consiliu Facultatea IME Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting</i> : 1. Prof.univ.dr.habil.ing. -Director CSUD 2. Prof.univ.dr.habil.ing. -Director Școală Doctorală 3. Prof.univ.dr.ing. -Rector UP 4. Prof.univ.dr.habil.ing. - Prorector, membru CSUD 5. Prof.univ.dr.habil.ing. -membru CSUD 6. Conf.univ.dr.habil.ing. membru CȘD
10:20-10:30	Pauză/ <i>Break</i>		
10:30-11:20	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/ <i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	Sala/Locația/ Room/Location Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting</i> :



Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
11:20-11:30	Pauză/ <i>Break</i>		
11:30-13:30	Vizitarea bazei materiale/ <i>Visiting the material resources</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai instituției/ <i>Representatives of the HEI</i>	Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i>
13:30-14:30	Pauză de prânz/ <i>Lunch</i>		
14:30-15:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Cadre didactice conducători de doctorat/ <i>Teaching staff who are PhD supervisors</i>	Sala/Locația/ Room/Location Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i>
15:20-15:30	Pauză/ <i>Break</i>		
15:30-16:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți¹ doctoranzi din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Studenți doctoranzi/ <i>Doctoral students</i>	Sala/Locația/ Room/Location Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i>

¹ Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.



Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
16:20-16:30	Pauză/ <i>Break</i>		
16:30-17:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ^{2,3} ai DSUD/ <i>Meeting of the external quality evaluation experts' panel with alumni⁴ of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Absolvenți ai domeniului de studii evaluat/ <i>Graduates</i>	Sala/Locația/ <i>Room/Location</i> Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i>
17:30-18:45	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers⁵ of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Sala/Locația/ <i>Room/Location</i> Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i>

² Se va evita invitarea absolvenților care sunt angajați ai ÎIS sau ai OFE, după caz.

³ Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

⁴ Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.

⁵ Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			1. Director-General INCD-INSEMEX Petroșani 2. Inspectoratul Teritorial de Muncă Hunedoara –Serviciul SSM Petroșani 3. Inspectoratul Teritorial de Muncă Hunedoara - Deva 4. CET Paroșeni 5. Complexul Energetic Valea Jiului 6. EUROELECTRIC SRL Petroșani 7. ATVA SRL Pitești 8. Expertiză Tehnică Judiciară, Alba Iulia 9. Expertiză Tehnică Judiciară Petrila –PFA 10. Inginer –șef electromecanic Complexul Energetic Valea Jiului
Marți/ <i>Tuesday</i> , 14.07.2026			
8:30 - 9:00	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ <i>Room/Location</i> Sală Consiliu Facultatea de Mine
9:00 - 9:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Responsabilii centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	Sala/Locația/ <i>Room/Location</i> Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i> 1. Prof.univ.dr.habil.ing. -Prorector cercetare 2. Prof.univ.dr.habil.ing. - Centrul de cercetare "Evaluarea riscurilor în



Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			industrie (CCERI)” 3. Prof.univ.dr.habil.ing. -Centrul de cercetare “<i>Excelență în cercetarea fundamentală și aplicativă în cadrul Universității din Petroșani</i>” 4. Prof.univ.dr.ing. –Centrul de cercetare “<i>Inginerie mecanică pentru industria extractivă (IMIE)</i>” 5. Șef lucr. dr. ing. Centrul de cercetare “<i>Studii Strategice de Securitate Energetică</i>”
9:50 - 10:00	Pauză/ <i>Break</i>		
10:00 - 10:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of quality assurance organisational structures</i>	Sala/Locația/ Room/Location Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i>
10:50 - 11:00	Pauză/ <i>Break</i>		
11:00 - 11:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai Serviciului de informatizare și comunicații digitale/ <i>Meeting of the external quality evaluation experts' panel with representatives of IT and Digital Communications Service</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai Serviciului de informatizare și comunicații digitale / <i>Representatives representatives of IT and</i>	Sala/Locația/ Room/Location Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i>



Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
		<i>Digital Communications Service</i>	
11:50 - 12:00	Pauză/ <i>Break</i>		
12:00-12:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității ⁶ / <i>Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ <i>Room/Location</i> Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i>
12:50-14:00	Pauză de prânz/ <i>Lunch</i>		
14:00 - 14:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară/ <i>Meeting of the experts panel with members of the University Ethics Committee</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Membri ai Comisiei de etică universitară/ <i>Members of the University Ethics Committee</i>	Sala/Locația/ <i>Room/Location</i> Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i>

⁶ Clarificarea unor aspecte rezultate din activitățile și discuțiile desfășurate pe parcursul efectuării vizitei, dacă se impune



Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
14:50-15:00	Pauză/ <i>Break</i>		
15:00 - 15:50	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location Sală Consiliu Facultatea de Mine
16:00-17:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ <i>Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process</i>	Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> Reprezentanți ai conducerii și ai domeniului de studii evaluat/ <i>Representatives of the management</i> Persoana de contact/ <i>Contact person</i>	Sala/Locația/ Room/Location Sală Consiliu Facultatea de Mine Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i>

Dacă se consideră necesar, și în funcție de forma de organizare a PSUL/DSUM, pot avea loc și alte întâlniri, spre exemplu cu reprezentanți ai: Departamentelor care asigură suport informatic, spre exemplu în vederea organizării activităților online; Departamentelor de relații internaționale și mobilități studențești; Centrului de Consiliere și Orientare în Carieră etc.