



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 de doctorat, precum și pentru programul pregătitor de limba română pentru cetățenii străini, după caz, cuprinse în anexele nr. 1-13 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 17.09.2026.

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. 286/H/17.09.2026

**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. 1**

Hotărârea Consiliului ARACIS nr. 286/H/17.09.2026

Anexa 1.3

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea Tehnică din Cluj-Napoca	
Școala(ile) doctorală(e)	Școala Doctorală UTCN	
Domeniul de studii universitare de doctorat (DSUD)	Ingineria materialelor	
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 14.09.2026, propunerea de decizie fiind consemnată în PV nr. 4629/14.09.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr.4655/17.09.2026		
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.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.5.1.2, 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: I.P.B.1.1.1 I.P.B.5.1.1 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 17.09.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

- 32 indicatori: 30 sunt îndepliniți, 2 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 obtaining a maintaining accreditation (MAC) of Doctoral Study Domain

Higher Education Institution/Education Provider Organization:	Technical University of Cluj-Napoca
Doctoral School:	Doctoral School of UTCN
Doctoral Domain:	Materials engineering
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	<i>VIZUREANU PETRICĂ</i>	Expert evaluator	
2.	<i>GOLLER GULTEKIN</i>	International Expert	
3.	<i>ILIE ANA LAVINIA</i>	PhD Student Evaluator	

I. Introduction

The evaluators panel composed by Prof. univ. dr. eng. Petrică VIZUREANU („Gheorghe Asachi” Technical University of Iași), Prof. dr. eng. GOLLER Gultekin (international expert – Istanbul Technical University, Turkey) and PhD Student ILIE Ana Lavinia (National University of Science and Technology POLITEHNICA Bucharest), approved by the ARACIS Council through Decision no. 152/H/07.05.2026, has participated in period 09-10.07.2026, at the Technical University of Cluj-Napoca (UTCN), for external quality assurance for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain **Materials Engineering**.

The Technical University of Cluj-Napoca is a state, accredited higher education institution, with legal personality, of public interest, with a non-profit character, an integral part of the national higher education system. The Technical University operates in compliance with the Constitution and legislation of Romania and in accordance with the norms provided by the Great Charter of Universities of Bologna (1999), being a signatory thereof (2004).

The institution was founded in 1948 under the name of the Institute of Mechanics (Official Gazette no. 249/26.10.1948), in 1953 it was transformed into the Polytechnic Institute of Cluj (HCM 2688 of 1953), and since 1992 it has operated under the current name of the Technical University of Cluj-Napoca (Official Gazette no. 337/29.12.1992). [Act of establishment of UTCN](#)

In 2012, the merger by absorption with the North University of Baia Mare takes place, which is still constituted as a complex functional unit, under the name of the North University Center of Baia Mare. The headquarters of the university is: Str. Memorandumului, nr. 28, postal code 400114, Cluj-Napoca, Romania.

Apart from the locations in Cluj-Napoca and Baia Mare, the teaching activity of the Technical University of Cluj-Napoca also takes place within the university extensions in Zalău, Satu Mare, Bistrița and Alba Iulia, which do not have their own legal personality.

In the Technical University of Cluj-Napoca, a number of 88 bachelor's degree programs are accredited or provisionally authorized, operating in 12 faculties (of which 9 in Cluj-Napoca and 3 at the North University Center in Baia Mare). Bachelor's degree studies are organized over a period of 4 years in the case of engineering sciences (240 credits), respectively 3 years (180 credits) at the Faculty of Letters and at the Faculty of Sciences – North University Center in Baia-Mare and 6 years (360 credits) at the Faculty of Architecture.

The master education cycle, which operates 100 study programs, has a normal duration of two years, corresponds to a number of 120 transferable study credits and ends at level 7 of the EQF/CEC and the National Qualifications Framework.

According to the current legal framework, UTCN is an Organizing Institution for Doctoral Studies (IOSUD-UTCN).

II. Methods used

For the external quality evaluation aimed at maintaining the DSUD-IM accreditation, the ARACIS evaluation committee analyzed the Internal Evaluation Report (IER) and its annexes, uploaded on the ARACIS platform, visited the facilities, and met with the leadership of the organizational component, the team that prepared the IER, employers, graduates, doctoral students, PhD supervisors in the field, research center coordinators, members of quality assurance structures, and staff providing secretarial services at the IOSUD level, according to the visit schedule. The documents analyzed before and during the on-site visit, uploaded on the ARACIS platform, are the following:

[Internal Evaluation Report \(IER\)](#)

[Anexa 1. Indeplinire criterii conducatori](#)

[Anexa 2. Fise disciplina](#)

- [Annex 3_Tosa Vicor_conf Letonia 2023](#)
- [Annex 4_Prof. Mohamed Belmeguenai_Univ_Sorbona](#)
- [Annex 5_Prof. Monika Keri_Univ_Debrecen](#)
- [Annex 6_PhDStudent_Vanda Papp_Univ_Debrecen](#)
- [Annex 7_Methodology for reallocating doctoral scholarships](#)
- [Annex 8_Procedure for Feedback Collection](#)
- [Annex 9_Feedback PhD students](#)
- [Annex 10_Feedback Collection Questionnaire](#)
- [Annex 11_Action Plan Based on Feedback from PhD Students](#)

During the visit, the evaluation committee, following the visit schedule, inspected the following research spaces: University Campus; Research centers and laboratories: Center for Superconductivity, Spintronics and Surface Science Center (C4S), Nuclear Magnetic Resonance Diffusometry and Relaxometry Laboratory, Magnetic Materials and Nanomaterials, Biomaterials laboratory, Composite Materials and Environmental Chemistry Laboratory.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
--------------------------	--

- ✓ **Presentation of the state of facts:** IOSUD-UTCN has CSUD, the Doctoral School, coordination councils and secretariat structures, described in the [IOSUD structure](#); regulations, methodologies and procedures are published in [IOSUD regulations](#) and updated under Law 199/2023 and OM 3020/2024. The evidence also shows that the institutional framework connects the IOSUD level with the field level, so that operational decisions, doctoral administration and quality assurance are not left to informal arrangements.
- ✓ **Analysis of the state of facts :** The organisation is functional and adequately regulated for Materials Engineering. The REI and ARACIS doctoral standards confirm a coherent management system with clear responsibilities, updated procedures and traceable decision-making. This correspondence between published rules and the actual structures described in the REI supports a positive judgement on the adequacy and stability of the management system. No contradictory evidence was identified in the evaluation file.

The indicator is fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

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

- ✓ **Presentation of the state of facts:** The REI records consultation of doctoral supervisors, faculty members, doctoral students and quality structures in adopting procedures. Field information and announcements are available on the [SDIMM announcements page](#), while feedback evidence is included in Annexes 8-11. The clarification documents further show that the field uses both formal bodies and direct communication channels to gather views from the academic community and doctoral students.
- ✓ **Analysis of the state of facts :** Stakeholder opinions are considered in the revision and application of methodologies. The mechanism is adequate; consultation traces could be systematised further, but this does not affect fulfilment. The consultation mechanism is appropriate for the size and profile of the doctoral field and provides sufficient feedback for revising and applying regulations. The available evidence is coherent with the ARACIS interpretation of the indicator.

The indicator is fulfilled.

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

Standard S.A.2.1. Material resources

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

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

- ✓ **Presentation of the state of facts:** The domain uses UTCN teaching, research and administrative spaces, including specialised Materials Engineering laboratories and research centres listed through [SDIMM research structures](#) and [UTCN faculty research structures](#); library, ANELIS and student support services are also available. The evidence covers both teaching spaces and specialised research environments, which is important because the doctoral programme depends mainly on experimental and analytical research activity.
- ✓ **Analysis of the state of facts :** The venues and equipment provide suitable conditions for study, doctoral research, work and student services, including access to documentation and support resources. The documented infrastructure corresponds to the needs of doctoral training in Materials Engineering and supports access to laboratories, documentation and administrative services. The documented facilities are also consistent with the experimental nature of the field.

The indicator is fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
--------------------------	---

- ✓ **Presentation of the state of facts:** Movable and immovable assets are managed by the faculty, research centres and responsible staff. Equipment use, project-funded acquisitions, maintenance and digital records are connected to [SIMAC+](#) and institutional administrative flows. The REI links the use of resources with responsible structures, research groups and project activity, which indicates that the assets are not only available but also actively used.

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

- ✓ **Analysis of the state of facts:** The evidence shows adequate maintenance and sustainable use of infrastructure for doctoral study and research. Periodic equipment monitoring supports continued optimisation. The management of resources appears adequate for maintaining continuity of doctoral research and for avoiding major limitations in the implementation of individual research plans. This is relevant for both current cohorts and future doctoral intakes.

The indicator is fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
--------------------------	---

- ✓ **Presentation of the state of facts:** The PPUA teaching staff are qualified professors/associate professors or researchers. The field has 9 affiliated PhD supervisors, listed on [SDIMM doctoral supervisors](#); 7 documented full CNATDCU compliance, one supervisor joined in 2025 and three further habilitations are in preparation. The uploaded habilitation-compliance files support the conclusion that the supervisors have relevant scientific output, publications, projects and doctoral-supervision capacity.
- ✓ **Analysis of the state of facts:** Human resources are sufficient, qualified and scientifically visible. The staffing profile supports the teaching and research activities of the doctoral field. The balance between experienced supervisors, recent habilitations and specialised teaching staff is consistent with the requirements of a doctoral field in engineering sciences. The evidence is strengthened by the uploaded supervisor-compliance documents.

The indicator is fulfilled.

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

- ✓ **Presentation of the state of facts:** Staff development is supported through training in university pedagogy, research management, digitalisation, AI-assisted education, language/communication, Matlab and non-destructive testing, as well as Erasmus+/EUT+ mobility; scientific activity is recorded in [SIMAC+](#). The professional-development activities mentioned in the REI are relevant for teaching quality, research performance, digital administration and interaction with doctoral students.
- ✓ **Analysis of the state of facts :** Professional and personal development opportunities are coherent and relevant to doctoral education and research, supporting continuous competence improvement. These opportunities contribute to maintaining academic competence and institutional adaptability, which is particularly relevant for a research-intensive doctoral programme. The information shows continuity between staff development and research performance.

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:** Recruitment is governed by the UTCN methodology for teaching and research competitions, published as the [competition methodology](#). Procedures include public announcements, calendars, candidate files, evaluation committees and publication of results. The

documentation also indicates that competition files, public calendars and committee decisions are managed through official institutional channels.

- ✓ **Analysis of the state of facts** : Recruitment is legally compliant, transparent and traceable. The procedures are adequate for ensuring qualified academic staff for the doctoral field. This ensures predictability and equal treatment of candidates and confirms that staffing procedures do not rely on informal or non-transparent recruitment practices. The applied procedure provides sufficient safeguards for academic recruitment quality.

The indicator is fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

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

- ✓ **Presentation of the state of facts**: Digitalisation is supported by the [SIS doctoral admission platform](#), JobRouter for administrative workflows, [SIMAC+](#) for scientific reporting, and CloudUT/M365 resources regulated through the [CloudUT regulation](#). These tools cover admission, reporting, communication, document flow and access to digital resources, reducing the administrative burden for students and staff.
- ✓ **Analysis of the state of facts**: IT tools improve access, traceability and administrative simplification. The digital support is appropriate for doctoral students, staff and indirect beneficiaries. The digital ecosystem is sufficiently broad to support the doctoral cycle and to provide traceable information for management and quality assurance. The platforms also improve the reliability of information used in evaluation.

The indicator is fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
--	---

- ✓ **Presentation of the state of facts**: The doctoral programme has 180 ECTS and combines PPUA, PCS, the research project and thesis work. The [PPUA page](#) includes common subjects such as Ethics, Statistics and Research Activity, plus specialised disciplines selected with the supervisor. However, the information is not yet integrated into one curriculum including mission, objectives, learning outcomes, credits and assessment forms.

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

- ✓ **Analysis of the state of facts:** The programme structure is coherent with doctoral learning outcomes and EQF/CNC level 8. Training, research and evaluation experiences lead to the doctoral qualification. Nevertheless, the documentation does not fully show the link between learning outcomes, ECTS, assessment and thesis work; the specific information for the doctoral program exists in various documents that are uploaded on the DSUD-IMAT website (competences and learning outcomes, discipline contract), it is not grouped in a DSUD-IMAT curriculum; specialised discipline sheets should be revised for third-cycle requirements.
- ✓ **Recommendation:** It is recommended to develop a consolidated DSUD-IMAT curriculum and to revise the specialised discipline sheets so that learning outcomes, ECTS, assessment methods and thesis-related activities are explicitly aligned with third-cycle requirements.

The indicator is partially 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).

- ✓ **Presentation of the state of facts:** The REI links learning outcomes with advanced research, materials synthesis/processing, characterisation, data interpretation, innovation and scientific communication competences. The correlation with occupations uses the [ESCO classification](#) and the doctoral qualification profile. The described competences are specific to doctoral-level work, including independent research, advanced experimentation, interpretation of results and scientific dissemination.
- ✓ **Analysis of the state of facts:** The expected outcomes are adequately connected with high-level research and professional competences in Materials Engineering and match the doctoral qualification level. The alignment with ESCO and the doctoral qualification confirms that the programme does not remain only disciplinary, but also supports broader professional research roles. The expected competences are credible for doctoral graduates in this field.

The indicator is fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator
I.P.B.3.1.1

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

- ✓ **Presentation of the state of facts:** Student-centred learning is ensured by individual research plans, supervisor-guided selection of specialised PPUA subjects, mentoring through guidance and integrity committees, periodic reports and feedback. The curricular framework is public on the [PPUA page](#). The uploaded discipline sheets and the individual research planning show that doctoral students can adapt the training component to the topic and supervisor expertise.
- ✓ **Analysis of the state of facts:** The analysis of the Internal Evaluation Report, supporting documents, and discussions held during the site visit confirmed that the doctoral study programme is organised according to the principles of student-centred learning. Each doctoral student carries out an individual research programme under the guidance of a doctoral supervisor and a supervisory committee, which continuously monitors academic progress and provides scientific support throughout the doctoral studies. The meetings with academic staff and doctoral students confirmed

that research topics are selected according to students' academic interests, research potential and professional aspirations. Doctoral students actively participate in research projects, scientific conferences and publication activities. Regular progress reports are presented and evaluated, while supervisors provide continuous scientific guidance and personalised feedback. Academic staff also highlighted the importance of maintaining direct interaction with doctoral students throughout the research process, particularly regarding research ethics, responsible use of artificial intelligence tools and scientific writing. The evidence collected during the evaluation demonstrates that the doctoral programme effectively applies student-centred learning principles. The educational process is based on personalised supervision, individual research planning, continuous monitoring of students' progress and regular scientific feedback. Doctoral students confirmed that they actively participate in decisions regarding their research activities and benefit from close academic support throughout their studies.

The indicator is fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
---------------------------	--

- ✓ **Presentation of the state of facts:** Doctoral students can access Erasmus, CEEPUS, EUt+ cooperation, co-supervision and conference mobility. The REI reports that 33.34% of thesis defenders had traineeships, mobility or international conference participation; evidence includes the UTT co-tutelle agreement and Debrecen/Slovenia/Latvia documents. The supplementary annexes confirm individual examples of international exposure, including lectures, visits, co-tutelle arrangements and conference participation.
- ✓ **Analysis of the state of facts :** The analysis of the Internal Evaluation Report, the supporting documentation and the discussions held during the site visit confirmed that the organisational component actively promotes student participation in national and international academic mobility programmes. Internationalisation represents one of the strategic priorities of the university and of the doctoral school, with particular emphasis placed on participation in Erasmus+ mobility programmes, international research collaborations and joint scientific activities. During the meeting with doctoral students, participants confirmed that they are informed about the available mobility opportunities and encouraged by their doctoral supervisors to participate in international exchanges. Doctoral students provided examples of participation in Erasmus+ mobility programmes, highlighting the positive impact of these experiences on their scientific development, research skills and international networking. They also confirmed that the university provides financial and administrative support for mobility activities, including travel and accommodation expenses. The discussions with the academic staff and the university management also highlighted the existence of numerous international partnerships and collaborative research projects, which create additional opportunities for doctoral students to participate in international research activities, conferences, workshops and scientific exchanges. The doctoral students confirmed both the availability of mobility opportunities and the institutional support provided before, during and after the mobility period. The Panel also noted that the organisational component actively encourages international exposure through participation in collaborative research projects and scientific events.

The indicator is fulfilled.

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

- ✓ **Presentation of the state of facts:** Fair opportunities are supported by the [student rights code](#), CCOC counselling, accessibility measures, digital platforms and the doctoral-student feedback mechanism. The REI also refers to support for diverse learning needs. The available procedures

indicate that students can obtain guidance, counselling, administrative information and support adapted to their doctoral status.

- ✓ **Analysis of the state of facts** : The analysis of the Internal Evaluation Report, supporting documentation and the discussions held during the site visit demonstrated that the organisational component provides equal opportunities for doctoral students throughout their academic journey. The meetings with doctoral students confirmed that research topics are selected in accordance with each student's academic interests, previous educational background and professional aspirations. Several doctoral students explained that they entered the doctoral programme from different academic backgrounds, illustrating the flexibility of the programme and its capacity to integrate students with diverse educational experiences into high-quality research activities. Academic staff also confirmed that supervision is based on regular meetings, continuous feedback and individual monitoring of research progress. Financial support through doctoral scholarships and institutional funding mechanisms contributes to creating an equitable learning environment and enables students to fully engage in research activities.

The indicator is fulfilled.

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

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

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

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

- ✓ **Presentation of the state of facts**: Doctoral students have access to specialised laboratories, research centres, library services, [ANELIS Plus](#), licensed software, M365/CloudUT, counselling through [CCOC](#), international-relation support and services for special educational needs. The REI also shows that support services are complemented by digital access to institutional platforms and scientific information resources.
- ✓ **Analysis of the state of facts**: The analysis of the IER, the supporting documentation and the discussions held during the site visit confirmed that the organisational component provides doctoral students with access to a comprehensive range of learning resources, research infrastructure and academic support services appropriate to the doctoral study cycle. During the meetings with doctoral students, graduates, academic staff and laboratory representatives, it was confirmed that students have access to well-equipped research laboratories, modern scientific equipment, institutional libraries, electronic scientific databases and specialised software necessary for carrying out their research activities. The Panel noted that doctoral students actively participate in research projects and have access to research facilities both within the university and, where required by the research topic, through collaborations with partner universities, research institutes and external laboratories. The availability of financial support for conference participation, scientific publications and international mobility further contributes to an effective learning environment.

The indicator is fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
--------------------------	--

- ✓ **Presentation of the state of facts:** Learning outcomes, competences, contents, hours, bibliography and assessment methods are described in the PPUA discipline sheets and made available through the [PPUA section](#). However, some PPUA discipline sheets do not include doctoral-field learning outcomes, and the existing descriptions are not consistently correlated with the content of each discipline.
- ✓ **Analysis of the state of facts:** The programme supports doctoral training, but the documentation does not ensure a complete and transparent understanding of expected outcomes for all subjects. Since learning outcomes are missing or insufficiently aligned in some PPUA sheets, the requirement is only partially met.
- ✓ **Recommendation:** It is recommended to revise the learning outcomes for DSUD-IMAT and to include it in the discipline sheets from the PPUA in correlation with its content.

The indicator is partially fulfilled.

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

- ✓ **Presentation of the state of facts:** Achievement of outcomes is checked through PPUA examinations, the research project, periodic research reports, guidance-committee evaluation, publication/dissemination requirements and the final thesis defence procedure published on [IOSUD thesis defence](#). The doctoral regulations provide several verification points before the public defence, including reports and committee analysis of the thesis progress.
- ✓ **Analysis of the state of facts:** Ongoing and final evaluations are appropriately combined, allowing verification of research competences and doctoral learning outcomes. The evaluation at the disciplines from PPUA is according to the discipline sheets. The evaluation chain is coherent and ensures that both course-related and research-related outcomes are verified during the doctoral journey. The assessment sequence is suitable for monitoring gradual research maturity. However, the forms of evaluation are included in the discipline sheets but are not highlighted in the Discipline contract.
- ✓ **Recommendation:** It is recommended to include the evaluation result in the certificate of completion for each PPUA discipline and to specify assessment forms in the discipline contract, as a formal improvement of traceability and transparency, which is not altering the existing learning process or the mechanisms used to verify achievement of learning outcomes.

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 follows the institutional [doctoral admission regulation](#) and the public [IOSUD admission page](#), with calendar, places, eligibility, online registration, interview, results and appeals. The use of public information and online registration increases traceability and makes the process accessible to candidates from outside the institution.
- ✓ **Analysis of the state of facts :** The admission procedures are public, applied and supported by digital registration, ensuring consistency for candidates in Materials Engineering. The admission framework is sufficiently detailed and applied in a manner that supports transparency, predictability and comparable treatment of candidates. The procedure gives candidates enough information before admission decisions.

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 establishment of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
--------------------------	--

- ✓ **Presentation of the state of facts:** The admission process publishes places, calendar, selection criteria, bibliography, language requirements and results. Equal-opportunity and support measures are framed by the admission regulation and the [student rights code](#). The published admission framework includes mechanisms for contesting results and for clarifying candidate obligations before enrolment.
- ✓ **Analysis of the state of facts:** Admission complies with fairness and equal-opportunity principles, including public criteria, appeal possibilities and support for candidates with special needs. These elements demonstrate that access is regulated in a fair manner and that vulnerable or special-needs candidates are covered by institutional support measures. The framework is compatible with non-discrimination and equal-access principles.

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:** The academic path is regulated by the [Doctoral School Regulation](#) and institutional procedures for individual programmes, guidance committees, reports, extensions, thesis analysis, Turnitin verification and public defence. The REI describes the academic journey from admission to thesis defence, including the role of the supervisor and guidance committee in monitoring progress.
- ✓ **Analysis of the state of facts:** Regulations concerning doctoral professional activity are consistently applied and provide a clear framework for monitoring and completing studies. The regulations are sufficient to ensure that doctoral students are guided, assessed and certified according to a clear institutional framework. The academic journey is therefore monitored in a structured manner.

The indicator is fulfilled.

Criterion B.8. Process internationalization

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

- ✓ **Presentation of the state of facts:** International cooperation includes Erasmus/CEEPUS/EU+, conference participation, visiting lectures and co-supervision. Evidence includes the UTT co-tutelle, Prof. Monika Keri lectures from Debrecen, the Vanda Papp visit and conference certificates. The evidence is not limited to institutional agreements, but includes concrete individual cases involving doctoral students and international academic staff.
- ✓ **Analysis of the state of facts:** The analysis of the IER, supporting documentation and the discussions held during the site visit demonstrated that internationalisation represents an integral component of the organisational strategy for doctoral education. The organisational component actively promotes international cooperation through institutional partnerships, participation in European programmes, collaborative research projects and international scientific networks. During the meetings with the university management, academic staff and doctoral students, it was confirmed that the institution encourages international mobility of doctoral students, academic staff and researchers through Erasmus+ programmes, bilateral agreements and participation in international research initiatives.

Doctoral students reported positive experiences gained through international mobility programmes, emphasising the contribution of these activities to the development of research competences, scientific networking and intercultural communication skills. Academic staff highlighted that doctoral students are actively involved in international research collaborations and are encouraged to publish scientific papers in internationally recognised journals, participate in international conferences and contribute to joint research projects with foreign partners. The discussions with graduates also confirmed that participation in international scientific activities during the doctoral studies contributed significantly to their professional development and facilitated their integration into academic institutions, research organisations and industry at national and international level. The interviews conducted during the site visit demonstrated that doctoral students, graduates and academic staff benefit from a supportive institutional framework that facilitates international cooperation and encourages participation in the global academic community. The existing partnerships and research collaborations significantly contribute to the quality of doctoral education, the development of research competences and the international visibility of the doctoral school.

The indicator is fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

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

- ✓ **Presentation of the state of facts:** Research-based learning is documented through [48 WoS doctoral-student articles](#) and [25 conference participations](#) in the last five years; all 12 defended theses met the minimum publication criteria, with an internal expectation of two WoS papers and conference participation. The doctoral-student publications and conference outputs demonstrate that research results are integrated into learning rather than being treated as a separate activity.
- ✓ **Analysis of the state of facts :** Scientific investigation is clearly capitalised in doctoral learning outcomes, confirming research autonomy, dissemination capacity and integration into active research groups. The evidence confirms that doctoral students acquire competences through active participation in research groups, dissemination and thesis-related scientific production. The research outputs demonstrate direct contribution to doctoral competence formation.

The indicator is fulfilled.

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
--------------------------	---

- ✓ **Presentation of the state of facts:** The REI reports 101 WoS-indexed supervisor articles in the last five years, total impact factor 386.38, 84 Q1-Q2 articles and 58 open-access articles; doctoral students produced 48 WoS articles, 25 conference participations, 2 mobilities and 4 awards, with [projects evidence](#). The supervisor output is supported by doctoral-student results, awards and research projects, showing continuity between the research environment and doctoral education.
- ✓ **Analysis of the state of facts:** Research results are visible and appropriately capitalised nationally and internationally, aligned with advanced, functional, nano-, bio- and magnetic materials research directions. The volume and quality of publications indicate strong visibility and adequate capitalisation of research within the Materials Engineering field. This visibility is important for the credibility of the doctoral domain.

The indicator is fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

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

- ✓ **Presentation of the state of facts:** Quality assurance uses IOSUD self-evaluation methodology, supervisor/student self-assessment sheets, domain centralisers and satisfaction questionnaires. The [doctoral-student feedback report](#) and Annexes 8-11 show average scores from 4.25 to 5.00 and an action plan. The action plan based on student feedback demonstrates that quality assurance does not stop at data collection, but leads to corrective and improvement measures. Based on the submitted documents and on-sight meetings, it is evident that institutional structures have been established within the university to support strategic orientations in the areas of quality assurance, ethics, and academic integrity. Quality assurance processes are carried out by the Quality Assessment and Assurance Commission (CEAC), the Quality Assurance Department (DAC), the University Administration Department, and quality managers at the faculty and Doctoral School levels. The duties and responsibilities of these structures are defined within the framework of relevant legislation and institutional arrangements, and self-assessment activities are conducted in accordance with the UTCN Quality Assurance Code and the IOSUD self-assessment methodology.
- ✓ **Analysis of the state of facts:** Procedures are consistently applied and have demonstrable impact through feedback analysis, centralised reporting and improvement measures at field and Doctoral School level. The link between procedures, collected evidence and improvement actions justifies the conclusion that quality assurance is applied effectively. The quality cycle is therefore closed through documented improvement actions. Regarding the additional clarifications requested by the expert panel, it has been demonstrated that feedback from doctoral programs is being concretely integrated into processes. During the site visit, it was noted that the quality and ethics committees gather the necessary documentation. Establishing a regular schedule could further strengthen the systematic nature of quality assurance measures.

The indicator is fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

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

- ✓ **Presentation of the state of facts:** Doctoral students, supervisors, coordination councils and quality structures are involved in implementing procedures through consultations, self-assessment files, feedback questionnaires and action plans. Public communication is supported through [SDIMM](#) and IOSUD pages. The annexed feedback documents show that doctoral students can evaluate integration, supervision, research conditions, ethics information and progress monitoring. Doctoral students directly participate in quality assessment and feedback processes; faculty and administrative staff contribute to quality processes through activity reports and periodic academic meetings. It is also stated that the opinions of employers and other external stakeholders are included in the evaluation processes depending on the quality of academic and research activities. Mechanisms to ensure academic integrity and practices to prevent plagiarism are also implemented as part of the quality assurance system.
- ✓ **Analysis of the state of fact :** Community and stakeholder opinions are used in procedure implementation. The evidence supports functional stakeholder engagement within quality assurance. This level of participation is relevant for doctoral education and confirms that

stakeholder views are used in applying quality procedures. The collected opinions are relevant to the actual doctoral-student experience. The evaluation of stakeholder feedback within organizational processes and its integration into quality assurance mechanisms supports the effectiveness of the quality management system. Furthermore, the organization's future goals include increasing the more active participation of external stakeholders, particularly employers and relevant experts, in quality assurance processes.

The indicator is fulfilled.

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

Standard S.C.2.2. Operation

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

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

- ✓ **Presentation of the state of facts:** The University Ethics Commission operates under a Senate-approved regulation, published with institutional ethics information on the [UTCN Ethics Commission page](#) and in the [ethics regulation](#). IOSUD also has the Office of Ethics and Academic Integrity for doctoral-thesis checks. The ethics framework includes both institutional rules and doctoral-specific checks, including plagiarism-prevention procedures before public thesis defence. The Committee's duties and responsibilities are clearly defined and include implementing research ethics policies, evaluating applications regarding ethical violations, conducting preventive ethics activities, developing recommendations for disciplinary processes when necessary, and contributing to strengthening the ethical culture. It is understood that the Committee's activities are documented through meeting minutes and annual reports, which are accessible within the university.
- ✓ **Analysis of the state of facts:** Ethics structures are regulated, independent and operational. Their role in plagiarism prevention, thesis verification and academic-integrity training supports compliance. The evidence supports the independence and functionality of ethics structures and their practical role in protecting academic integrity. The ethics mechanism is functional and directly connected with doctoral studies.

The indicator is fulfilled.

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

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

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

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

- ✓ **Presentation of the state of facts:** Procedures for initiating, monitoring and reviewing doctoral studies are applied through IOSUD regulations, self-evaluation reports, field centralisers, supervisor/student sheets, feedback analysis and the REI process, with public access via [IOSUD regulations](#). The REI itself is an example of the systematic use of these procedures, since it compiles data, annexes and field-level analysis for external review. Monitoring and periodic evaluation of programs and doctoral fields are carried out in accordance with university internal regulations, the UTCN Quality Assurance Code, the ARACIS methodology, and ESG standards. Board decisions regarding Doctoral School activities and field-specific regulations are regularly implemented; self-assessment processes are conducted with the participation of academic staff, doctoral students, and external stakeholders. Transparency, continuous improvement, adherence to ethical

principles, and maintaining the currency of programs are adopted as fundamental principles in this process.

- ✓ **Analysis of the state of facts:** The procedures are systematic and their impact is visible in monitoring, feedback-based actions and the current external evaluation evidence. The monitoring process is credible because it combines institutional procedures with field-specific evidence and follow-up mechanisms. The procedures create a reliable basis for periodic review and improvement. The documents reviewed confirm that program evaluations are not conducted solely for regulatory compliance purposes; they are also part of a dynamic quality assurance mechanism supported by self-assessment processes, stakeholder participation, and a continuous improvement approach.

The indicator is fulfilled.

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

- ✓ **Presentation of the state of facts:** Members of the academic community and stakeholders participate through doctoral supervisors, doctoral students, guidance committees, coordination councils, quality managers and feedback/action-plan mechanisms documented in Annexes 8-11 and the [feedback report](#). The involvement covers both academic actors and doctoral students, while the action-plan mechanism transforms feedback into concrete measures.
- ✓ **Analysis of the state of facts :** Participation in procedure implementation is documented and relevant, supporting transparent monitoring and continuous improvement of the doctoral field. The participation is sufficient and relevant for the evaluated doctoral field, even if further formalisation of stakeholder minutes could be useful. The involvement is adequate for both monitoring and corrective action. The solutions presented demonstrate that quality assurance activities are carried out through the involvement of various groups. The roles within doctoral programs, reports, and comprehensive academic quality assurance processes can clearly be expanded. The feedback unit is functioning effectively. During the site visit, it was also confirmed that program evaluation components are conducted in collaboration with the relevant undergraduate department. This practice strengthens the academic dimension of quality assurance.

The indicator is fulfilled.

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

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
---	--

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

- ✓ **Presentation of the state of facts:** Teacher/supervisor performance is evaluated through electronic questionnaires and quality structures. For the doctoral field, Annexes 8-11 and the [feedback report](#) record high satisfaction with supervision, research conditions, ethics information and progress monitoring. The collected feedback covers the quality of supervision and training, which are central elements in doctoral education and staff performance. In additional explanations provided at the request of the expert committee, it was shown that student evaluations are not only used to determine satisfaction levels, but also form the basis for concrete improvement efforts aimed at enhancing teaching activities. In this context, it was stated that practices such as updating doctoral course content, strengthening advising and monitoring mechanisms, encouraging joint scientific publications, increasing participation in research projects, improving access to research infrastructure, and increasing awareness activities on research methodology and ethics were implemented.
- ✓ **Analysis of the state of facts:** Student evaluation results are collected, analysed and translated into improvement measures; therefore, the procedure contributes to quality enhancement. The analysis of results and preparation of measures show that evaluations are used as an improvement tool, not only as a formal requirement. The use of results confirms that evaluation has practical

consequences. Furthermore, it is observed that improvement activities are monitored through performance indicators such as doctoral students' academic progress, research outputs, scientific publications, project participation, and mobility. This shows that the evaluation results are effectively reflected in decision-making processes for the continuous improvement of teaching activities.

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 internal quality assurance process.
I.P.C.5.1.1	

- ✓ **Presentation of the state of facts:** UTCN uses databases and platforms for doctoral students, supervisors, graduates, habilitation files, scientific output and national reporting. [SIMAC+](#) monitors scientific production, while field centralisers support internal evaluation and quality assurance. The REI uses these databases to present indicators on supervisors, doctoral students, graduates, scientific output and quality-assurance actions. The collected data are used in annual internal evaluation reports, reports submitted to national institutions, and internal and external quality assessment processes. It has been stated that in the Materials Engineering doctoral field, these data are used to monitor the academic progress of students, evaluate advisor activities and make decisions regarding the organization of the doctoral field.
- ✓ **Analysis of the state of facts:** Required data are systematically collected and analysed for internal quality assurance. The database system is functional and supports evidence-based monitoring. The data infrastructure is adequate because it supports internal monitoring, external reporting and evidence-based decision-making at the doctoral-domain level. The databases provide a stable evidence base for institutional decisions. Interviews conducted during the site visit revealed the absence of a systematic mechanism for monitoring the utilization efficiency of laboratories. Specifically, it was noted that laboratory entry/exit logs or usage statistics are not analyzed for quality assurance purposes. This situation is identified as an area for improvement regarding the further development of data-driven quality assurance practices.
- ✓ **Recommendation:** It is recommended to strengthen integration between different databases, standardize reporting processes, and establish a mechanism for the systematic monitoring of laboratory utilization efficiency.

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

- ✓ **Presentation of the state of facts:** Public information is available on [IOSUD](#) and [SDIMM](#): regulations, admission, supervisors, doctoral topics, PPUA, research structures, theses and [REI 2025](#). The clarification response maps official public pages and responsibilities for updating. The mapped public information package clarifies which platform contains general IOSUD information and which platform contains domain-specific information.
- ✓ **Analysis of the state of facts:** Transparency of public information is ensured. The supplementary clarification adequately addresses consistency between IOSUD and SDIMM pages. The available information is sufficiently accessible for candidates, doctoral students, staff and external stakeholders, supporting transparency of the evaluated programme. The published information covers the main needs of interested stakeholders. However, the institution itself acknowledges in

its self-assessment report that there are some differences in terms of information timeliness and content consistency among different institutional platforms. While this does not constitute a deficiency that would prevent the indicator from being met, strengthening content consistency between digital platforms would be beneficial, particularly to make access to information more reliable and user-friendly for prospective students and other external stakeholders.

The indicator is fulfilled.

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

- ✓ **Presentation of the state of facts:** Transparent decision-making is supported by published Senate decisions on the [UTCN Senate page](#), IOSUD structures, Doctoral School communication, regulations, minutes, decisions and public reports. The clarification response explains publication and updating responsibilities. Published Senate decisions, IOSUD documents and field-level communication channels provide a traceable framework for decisions affecting doctoral studies.
- ✓ **Analysis of the state of facts:** Decision-making processes are documented, accessible and sufficiently transparent for the evaluated doctoral domain. The decision-making process is transparent enough for the domain, particularly after the clarification mapping of public pages and update responsibilities. The decision process is supported by public and institutional traceability.

The indicator is fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
--------------------------	---

- ✓ **Presentation of the state of facts:** UTCN participates in ARACIS external evaluation and prepares REI, annexes, clarification responses and follow-up documents. The last accreditation was maintained by OM 5500/27.10.2021, and the [2025 interim report](#) recorded no partial or unfulfilled indicators from the 2021 REE. The submitted file also contains an interim ARACIS progress report and clarification responses, proving institutional responsiveness during the evaluation process.
- ✓ **Analysis of the state of facts:** The organisational component carries out external quality evaluation procedures according to the law and uses follow-up reports to monitor recommendations. The evidence confirms compliance with external evaluation obligations and demonstrates that the domain uses the process to document and improve quality assurance. The external evaluation file is complete enough to justify fulfilment. Furthermore, the approach to translating external evaluation results into organizational improvement activities, as well as the planning for monitoring performance indicators, supports the institution's commitment to continuously improving its quality culture

The indicator is fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ The stable institutional framework of UTCN, an advanced research university with a mature and accredited doctoral system. ✓ PhD supervisors with solid expertise and integration into high-performance research structures.	INTERNAL FACTORS ↑	✓ Incompletely integrated digitization of doctoral flows. ✓ Salary motivation remains low for certain teaching positions and auxiliary staff, potentially affecting the retention and attraction of highly qualified specialists.

✓ Adequate research infrastructure and extensive access to international scientific databases. ✓ CSUD promotes an institutional culture of quality in training, research, and education. ✓ Active collaborations with institutions and partners in Materials Engineering support PhD students' research activities.		✓ Funding is insufficient for the continuous maintenance and modernization of the material base needed for education and research. ✓ Limited and uneven public visibility of some academic decisions.
SWOT analysis		
Opportunities: ✓ Complete digitization of the doctoral file and administrative processes. ✓ Expansion of international mobilities, covetments and projects. ✓ Active support from the local community, including partner authorities and institutions. ✓ Developing partnerships with the advanced materials industry and interdisciplinary research. ✓ Access to external funding sources through research projects, institutional development, and continuous professional training. ✓ High adaptability to labor market dynamics, supported by the teaching staff's mixed and interdisciplinary structure.	 EXTERNAL FACTORS	Threats: ✓ International competition for PhD students and high-performance young staff. ✓ Decreased interest among master's graduates in pursuing doctoral studies, with a shift toward larger or international universities perceived to offer broader development opportunities. ✓ Insufficient public support for promoting academic values and motivating young people to pursue intellectual careers. ✓ Financial and performance pressures on doctoral research.

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	F	

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	PF	To revise the learning outcomes for DSUD-IMAT and to include it in the discipline sheets from the PPUA in correlation with its content.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	To include the evaluation result in the certificate of completion for each PPUA discipline and to specify assessment forms in the discipline contract, as a formal improvement of traceability and transparency, which is not altering the existing learning process or the mechanisms used to verify achievement of learning outcomes.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	To strengthen integration between different databases, standardize reporting processes, and establish a mechanism for the systematic monitoring of laboratory utilization efficiency.
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	12	2	0
Domain C. Quality management	10	0	0
Total	30	2	0

VI. Conclusions

The main conclusions and recommendations from the periodic evaluation visit of the Materials Engineering doctoral program, UTCN Doctoral School, Technical University of Cluj-Napoca, are as follows:

- ✓ The ARACIS Council issued Decision nr. 75 / 30.09.2021 stating that for IOSUD UTCN and the doctoral fields Materials Engineering, accreditation is maintained.
- ✓ Based on the analyzed information (CVs, ORCID), the ARACIS external evaluation commission found that DSUD-IM doctoral supervisors meet the legal requirements for the positions in the staffing plan; teaching and research activities are supported by administrative and technical staff, ensuring proper program development.
- ✓ At the on-site visit, 9 doctoral supervisors were active in DSUD-IM, in Materials Engineering. For DSUD-IM, CNATDCU minimum standards in force for habilitation are met for 7 out of 9.
- ✓ At the on-site visit, 12 doctoral students were enrolled in DSUD-IM (10 scholarship, 2 non-scholarship).
- ✓ The Materials Engineering PhD program (DSUD-IM), within UTCN Doctoral School, is designed according to expected learning outcomes; it is organized on ECTS and includes learning, research, and assessment activities leading to EQF Level 8 qualification.
- ✓ DSUD-IM has modern research infrastructure and offers research services <https://research.utcluj.ro/index.php/cercetare-facultati.html>
- ✓ Research centers/laboratories are appropriately developed and equipped for advanced research and training experts in DSUD-IM.
- ✓ During the visit, several recommendations were formulated and discussed with the institution, regarding the integration between different databases, standardize reporting processes, establish a mechanism for the systematic monitoring of laboratory utilization efficiency and the curriculum and discipline sheets of the doctoral programs.

Following the completion of the maintaining accreditation procedure, the decision of the evaluation panel is the following:

Maintaining accreditation (MAC);

VII. Annexes

The external evaluation procedure consisted of analyzing the Internal Evaluation Report and its annexes, followed by a two-day on-site visit to the university. Laboratories and teaching spaces were visited, the provided documents were reviewed, and meetings were held with representatives of stakeholders involved in the educational process.

The Internal Evaluation Report submitted to ARACIS was supplemented with the following annexes:

1. Visit schedule
2. Minutes of the meetings



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 Tehnică din Cluj-Napoca/Technical University of Cluj-Napoca

Școala doctorală/ Doctoral School: Școala Doctorală UTCN/ Doctoral School of UTCN

Domeniul de doctorat/ Doctoral Domain: Ingineria materialelor/Materials engineering

Obiectivul evaluării externe/ The objective of the external evaluation: *(autorizare de funcționare provizorie/acreditare/menținerea acreditării domeniului de doctorat) Menținerea acreditării domeniului de doctorat/ Maintaining the accreditation of the doctoral domain*

Perioada vizitei de evaluare/ The evaluation period: **July 9-10th, 2026**

Comisia de experți evaluatori ai ARACIS/Evaluation panel:

Reprezentantul ÎS/OFE:

Nr./No.	Numele și prenumele/ Last Name and First Name	Calitatea/Team role
2.	VIZUREANU PETRICĂ	<i>Membru - Cadru didactic RNE</i>
3.	GOLLER GULTEKIN	<i>Membru - Evaluator internațional RNE-I</i>
4.	ILIE ANA LAVINIA	<i>Membru - Student doctorand RNE-S</i>

Nr./No.	Numele și prenumele/ Last Name and First Name	Calitatea/Team role
1.		<i>Persoană de contact/Contact person</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>
Joi/ <i>Thursday</i> , 09.07.2026			
09:00- 09:30	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: Bd. Muncii 103-105, room E108b
09:30- 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 Bd. Muncii 103-105, room E109 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: --Prof. dr.ing. director CSUD/ PhD, director of the Council for Doctoral University Studies CSUD -Prof. dr.ing. director Școală Doctorală UTCN/Director of the TUCN's Doctoral School -Conf.dr.ing. decan –Facultatea de Ingineria Materialelor si a Mediului, UTCN/ Dean of the Faculty of Materials and Environmental Engineering -Prof. dr. ing. Membru al Consiliului de Coordonare IMMPA/Member of the IMMPA Coordination Council. -Prof. dr. ing. Membru al Consiliului de Coordonare IMMPA/ Member of the IMMPA Coordination

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>
			Prof.dr. Coordonator al Consiulului de coordonare domenii doctorale IMMPA/ Coordinator of the doctoral domains IMMPA
10:20- 11:10	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 Bd. Muncii 103-105, room E108b Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. dr. Coordonator domenii doctorale IMMPA/ Coordinator of the doctoral domains IMMPA - Conf. dr. .
11:10- 12:00	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 Bd. Muncii 103-105, room E109 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. dr.fiz. Coordonator domenii doctorale IMMPA/ Coordinator of the doctoral domains IMMPA - 6 Prof.dr.

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 Conf. dr. - 1 Conf.dr.Decan/Dean and
12:00- 13:00	Pauză de prânz/ <i>Lunch</i>		
13:00- 14:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers¹ of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Sala/Locația/ Room/Location Bd. Muncii 103-105, room E109 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - CSI. dr. Director, Institutul de cercetari in Chimie »Raluca Ripan«, UBB, Cluj-Napoca/ Director, Institute for Research in Chemistry »Raluca Ripan«, UBB, Cluj-Napoca - Ing. Manager Punct de lucru Cluj Guehring GmbH/ Manager of the Cluj Branch, Guehring GmbH Ing. Bosh Cluj Plant, Romania

¹ 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>
			Ing. SILCOTUB Zalau, Romania Prof. dr. Universitatea de Medicina si Farmacie Victor-Babeș, Cluj-Napoca/ Victor- Babeș University of Medicine and Pharmacy, Cluj-Napoca Prof. Catalin Popa-conducator de doctorat /PhD supervisor
14:00- 15:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți ² 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 Bd. Muncii, 103-105, room E114 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: 1. 2 Doctoral students – an de studii/year of study: 2 2. 2 Doctoral students an de studii/ year of study: 1 3. 2 Doctoral students -an de studii/year of study:3 4. 1 Doctoral student -an de studiu/year of study 4

² 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>
			
15:00- 16:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ^{3,4} ai DSUD/ <i>Meeting of the external quality evaluation experts' panel with alumni⁵ 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> Bd. Muncii, 103-105, room E109 Lista persoanelor care vor participa la întâlnire/ <i>List of participants attending the meeting:</i> 1. 1 Graduate – an absolve/ year of graduation: 2024 2. 1 Graduate an absolve/ year of graduation: 2015 3. 3 Graduates an absolve/ year of graduation: 2023 4. 2 Graduates an absolve/year of graduation: 2018 ?? 5. 3 Graduates an absolve/ year of graduation: 2014 6. 1 Graduate an absolve/ year of graduation: 2012 7. 1 Graduate an absolve/ year of graduation: 2011

³ Se va evita invitarea absolvenților care sunt angajați ai ÎÎS sau ai OFE, după caz.

⁴ Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

⁵ Avoid inviting alumni 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>
16:00- 18:00	Vizitarea bazei materiale/ <i>Visiting the material resources</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai instituției sau Academiei Române, după caz/ <i>Representatives of the HEI or the Romanian Academy, as applicable</i>	Biomaterials Research Group (Bd. Muncii, 103-105; Bd. Muncii 14) Magnetic Materials and Nanomaterials Laboratory (Bd. Muncii, 103-105) NMR Diffusometry and Relaxometry Laboratory (Bd. Muncii, 14) Composite Materials and Environmental Chemistry Laboratory (Bd. Muncii, 103-105) Centre for Superconductivity, Spintronics and Surface Science: C4S (Baritiu, 28)
Vineri/ <i>Friday</i> , 10.07.2026			
9:00 - 9:30	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ <i>Room/Location</i> Bd. Muncii 103-105, room E108b

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>(Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>		
9:30 - 10:20	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/ Room/Location Bd. Muncii, 103-105, room E109 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. dr. NMR laboratory - Prof. dr.ing. Biomaterials Research Group - Prof. dr.ing. Composite and environmental materials laboratory - Conf. dr.ing. Magnetic materials laboratory - Conf. dr.ing..C4S research center
10:20 - 11:10	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/ Room/Location Bd. Muncii, 103-105, room E109 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: Conf.dr.ing.membbru al Comisiei de etică a UTCN din partea Facultății de Ingineria Materialelor si a Mediului/ <i>Member of the Ethics Committee of the Technical University of Cluj-Napoca</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>
			(UTCN), representing the Faculty of Materials and Environmental Engineering
11:10-11:20	Pauză/ <i>Break</i>		
11:20 - 12:20	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 Bd. Muncii, 103-105, room E109 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof.dr.ing. prorector Management universitar și relația cu mediul socio-economic, președinte comisia CEAC/vice rector for Relations with the socio-economic environment, Chair of the Quality Assurance and Evaluation Committee (CEAC) - ing. director Departamentul pentru Asigurarea Calității/ director of the Quality Assurance Department
12:20-13:20	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</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în	Sala/Locația/ Room/Location Bd. Muncii, 103-105, room E109 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:

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>
	<i>external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures</i>	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>	- Prof.dr.ing. prorector Management universitar și relația cu mediul socio-economic, președinte comisia CEAC/vice rector for Relations with the socio-economic environment, Chair of the Quality Assurance and Evaluation Committee (CEAC) - ing. director Departamentul pentru Asigurarea Calității/ director of the Quality Assurance Department - Sl.dr.ing. membru al Comisiei pentru asigurarea calitatii din partea IMM/ Member of the Commission for Quality Assurance, representing the Faculty of Materials and Environmental Engineering
13:30-14:30	Pauză de prânz/ <i>Lunch</i>		
14:30-15:30	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/ <i>Room/Location</i> Bd. Muncii, 103-105, room E109 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: -Prof. dr.ing.director CSUD/Professor , PhD, director of the Council for Doctoral University Studies CSUD.



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>
			-Prof. dr. ing. director Școală Doctorală UTCN/Professor Petru Dobra, PhD, director of the TUCN's Doctoral School -Prof. Dr. Coordonator domenii doctorale IMMPA/ Coordinator of doctoral domains IMMPA
15:30- 17:30	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location Bd. Muncii 103-105, room E108b

If deemed necessary, and depending on the type of doctoral program being evaluated, additional meetings may also take place, for example with representatives of:

- departments providing IT support, for instance regarding the organization of online activities
- departments for international relations and student mobility
- the Counseling and Career Guidance Center, etc.

Prepared by,

Prof. univ dr.ing. Petrica VIZUREANU

Coordinator of doctoral programs IMMPA