



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 pregătit 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. 8**

Hotărârea Consiliului ARACIS nr. 286/H/17.09.2026

Anexa 8.1

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea de Medicină, Farmacie, Științe și Tehnologie „George Emil Palade” din Târgu Mureș	
Școala(ile) doctorală(e)	Litere, Științe Umaniste și Aplicate	
Domeniul de studii universitare de doctorat (DSUD)	Inginerie și management	
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. 4627/14.09.2026. 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.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: - N: -
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: -	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: - N: -
Motivarea deciziei		



Consiliul ARACIS în ședința din 17.09.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

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

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

Decizia

Menținerea 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:	GEORGE EMIL PALADE UNIVERSITY OF MEDICINE, PHARMACY, SCIENCE, AND TECHNOLOGY OF TARGU MURES
Doctoral School:	Doctoral School of Letters, Humanities, and Applied Sciences
Doctoral Domain:	Engineering and Management
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.	DUMITRAȘCU DĂNUȚ-DUMITRU	Expert evaluator	
2.	CAZACU VITALIE	International Expert	
3.	ARMĂȘELU ȘTEFANIA-MARIA	PhD Student Evaluator	

I. Introduction

This External Evaluation Report was prepared following the periodic external evaluation visit conducted to maintain the accreditation of the Doctoral Study Programme in Engineering and Management, offered by the Doctoral School of Letters, Humanities and Applied Sciences within the George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș. The evaluation visit took place on 15–16 July 2026.

The external evaluation panel consisted of:

- Prof. Dr. Dănuț Dumitru Dumitrașcu – Panel Chair;
- Prof. Dr. Vitalie Cazacu – International Expert;
- ing. Ștefania-Maria Armășelu – PhD Student Evaluator.

George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Targu Mures (G. E. Palade UMPHST of Targu Mures) is a multicultural higher education institution providing education in Romanian, Hungarian, and English. The university combines undergraduate and postgraduate education with scientific research and national and international cooperation.

Its origins date back to Decree No. 407/1945, which established the Faculty of Medicine within Bolyai University of Cluj-Napoca, operating in Targu Mures between 1945 and 1948. Following the 1948 education reform, the Medical-Pharmaceutical Institute was created as an independent institution. In 1965, the Institute obtained the right to organise doctoral studies, with seven appointed doctoral supervisors. In 1991, it became the University of Medicine and Pharmacy of Targu Mures. After merging with Petru Maior University in 2018 (Government Decision No. 735/2018), it became the University of Medicine, Pharmacy, Science, and Technology of Targu Mures, and in 2019 (Government Decision No. 707/2019) adopted its current name.

During the last decade, the university underwent two national institutional evaluations by ARACIS (2016 and 2022), an international evaluation by the [EUA 2016-2017](#), and the institutional merger with Petru Maior University. These developments strengthened its academic profile through increased numbers of students and staff, expanded educational and research infrastructure, diversification of study programmes, stronger national and international partnerships, and enhanced regional and national impact.

[The Charter of G.E. Palade UMPHST](#) defines the university's mission as providing advanced education and research, promoting both knowledge creation and its transfer to society. The Strategic Institutional Development Plan 2024–2029 (Restart-IQ) further details this mission through objectives aligned with the National Qualifications Framework and labour market needs.

The university's management consists of full-time academic staff and operates through clearly defined governance structures, including the University Senate, Administrative Board, Faculty Councils, Department Councils, the Council for Doctoral Studies, and the Doctoral School Councils. Students are represented in advisory, executive, and decision-making bodies in accordance with Higher Education Law No. 199/2023 and the University Charter.

[The Doctoral School of Letters, Humanities and Applied Sciences](#) was established in 2007, when Petru Maior University obtained the status of Institution Organising Doctoral Studies in Philology. Its doctoral offer gradually expanded with the accreditation of History (2016), Engineering and Management (2018), Informatics (2018), and Business Administration (2023). Following the institutional merger, the doctoral school became part of IOSUD – G. E. Palade UMPHST of Targu Mures and currently offers doctoral studies in five accredited fields: Philology (7 supervisors), History (6), Engineering and Management (3), Informatics (4), and Business Administration (4).

The doctoral field of Engineering and Management was accredited in 2018 within Petru Maior University to support interdisciplinary research at the interface between engineering and management sciences. After the merger, it was integrated into IOSUD – G. E. Palade UMPHST of Targu Mures, ensuring continuity of its educational and research objectives.

The programme addresses the growing demand for specialists capable of combining engineering expertise with modern management approaches in areas such as technological innovation, optimisation of industrial processes, sustainability, complex systems management, and knowledge transfer. Since the previous external evaluation, the doctoral field has strengthened its academic and research capacity by

consolidating its body of doctoral supervisors, broadening research topics, and aligning the doctoral programme with the provisions of Higher Education Law No. 199/2023 and the subsequent regulations governing doctoral studies.

II. Methods used

The methods and instruments used in the external evaluation process, before and during the evaluation visit, consisted of:

- Analysis of the Internal Evaluation Report (IER) of the assessed university doctoral study programme and its annexes;
- Analysis of additional annexes requested and provided in electronic format;
- Analysis of documents made available by the authors of the IER and representatives of George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș in physical format during the evaluation visit;
- Analysis of documents, data, and information available on the UMPHST website, in electronic format;

Following the discussions held with the contact person, the REI was supplemented with the following additional annexes:

- An example of the training programme and learning outcomes based on advanced university studies.
- Information on the percentage of doctoral students who defend their doctoral thesis within 4 years, 5 years, 6 years, and after more than 6 years.
- Information on the dropout rate of doctoral students, including those who voluntarily withdraw from their studies, at 3 and 4 years after admission.
- Examples of a doctoral thesis abstract, a similarity report, and a doctoral thesis.
- Information on doctoral students participating in international cooperation activities and mobility programmes.

The visit of the ARACIS expert commission included inspections of the following educational and administrative spaces:

- Educational spaces within UMPHST: lecture rooms, seminar rooms, specialist laboratories, etc.;
A002 Fluid Mechanics and Hydropneumatic Equipment Laboratory / Cutting Tools and Device Design Laboratory; A003 Thermotechnics and Thermal Machines Laboratory; A008 Industry 4.0 Laboratory; A014 Machine Tools for Machining Processes Laboratory; A102 "Biomaterials Surface Engineering" Research Laboratory; A103 Materials Technology Laboratory; A112 Applied Medical Engineering Laboratory / Interdisciplinary Biomedical Research Centre; A206 Chemistry Laboratory; A209 Materials Science and Engineering / Materials Science / Environmental Engineering Laboratory; L03 Computer Numerical Control (CNC) Machine Tools Laboratory
L14 CAD-CAM-CAE Laboratory; L15 Sim3DPrint Learning Centre / Microproduction Centre – 3D Printing FabLab / Additive;
- Teaching staff involved in the study programme;
- Doctoral students in the evaluated field;
- Members of quality assurance organisational structures;
- Members of the ethics committee;
- Representatives of graduates of the evaluated programme;
- Employers of graduates representing the socio-economic environment.

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

DOMAIN A. Institutional capacity

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

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

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

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

UMPhST operates in accordance with the legislation (Law No. 199/2023), based on [The Charter of G.E. Palade UMPHST](#) and has a structure consistent with an organisational chart proposed by the Board of Directors and approved by the Senate. Doctoral university studies are organised by the Institution Organising Doctoral University Studies (IOSUD) within accredited doctoral study programmes, in accordance with Order of the Minister of Education No. 5945 of 23 December 2021 regarding the organisation of doctoral university study programmes. The organisation of doctoral studies in the fields of humanities, exact sciences, and engineering sciences is carried out through the Doctoral School of Letters, Humanities and Applied Sciences, which coordinates the following doctoral fields: Philology, History, Engineering and Management, Computer Science, and Business Administration. [The Institutional Regulation](#) on Doctoral University Studies provides the legal framework governing the organisation and implementation of doctoral study programmes within IOSUD. It includes both the intended objectives and the organisational aspects as well as the conduct of doctoral studies.

✓ Analysis of the current situation

The regulations and procedures [Operating Procedures](#), (Annex 14) developed are permanently monitored by the IOSUD leadership and are updated in accordance with internal changes or legislative or external regulatory requirements. The IOSUD management collaborates with the Quality Assurance Department to ensure continuous control and updating of these documents. In conclusion, the functioning of IOSUD is supported by coherent management based on regulations, methodologies, and procedures compliant with the national legislative framework and periodically revised. Following the on-site visit, the previously presented factual situation is confirmed.

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement

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

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

IOSUD guarantees transparency in the organization and conduct of doctoral study programmes at the level of the doctoral school and ensures the online publication of all necessary information regarding doctoral university study programmes. Within the process of drafting and reviewing methodologies, regulations, and procedures at the level of IOSUD, particular importance is given to the opinions expressed by doctoral students, doctoral supervisors, and other stakeholders involved in the process, through the collection of annual questionnaires.

✓ Analysis of current situation facts

Following the analysis of feedback, measures are taken to amend the admission procedures and the procedures for the organization and conduct of doctoral university studies (Annex 15_Feedback

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

Questionnaire). Consultation of the opinions of those involved in the process is carried out through formal and informal consultation mechanisms. Doctoral students are represented in the Council of Doctoral School (CDS) and in the Council of University Doctoral Studies (CSUD), being directly involved in the decision-making process. These aspects were confirmed during meetings with doctoral students, graduates, doctoral supervisors and other categories of stakeholders.

The indicator is: fulfilled

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

Standard S.A.2.1. Material resources

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

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

The George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureş benefits from an estate and infrastructure that adequately support the achievement of its mission and strategic objectives. The continuous development of the university's infrastructure, through systematic investments in its physical resources and facilities, has contributed to the creation of a modern educational and research environment. The spaces dedicated to learning activities are detailed in Annex 16-Assets. The University's laboratories and research centers are presented on the EERTIS platform. Based on the analysis of the relevant documentation and the observations made during the site visit, it was found that they benefit from modern infrastructure and equipment incorporating state-of-the-art technologies, which are appropriate for conducting research activities at high standards [Scientific Research and Technological Development Unit \(UCSDT\)](#).

✓ Analysis of the current situation

Within IOSUD-UMFST, a minimum of 20% of the funding provided through doctoral grants is allocated to the research activities carried out by doctoral students. This financial support also covers national and international mobility opportunities, including those aimed at presenting and disseminating research results within the scientific community.

The indicator is: fulfilled

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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✓ Presentation of the state of affairs

Within UMFST "George Emil Palade" of Târgu Mureş, the physical infrastructure and equipment are regularly and adequately maintained in accordance with procedures managed by specialized administrative units, such as the Technical Maintenance and Property Service and the Acquisitions and Infrastructure Directorate, in order to ensure optimal conditions for education and research activities. The University consistently allocates financial resources for the modernization and development of its infrastructure, including through projects funded by European funds.

✓ Analysis of the current situation

The analysis identified several relevant examples of good practice, which are presented in the Multiannual Strategic Institutional Development Plan "Restart IQ". The Plan promotes infrastructure development through the "Smart Campus" and "Smart University" initiatives. These initiatives focus on

equipping university buildings with modern audiovisual technologies and interactive learning facilities, upgrading libraries [UMPhST Library](#) and study spaces, developing specialized laboratories, and advancing the digital transformation of the University through the establishment and expansion of digital laboratories ([Panorama - UMFST GE Palade](#)).

The indicator is: fulfilled

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

Standard S.A.3.1. Human resources

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

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

The human resources available are adequate for carrying out the teaching and research activities associated with the evaluated doctoral study field, as demonstrated by the documents provided in *Annex 17 – Habilitation Files / Proof of Fulfilment of Habilitation Criteria*. Teaching and research activities are supported by full-time and affiliated PhD supervisors with recognized academic and scientific expertise, who have obtained the habilitation qualification in accordance with IOSUD regulations and meet the applicable national and institutional standards. [Regulation on Obtaining the Habilitation Qualification](#)

✓ Analysis of the current situation

The quality of the research activity conducted by the PhD supervisors is reflected in their scientific publications published in prestigious journals, as evidenced by *Annex 18 – List of Publications of PhD Supervisors*. Furthermore, the thematic areas and scientific quality of the publications produced by the academic staff are consistent with the objectives and curriculum content [Curricula](#), of the doctoral study field in Engineering and Management.

The indicator is: fulfilled

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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✓ Presentation of the state of affairs

The professional and personal development of staff represents one of the strategic priorities assumed by the University through the Restart IQ Multiannual Strategic Institutional Development Plan. The institution supports the enhancement of teaching, research, and managerial competencies among academic and administrative staff, as well as the continuous updating of specialized knowledge, in line with developments in scientific research and the international academic environment.

✓ Analysis of the current situation

This process is supported through access to modern institutional resources, educational and research infrastructure, scientific databases, university libraries, and digital platforms, as well as through mechanisms for recognizing and rewarding academic and scientific achievements, in accordance with the University's internal policies. It is recommended to strengthen staff participation in professional development and training programs in order to ensure the continuous enhancement of competencies and their alignment with the current requirements of the academic and research environment.

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.
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✓ Presentation of the state of affairs

The recruitment procedures for academic staff and PhD supervisors at UMFST “G.E. Palade” of Târgu Mureş are conducted in a transparent manner and in full compliance with the applicable national legislation and institutional regulations. The process is based on a clear and coherent regulatory framework, including Order No. 3998/2024, the internal regulations of the Doctoral School (IOSUD), the [Regulation on Obtaining the Habilitation Qualification](#), the [Regulation on the Organization and Conduct of Doctoral University Studies](#), the [Procedure for Admission to Postdoctoral Programs](#), and the University’s Methodology for the Recruitment of Academic and Research Staff.

✓ Analysis of the current situation

The consistent application of these regulations ensures an fair, and rigorous selection process based on objective academic and professional criteria, thereby contributing to the maintenance and further development of high standards in teaching and research activities.

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 affairs

The digital transformation process implemented within IOSUD–UMPhST “G.E. Palade” of Târgu Mureş aims to enhance the efficiency of academic and administrative activities and to improve the quality of services provided to the university community. To this end, the University employs a wide range of information technology tools integrated into its institutional procedures and academic and administrative processes, ensuring access to essential digital resources that support education and research activities. These resources include online learning platforms, scientific databases, electronic libraries, and software applications dedicated to the preparation, evaluation, and verification of academic works.

✓ Analysis of the current situation

A key component of this digitalization process is the implementation of the University Management System (UMS), which integrates functionalities related to academic and teaching management, staffing management, as well as tools for the administration of institutional processes and documents. The prevention and detection of plagiarism are regulated by the Anti-Plagiarism Regulation of the UMPhST (UMFST-REG-81), with originality checks being carried out through the SistemAntiPlagiat.ro platform. The University's commitment to digital transformation is further reflected in the [Restart IQ](#) Multiannual Strategic Institutional Development Plan, which includes the strategic objective of becoming a “Smart University”, focusing on digitalization, artificial intelligence, and cybersecurity. This objective demonstrates the institution’s commitment to developing a modern and efficient academic environment supported by advanced digital technologies.

✓ Aspects that constitute best practice examples

Relevant examples of good practice include the use of Microsoft Teams, Zoom, and Google Meet for teaching and collaborative activities, the [The Academic Portal - Solaris](#), the Arena Digital Platform, [The Institutional Digital Repository](#) and the internal Process Player system for managing procurement requests and related workflows.

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

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

The DSUD-IM program, offered by UMFST GE Palade Târgu Mureș, is designed in accordance with the expected learning outcomes. In addition, the program is based on a coherent curriculum, focused on the development of domain-specific competencies and the achievement of the expected learning outcomes, in accordance with national and European standards. The program is organized on the basis of transferable academic credits (ECTS) and includes learning, research and assessment activities leading to the award of a Level 8 university qualification in the European Qualifications Framework (EQF). The PhD program in Engineering and Management complies with the European Credit Transfer System (ECTS) in accordance with Order no. 6.768/2023 of December 12, 2023.

✓ Analysis of the current situation

The doctoral program in Engineering and Management complies with the European Credit Transfer System (ECTS) in accordance with Order No. 6.768/2023 of December 12, 2023 for the approval of the Methodology for granting transferable credits in the field of lifelong learning, the UMFST GE Palade PhD Student Guide, the Regulation on the professional activity of UMFST GE Palade students, based on the European Credit Transfer System (ECTS), integrating teaching, learning, practice, research and evaluation activities.

The PhD program in Engineering and Management is supported by relevant documents:

- [Study Plan](#) (specific for Engineering and Management)
 - [UMFST - Course Syllabi](#),
 - A training program based on advanced university studies, with 30 credits and 900 hours, with the four main disciplines (Course 1. Methodology of doctoral scientific research in engineering and management (1), (2), Course 2. Ethics and academic integrity, Course 3. Information methods in scientific research, Course 4. Valorization of scientific research results, REI page 25).
 - The individual research plan which is based on the research topic assumed by the doctoral student and the doctoral supervisor, based on research activities and dissemination of research results, as well as on the development and completion of the doctoral thesis (REI page 25).
- ✓ **Recommendation:** Periodic updating of subject sheets - DSUD-IM program - taking into account the recommendations of stakeholders (graduates, doctoral supervisors, doctoral students, including companies) to adapt to the changing demands of the labor market.

The indicator is: fulfilled

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

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

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

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

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

The learning activities within the DSUD-IM program are carried out through a variety of formats, including advanced courses, seminars, practical activities and individual research. They are tailored to each doctoral student, and the learning outcomes are aligned with European professional standards, in particular ESCO.

✓ **Analysis of the current situation**

The Commission has verified the inclusion in the list of qualifications of potential occupations according to the ESCO Code 2 classification and narrower ISCO groups, which are: 21 - Science and engineering professionals, 22 - Health professionals, 23 - Education professionals, 24 - Administrative and commercial professionals, 25 - Information and communication technology professionals.

The correlation with ESCO competencies is analyzed in particular through the emphasis on the ability to generate new knowledge, apply advanced research methods and contribute to technological, industrial development and social impact as well as technology transfer and academic entrepreneurship. These competencies define the ability of a researcher to autonomously manage the entire cycle of a doctoral project, from problem formulation and critical literature analysis to the collection and advanced interpretation of experimental or statistical data. They also aim at rigorous thesis writing, the exploitation of results through technology transfer and intellectual property, as well as efficient and ethical collaboration in interdisciplinary teams and socio-economic environments.

Autonomy and responsibility in research involves the independent, strategic and proactive management of one's own scientific program, demonstrating the capacity for self-direction, resource management and critical adaptation to feedback. At the same time, the researcher assumes an absolute ethical commitment by guaranteeing the originality of data, rigorously respecting academic integrity and being aware of the social, economic and environmental impact of his work.

The ARACIS Commission also found that the program supports the development of these skills by integrating theoretical training, research, and evaluation activities.

The REI also takes into account the "Professional skills acquired through the PhD program in Engineering and Management" (6 professional skills, 3 transversal skills, REI p. 26)

✓ **Recommendation:** The correlation between learning outcomes and occupational requirements must be strengthened by continuously updating the curriculum content in line with ESCO/COR developments.

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 affairs**

The curricula, course descriptions and individual research programs within the PhD program in Engineering and Management reflect active teaching, learning and assessment methods adapted to the needs and individual pace of development of PhD students. To this end, it includes a series of activities aimed at developing research skills and capitalizing on the results obtained.

✓ **Analysis of the current situation**

The ARACIS Commission proceeded to analyze the available documents with the proposed curriculum for the year 2025-2026) [Study Plan](#), [curricula](#). These documents show that the principles of student-centered learning are integrated into the curriculum structure, but also in the teaching, learning and

assessment strategies used in DSUD - IM. The implementation of these principles is supported by: [UMFST - Course Syllabi](#).

The emphasis is on the active role of the doctoral student in the learning process, on the development of research skills and on the adaptation of teaching activities to his individual needs and objectives. In developing a student-centered learning strategy, the emphasis is on the active role of the doctoral student in the learning process, on the development of research skills and on the adaptation of teaching activities to the individual needs and objectives of the student.

The indicator is: fulfilled

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

Doctoral students from IOSUD of UMFST GE Palade Târgu Mureş benefit from mobility during their doctoral research CARRIED by ERASMUS agreements with prestigious universities, both from the European Union and outside it. Doctoral students have the opportunity to carry out specific scientific research in international university and medical centers. Following the scientific research carried out in order to complete their doctoral studies, the doctoral student publishes articles in ISI-rated international journals, with an impact factor, which represent relevant contributions to the field of study. Doctoral students are also offered other real and diverse opportunities to participate in academic mobility, both in person and virtually, through other Erasmus+ programs and international partnerships.

✓ Analysis of the current situation

The ARACIS Commission identified these opportunities to participate in academic mobility and all these activities through: [Methodology for Student Academic Mobility](#)

Forms of mobility, such as participation in international scientific conferences, which offer attractive scientific programs and address current topics, represent for doctoral students an excellent opportunity for collaboration, networking, broadening scientific horizons and, last but not least, a good opportunity to develop their communication skills within a scientific event.

Mobilities can be in the form of research internships, training courses and academic exchanges. In the field of Engineering and Management, during the period under evaluation, six international ERASMUS+ mobilities were carried out - IER page 29

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 affairs

The Doctoral School promotes a multicultural and multilingual educational model, while supporting the inclusion of students from different ethnic and linguistic backgrounds, through an open and tolerant academic climate.

✓ Analysis of the current situation

Documents demonstrating that institutional policies on equity and inclusion are implemented through: [The Charter of G.E. Palade UMPHST](#), [Restart IQ](#) [Code of university ethics and deontology UMPHST Library](#), [Anelis](#).

[CNFIS-FDI-2022-0664 Project](#), "Equity, inclusion and learning through augmented reality technologies, at UMFST", carried out at the university level aims to increase access to higher education for young people from disadvantaged backgrounds and reduce university dropout at UMFST, using innovative teaching methods, modern technologies and online platforms, which can increase student access and involvement in the learning process, and increase the attractiveness of UMFST for high school graduates.

Doctoral students benefit from equitable access to modern educational resources (library, e-learning platforms, academic databases). Regarding access to databases, SDLS doctoral students have access to the Central Library ([UMPhST Library](#)) which provides unlimited access to the Anelis database. Through the ANELIS PLUS consortium (Association of Universities, Research and Development Institutes and Central University Libraries in Romania), UMFST GE Palade Târgu Mureş has access to the following electronic information and documentation resources (databases / fulltext platforms and bibliographic and bibliometric databases): ELSEVIER SCIENCE DIRECT; SPRINGERLINK; CLARIVATE ANALYTICS – WEB OF KNOWLEDGS; PROQUEST CENTRAL; SCOPUS; WILEY ONLINE LIBRARY CAMBRIDGE JOURNALS; NATURE RESEARCH.

Access is possible from the UMFST GE Palade Tg. Mureş network: www.anelisplus.ro, via mobile access (outside the institution), through authentication based on account and password: [Anelis](#)

- ✓ **Recommendation:** Continuing activities to improve the teaching process carried out in study programs by offering students equitable opportunities, in line with their potential and aspirations, taking into account their learning styles and abilities; Continuing counseling and tutoring activities, including through the more active involvement of teachers who support teaching 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.
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- ✓ **Presentation of the state of affairs**

UMFST GE Palade Târgu Mureş ensures access to all students, including those with special educational needs or disabilities, to resources and support services adapted to individual learning needs, specific to the field, cycle and form of organization of the study program - REI page 30 – 31.

- ✓ **Analysis of the current situation**

The ARACIS Commission analyzed and discussed documents regarding physical and digital accessibility measures for campus and education, such as:

[Guide to Good Practice on the Inclusion of Students with Disabilities](#)

[Regulation on ensuring the rights of persons with disabilities](#)

UMFST GE Palade Târgu Mureş provides accessible infrastructure, personalized educational support, counseling and dedicated services, thus ensuring equitable study conditions regardless of the field or educational cycle. Through these measures, the doctoral study program becomes truly inclusive, facilitating the full participation of all students and supporting their academic progress.

The indicator is: fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

Learning outcomes are presented clearly and coherently, emphasizing the knowledge, skills and competencies that the doctoral student must acquire at the end of each discipline or training activity. In the REI - page 31-32 are presented - Presentation of the current situation, supported by documents and data, Knowledge, Skills, Responsibility and autonomy. In the case of doctoral programs, the learning outcomes are in line with level 8 of the CNC (National Qualifications Framework) - REI pag. 31

✓ **Analysis of the current situation**

The ARACIS Commission studied the following documents:

- [Curricula](#), (2025-2026)
- [UMFST - Course Syllabi](#).

From the analysis of the subject sheets, it is found that the learning outcomes are clearly formulated, coherent and correlated with the subjects and scientific reports, supporting the understanding of the training objectives, the transparency of the educational process and the planning of teaching and research activities.

Learning outcomes formed within the study program, correlation between learning outcomes, doctoral training and research activities and targeted competencies for the 2025-2026 academic year.

The indicator is: fulfilled

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

In the PhD program in Engineering and Management, the assessment of learning outcomes is carried out systematically and rigorously, both during the semester and at the end of the program. The REI specifies: the training program based on advanced university studies, the final objective of the individual scientific/applied research program and the way in which doctoral studies are completed by defending the doctoral thesis in a public session.

✓ **Analysis of the current situation**

Verification of the achievement of learning outcomes is carried out throughout the entire doctoral program and is found in the procedures and regulations developed at the Doctoral School level, namely:

- [Regulation on organising and conducting doctoral studies](#)
- [Operating Procedure regarding conducting doctoral studies](#)

During the first year of studies, the doctoral student participates in all teaching activities corresponding to the disciplines in the curriculum, and at the end of each subject, it is evaluated. The evaluation can be in the form of an exam or a test, and the grading is done with grades from 1-10.

Upon completion of the training program based on advanced university studies, corresponding to the first year of studies, the doctoral student is required to take an advanced qualification exam (ECA) - Qualifying exam - which serves to evaluate the doctoral student's ability to conduct high-level research and which is credited with 5 credits.

After passing the training program and the ECA, the doctoral student presents before a committee formed by the Academic Guidance and Integrity Committee to which is added, as president, a representative of the CSUD or the CŞD, *the Individual Research Plan* which is based on the research topic assumed by the doctoral student and the doctoral supervisor. The ranking of doctoral students after the first year of study is done in relation to:

- a. the final average obtained in the subjects within the training program – 40% of the final score;
- b. the grade obtained in the ECA – 30% of the final score;
- c. the grade obtained in the presentation of the research project – 30% of the final score.

In the second, third and fourth years, the doctoral student submits at least 3 scientific papers in order to evaluate the progress of the research according to:

- [Operational procedure regarding the UMFST Academic Guidance and Integrity Commission PO - SDR - 05](#)

The evaluation is made by the doctoral supervisor and members of the academic guidance and integrity committee. Doctoral studies are completed by defending the doctoral thesis before the Academic Guidance and Integrity Committee. After this defense, the doctoral student defends the thesis before the public defense committee.

The thesis can be evaluated with the grades "Excellent", "Very good", "Good" and "Satisfactory" based on the public support and the reports of the official referees (Annex 8).

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 affairs**

UMFST GEPalade Târgu Mureș applies complex and well-regulated admission procedures to doctoral university studies that guarantee a transparent, fair and performance-oriented selection process. By using clear criteria, published in advance, by partially digitizing the registration and evaluation stages, as well as by the diversity of tests targeting: language skills, scientific analysis capacity, motivation for research and previous professional activity, IOSUD ensures the identification of the best prepared and motivated candidates. The Doctoral School of Engineering and Mathematics promotes an accessible and fair admission framework, adapted to the needs of candidates from vulnerable groups, in situations of social or educational risk, as well as those with special educational needs and/or disabilities.

✓ **Analysis of the current situation**

IOSUD provides doctoral candidates with all information regarding the conduct of the admission competition and doctoral studies. Admission to the doctoral program in Engineering and Management is carried out in accordance with the principles of equity, equal opportunities and social inclusion, in accordance with national regulations and institutional policy.

The registration of candidates for admission to doctoral studies is carried out online on a platform administered by the Technical Secretariat of IOSUD where candidates upload the documents provided for in the [Admission procedure](#).

The doctoral admission competition has 4 components. The individual score obtained by a candidate is a maximum of 100 points, calculated according to the provisions of paragraphs 2-4, which corresponds to an average of 10. The minimum admission average is 7, corresponding to a minimum score of 70 points - REI page 34,

The indicator is: fulfilled

Indicator
I.P.B.7.1.2

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

✓ **Presentation of the state of affairs**

Admission procedures are public, transparent and equally applicable to all eligible candidates, without discrimination on social, economic, gender, ethnicity, disability or other criteria that are not academically relevant. Information on admission requirements, competition calendar and selection criteria are published on the institution's website. ([Legislation and Institutional Regulation](#))

IOSUD School promotes an accessible and fair admission framework, adapted to the needs of candidates from vulnerable groups, in situations of social or educational risk, as well as those with special educational needs and/or disabilities.

✓ Analysis of the current situation

Admission to the doctoral program in Engineering and Management is carried out in accordance with the principles of equity, equal opportunities and social inclusion, in accordance with national regulations and institutional policy. For candidates from disadvantaged social backgrounds whose net income per family member does not exceed the minimum net basic salary in the economy, a 50% reduction in the admission fee to doctoral university studies is applied.

OSUD also offers the possibility of enrolling in a doctoral program in special places intended for citizens of Roma ethnicity or other ethnicities, granted by the MEC. The institution's infrastructure allows access to candidates with special educational needs and/or disabilities in classrooms and laboratories, through access ramps and elevators. [Operational procedure - admission](#)

The indicator is: fulfilled

Standard S.B.7.2. Academic journey of students

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

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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✓ Presentation of the state of affairs

The academic progress of doctoral students is monitored and documented by IOSUD- IOSUD . The organizational framework of the professional activity of students within DSUD-IM is regulated by a set of rules that ensure a structured and transparent learning activity, aligned with academic and ethical standards. This is governed by national legislation and institutional regulations in force, namely the Higher Education Law no. 199/2023, OME no. 3020/2024 regarding the Framework Regulation for Doctoral Studies.

✓ Analysis of the current situation

The Doctoral School provides constant support for the academic progress of doctoral students by implementing institutional regulations regarding their activities. There are clear criteria for academic evaluation, promotion, re-examination and completion of studies, according to the following documents:

[Operating Procedure regarding the conduct of doctoral university studies](#)

- the minimum standards required for the public defense of the thesis,
- the method of developing and writing the doctoral thesis. [Writing a doctoral thesis](#)

The Aracis Commission identified the legal and academic framework of the doctoral course, including the data of the parties, the structure of the program, the study and funding conditions, the evaluation and promotion criteria, the doctoral student's obligations, the deadlines, the situations of extension or termination of studies, and the provisions regarding the protection of personal data. The academic career of doctoral students is monitored by the doctoral supervisor, the academic guidance and integrity committee, and the Doctoral School.

The doctoral supervisor monitors the stages of scientific research, ensuring the necessary guidance for the completion of the studies. Together with the Academic Guidance and Integrity Committee, he periodically evaluates academic progress by analyzing the research reports provided in the Doctoral [UMFST - Study Plans](#).

Regarding the thesis defense, the training program and research activity, the Commission has identified policies regarding the presence, participation and involvement of students in teaching, research and extracurricular activities:

The indicator is: fulfilled

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.



Indicator
I.P.B.8.1.1

The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

✓ Presentation of the state of affairs

Regarding international activity, it is one of the priorities through which UMFST GE Palade Târgu Mureș capitalizes on its strengths to become a European university in a Europe without borders. Given the involvement of the Doctoral School of Letters, Humanities and Applied Sciences in increasing the quality of doctoral students' scientific research, a modern language eliminatory test was introduced in the admission process, in order to recruit students who are familiar with the terminology specific to the field of interest, in an internationally circulated language. To achieve these objectives, UMFST GE Palade Târgu Mureș encourages and supports the development of international [Erasmus+ programs](#), [Ceepus](#) etc., and their achievement is ensured through the activity carried out within the Department of International Relations.

✓ Analysis of the current situation

The ARACIS Commission identified that the internationalization of UMFST is integrated into the [Restart IQ Strategy](#); for the period 2024–2029 and established as the main vector of modernization, visibility and international cooperation. Strategic objective: positioning UMFST as a global reference university, capable of attracting international students, teaching staff and sustainable academic partnerships.

In January 2026, the management of UMFST GE Palade Târgu Mureș held official meetings in Lisbon with the Minister of Education, Science and Innovation and the Minister of Health of Portugal, the discussions being dedicated to the development of strategic internationalization projects and the establishment of cooperation axes in the fields of vocational training, research and innovation. The dialogue was held with the support of the Romanian Embassy in Portugal, consolidating the institutional representation at the diplomatic level. (Memorandum of Understanding with University of Obuda-Hungary).

UMFST GE Palade Târgu Mureș is an active partner in the [Diverse alliance of european universities](#) together with 11 prestigious universities from 10 EU countries (2024), engaging in micro-certifications, joint study programs, academic mobilities, the development of master's programs, as well as in the activities of working groups dedicated to interoperability and innovation in education. Participation in the alliance strengthens the university's international profile and facilitates integration into advanced European education and research networks.

IOSUD also encourages the development of teaching staff mobility for teaching, academic development and scientific research in prestigious centers and research institutes. Doctoral supervisors can carry out these mobilities within the STA - Staff Teaching Assignment programs.

UMFST GE Palade Târgu Mureș has a large number of international agreements with prestigious universities, partnerships and affiliations to university associations, through which the forms of international cooperation are expanded with an emphasis on accelerating and diversifying the internationalization process, adopting an innovative and visionary attitude in its relations with all partners, and increasing the visibility and reputation of the two universities.

Internationalization represents a strategic vector for UMFST GE Palade Târgu Mureș, reflected in the expansion of academic partnerships ([partner universities](#)), participation in European alliances [Affiliation with international organizations](#), mobility of doctoral students and teaching staff, and integration into international research networks.

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 affairs

Scientific research activities represent the central element of the educational process within the doctoral program, supporting the acquisition of the learning outcomes stipulated for the qualification level. Following the scientific research carried out in order to complete the doctoral studies, the doctoral student publishes articles in ISI-rated international journals, with impact factor, which represent relevant contributions to the field of study. - REI page 38.

✓ [Analysis of the current situation](#)

Doctoral students participate with papers in the annual editions of the International Conference of Doctoral Students and Young Doctors that contribute to the development of advanced research skills, critical thinking and innovation capacity, ensuring the achievement of the learning outcomes established within the doctoral study program. [Operational Procedure Regarding the Promotion of Scientific Research – Articles.](#)

Within the Doctoral Students Conference, held annually at the IOSUD level, special emphasis is placed on recognizing publications in international ISI-rated journals, with an impact factor, that bring original and relevant contributions to the progress of the field. Annually, within the event, a scientific paper published in the respective academic year is awarded - the article with the highest impact factor, according to Web of Science Clarivate Analytics (Annex 26 – Doctoral student publications and defenses). The award offered represents the equivalent of participation in scientific events, or the settlement of publication fees for ISI articles.

[The indicator is: fulfilled](#)

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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✓ [Presentation of the state of affairs](#)

The scientific research activity is aligned with the doctoral study program in Engineering and Management and aims to strengthen the specific scientific field by generating relevant, innovative and applicable knowledge. The research results are visible at national and international level.

✓ [Analysis of the current situation](#)

Within SDLS, scientific research activity benefits from annual financial support, through the allocation of research funds. This financial support has as its main objective the stimulation of academic performance, the increase of the quality of scientific results and the ensuring of optimal conditions for the conduct of research activities in the laboratories provided by SDLS.

IOSUD allocates 25.26% of the funding from doctoral grants for research activities carried out by doctoral students, including their national and international mobilities, which may also be for the purpose of disseminating research results. Thus, for doctoral students enrolled in the full-time form of education, financed from the budget, the amount of 9,500 lei is allocated annually.

At the same time, IOSUD is involved together with the Scientific Vice-Rectorate in granting financial support PhD students and PhD supervisors for publishing ISI articles, which are found in the WoS database, which provides for the full settlement of the publication fee for articles published in ISI journals in the red zone, and a maximum of 500 euros for ISI articles, other than those located in the red zone.

IOSUD has always considered that the value of doctoral research is objectively reflected by the publications that disseminate the results to the scientific community, plus the scientific value resulting from doctoral research. [Operational Procedure Regarding the Promotion of Scientific Research – Articles.](#) A growing number of members of IOSUD of UMFST are part of the scientific editorial committees of prestigious publications; presence in the scientific committees of international congresses and conferences as well as positions in *the boards* of prestigious professional organizations, at European or international level; participation as invited expert in working groups of renowned professional organizations (WHO, European Medicines Agency); supervision of doctoral theses in co-supervision with a university abroad. [Methodology on Student Academic Mobility](#)



- ✓ **Recommendation:** Participation in prestigious national or international events in the field of education and research.

The indicator is: fulfilled

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

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

The university demonstrates the existence of a mature institutional quality assurance framework, integrated within an ISO 9001:2015 certified Quality Management System and supported by dedicated quality assurance structures (DAC, CEAC), strategic planning documents and operational procedures.

- ✓ **Analysis of the current situation**

Doctoral studies are included within this institutional framework and are subject to the same quality assurance mechanisms applied across the university.

The [Quality Assurance Regulation](#) adopted in 2024 defines the responsibilities of quality assurance structures and promotes stakeholder participation in quality-related processes. The Operational Plan for 2025. The university further indicates that quality assurance policies are linked to the [Code of Ethics and Professional Deontology](#) and that academic integrity principles are integrated into the institutional quality culture.

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement

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

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

The university demonstrates the systematic involvement of internal and external stakeholders in the implementation of quality assurance procedures. Teaching staff, students, graduates and representatives of the socio-economic environment are consulted through evaluation processes and participate in quality assurance structures, including CEAC committees.

- ✓ **Analysis of the current situation**

Stakeholder input is also considered in the revision of regulations, procedures and other institutional documents related to quality management. The evidence indicates that stakeholder participation is embedded within the institutional quality assurance framework and supports decision-making processes at university level. The inclusion of students, graduates and employers in quality assurance bodies contributes to transparency and promotes a participatory quality culture.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

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

The university has established a [University Ethics Committee](#) that operates under dedicated regulations approved at institutional level and in accordance with the [University Charter](#) and the [Academic Code of Ethics and Deontology](#). The existence of a specialised subcommittee for research ethics further supports the institutional framework for promoting academic integrity and ethical conduct.

✓ **Analysis of the current situation**

The evidence indicates that the Ethics Committee performs its activities independently from other university structures and ensures transparency through the publication of annual activity reports and reports on the resolution of complaints. The organisational framework and reporting practices are consistent with the requirements regarding the independent functioning of ethics structures within higher education institutions.

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.	
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Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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✓ **Presentation of the state of affairs**

The university has established and applies formal procedures for the initiation, monitoring and periodic review of study programmes. The processes are supported by dedicated regulations and include the systematic involvement of students, graduates, employers, academic staff and other relevant stakeholders.

✓ **Analysis of the current situation**

The evidence provided demonstrates that programme development and review are based on labour market needs, stakeholder feedback, internal evaluations and compliance with national and European regulatory requirements.

At doctoral level, the organisational component also demonstrates continuous development through the adoption of updated admission procedures and the establishment of a [framework for postdoctoral studies](#). Monitoring and review activities include the analysis of academic results, student satisfaction, stakeholder consultations and annual internal evaluations, providing a structured basis for programme improvement and quality assurance.

The indicator is: fulfilled.

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

The university demonstrates that members of the academic community and external stakeholders are formally involved in the initiation, monitoring and periodic review of study programmes. The involvement is regulated through institutional documents such as the [Quality Assurance Regulation](#), the [Regulation on the initiation, approval, monitoring and periodic evaluation of study programmes](#), and the [University Charter](#), which explicitly promote stakeholder participation and transparency in decision-making processes. At doctoral level, programme monitoring and review are carried out through structured internal mechanisms, including the [Internal Quality Assessment Committee](#) for study programmes and [CEIPSCU](#), which verify curricula, syllabi and assessment practices.

✓ **Analysis of the current situation**

Stakeholders such as teaching staff, students, graduates and employers are involved in evaluation activities and curriculum updates, based on internal procedures and annual evaluation cycles. The use of ECTS-based regulations and standardised syllabi ensures consistency in learning outcomes, assessment and programme design.

The evidence confirms a systematic application of procedures and the formal inclusion of stakeholders in quality assurance processes. However, stakeholder involvement appears predominantly structured through institutional bodies and procedures, with limited concrete evidence of the depth or impact of external stakeholder input (e.g., employers) on curriculum redesign.

- ✓ **Recommendation:** Strengthen and document more clearly the contribution of external stakeholders to curriculum updates and redesign, including concrete examples of changes implemented based on their input.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures

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

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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- ✓ **Presentation of the state of affairs**

The university applies a structured system for the periodic evaluation of teaching, auxiliary teaching, and administrative staff, combining self-evaluation, peer review, management assessment, and student feedback. Student evaluations of teaching staff and doctoral supervision are conducted via the [SOLARIS platform](#) after each exam session, ensuring regular feedback collection. Results are confidential and used within internal decision-making processes.

In addition, the [ARENA platform](#) is used to monitor and evaluate research performance through quantitative and qualitative indicators, supporting internal reporting, research management, and national-level reporting (e.g., CNFIS). Evaluation data are integrated into institutional analyses and used for performance monitoring and strategic decisions, including research units' assessment. Annual satisfaction surveys conducted by the Quality Assurance Department complement this system by capturing feedback on institutional services.

- ✓ **Analysis of the current situation**

The procedures demonstrate a well-established and multi-source evaluation system, with regular collection of student feedback and integration of research performance data into institutional management processes. However, the report provides limited evidence on how student evaluation results specifically lead to corrective actions or improvements in teaching performance at individual or programme level. During the visit, a [Plan of corrective measures and improvement of teaching activity](#) was presented within the doctoral field of engineering and management.

- ✓ **Recommendation:** Strengthen the documentation and promote how student evaluation results are systematically translated into concrete improvement measures for teaching and supervision quality, including follow-up actions and their impact over time.

The indicator is: fulfilled

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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- ✓ **Presentation of the state of affairs**

The university indicates that internal quality assurance activities are coordinated by the Quality Assurance Department (DAC), which ensures the systematic collection and processing of data relevant to

quality management. Within the doctoral studies framework, data required for quality assurance are periodically collected and analysed as part of the institutional quality management [system](#).

✓ **Analysis of the current situation**

The evidence suggests the existence of basic data collection and monitoring mechanisms supporting internal quality assurance processes. However, the information provided in the internal evaluation report remains general and does not clearly specify the types of databases used, the scope of data collected, or how data are systematically integrated into decision-making and quality improvement processes at doctoral level.

The databases used were indicated during the visit. In the [SOLARIS](#) academic portal, doctoral students complete periodic questionnaires to evaluate the quality of courses and teaching staff. The evaluation of academic performance and reporting of the activity of teaching staff and researchers is carried out through the [A.R.E.N.A. Platform](#). The process of collecting and systematically analyzing data on these platforms is coordinated by the [Quality Assurance Department](#) which prepares [reports](#) and ensures the integration of data into decisions.

✓ **Recommendation:** Extract specific information and data specific to the doctoral field of Engineering and Management from institutional reports, in order to facilitate the communication and analysis of relevant information.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

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

The university ensures public access to information of interest through multiple institutional channels, primarily the official website and the Doctoral School website, which provide information on study programmes, qualifications, academic staff, admission processes, curricula, and institutional regulations. Additional transparency tools include the Information and [Public Relations Department](#) (CIRP), the [University Brochure](#) (updated annually), and digital promotional materials. The [University Management System](#) (UMS) supports internal data management and contributes to the structured organisation of academic information.

✓ **Analysis of the current situation**

The evidence indicates that the institution has developed a coherent framework for ensuring transparency, with multiple platforms and tools used to disseminate information relevant to study programmes, including doctoral studies. Information is publicly accessible and regularly updated, and the institutional infrastructure supports both internal management and external communication.

The indicator is: fulfilled.

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

The university states that regulations, procedures, and methodologies governing admission and the organisation of doctoral studies are publicly available through the institutional website ("[Info students](#)" section). Additional information of relevance for doctoral students and the academic community is also accessible online, with compliance ensured regarding data protection requirements (GDPR).

✓ **Analysis of the current situation**

The evidence indicates that the formal regulatory framework and key procedural documents are publicly accessible, supporting transparency in the organisation of doctoral studies.

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.
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✓ Presentation of the state of affairs

The university demonstrates compliance with legal requirements regarding periodic external quality assurance evaluation, in accordance with Law no. 199/2023 and ARACIS regulations. The Quality Assurance Department coordinates all activities related to external evaluation processes, ensuring institutional alignment with national standards. The Quality Assurance Regulation and CEAC framework provide the procedural basis for organising and supporting external evaluations of study programmes and institutional structures, including doctoral studies.

✓ Analysis of the current situation

The evidence confirms that study programmes and IOSUD structures have been subject to external evaluation within the ARACIS framework, with results and follow-up actions made publicly available on the university website. The institution demonstrates established mechanisms for coordinating and documenting external evaluation processes, including adherence to evaluation timelines and regulatory requirements.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ Experienced academic staff in the field of the study programme; ✓ Adequate material resources and infrastructure to support high-quality teaching and research activities; ✓ Digitalization of administrative and academic processes. ✓ Clear governance structure for quality assurance (DAC, CEAC, CEIPSCU) with defined responsibilities and procedures. ✓ Multiple digital platforms supporting quality processes (SOLARIS, ARENA, UMS) ensuring structured data collection and reporting.	INTERNAL FACTORS 	Weaknesses: ✓ The relatively low level of internationalization of the programme, as reflected by the limited number of Erasmus+ mobility activities. ✓ The increasing average age of the academic staff serving as PhD supervisors; ✓ Limited number of academic staff serving as PhD supervisors. ✓ Insufficient documentation of how stakeholder feedback (especially employers) leads to concrete curriculum or programme changes. ✓ Weak traceability between evaluation results (student/staff feedback) and implemented corrective actions.
SWOT analysis		
Opportunities: ✓ Expansion of collaborations with the industrial sector and strengthening of partnerships; ✓ Availability of national and international funding opportunities for the development of digital competencies;	EXTERNAL FACTORS 	Threats: ✓ Globalization of the educational offer and increasing international competition in higher education; ✓ Legislative changes and regulatory adaptations in the field of education;

✓ Opportunity to align with national and international trends in engineering education, including digitalization, sustainability, and entrepreneurship. ✓ Development of integrated data analytics systems to better support evidence-based decision-making in quality assurance. ✓ Strengthening employer engagement in curriculum design and doctoral programme development. ✓ Expanding digitalisation and automation of quality assurance processes (dashboards, real-time monitoring). ✓ Enhancing international visibility and benchmarking of quality assurance practices.		✓ The relatively low attractiveness of an academic career for potential new faculty members entering the higher education system. ✓ Potential reduced stakeholder engagement over time if feedback mechanisms are not visibly impactful.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	Periodic updating of subject sheets - DSUD-IM program - taking into account the recommendations of stakeholders (graduates, doctoral supervisors, doctoral students, including companies) to adapt to the changing demands of the labor market.
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	The correlation between learning outcomes and occupational requirements must be strengthened by continuously updating the curriculum content in line with ESCO/COR developments.
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	Continuing activities to improve the teaching process carried out in study programs by offering students equitable opportunities, in line with their potential and aspirations, taking into account their learning styles and abilities; Continuing counseling and tutoring activities, including through the more active involvement of teachers who support teaching activities.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
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	Participation in prestigious national or international events in the field of education and research.
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Strengthen and document more clearly the contribution of external stakeholders to curriculum updates and redesign, including concrete examples of changes implemented based on their input.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	Strengthen the documentation and promote of how student evaluation results are systematically translated into concrete improvement measures for teaching and supervision quality, including follow-up actions and their impact over time.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	Extract specific information and data specific to the doctoral field of Engineering and Management from institutional reports, in order to facilitate the communication and analysis of relevant information.
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	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

A total of 32 performance indicators were analysed, of which 32 indicators were assessed as fulfilled, 0 indicator partially fulfilled and 0 indicators unfulfilled.

VI. Conclusions

During the site visit, the external evaluation panel held meetings with representatives of the organizational component (IOSUD) responsible for coordinating the doctoral study programme in Engineering and Management, representatives of the Faculty of Engineering and Information Technology, academic staff involved in the programme, PhD supervisors, doctoral students, employers, graduates,

representatives of research centers and laboratories, members of the quality evaluation and assurance committee, members of the ethics committee, and representatives of the organizational structures responsible for quality assurance.

The discussions conducted during the scheduled meetings indicated that the learning environment provided for doctoral students enrolled in the Engineering and Management doctoral study field adequately meets employers' requirements and is positively regarded by students, academic staff, and graduates alike.

Based on the findings presented above (32 indicators fulfilled, 0 partially fulfilled, and 0 unfulfilled), the external evaluation panel considers that all conditions are met for the decision to **maintain accreditation** (MAC) of the doctoral study programme in Engineering and Management, organized by the IOSUD within the George Emil Palade University of Medicine, Pharmacy, Science and Technology of Târgu Mureș.

VII. Annexes

- Schedule of the on-site visit;
- 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 DE MEDICINĂ, FARMACIE, ȘTIINȚE ȘI TEHNOLOGIE „GEORGE EMIL PALADE” DIN TÂRGU MUREȘ/
GEORGE EMIL PALADE UNIVERSITY OF MEDICINE, PHARMACY, SCIENCE, AND TECHNOLOGY OF TARGU MURES

Școala doctorală/ Doctoral School: Școala Doctorală Interdisciplinară / Interdisciplinary Doctoral School

Domeniul de doctorat/ Doctoral Domain: **Inginerie și Management** / Engineering and Management

Obiectivul evaluării externe/ The objective of the external evaluation: *menținerea acreditării domeniului de doctorat/ maintaining the accreditation of the doctoral field*

Perioada vizitei de evaluare/ The evaluation period: 15-16.07.2026

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.	<i>Dumitrașcu Dănuț-Dumitru</i>	<i>Membru - Cadru didactic RNE</i>
3.	<i>Cazacu Vitalie</i>	<i>Membru - Evaluator internațional RNE-I</i>
4.	<i>Armășelu Ștefania-Maria</i>	<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>
Miercuri/ <i>Wednesday</i> , 15.07.2026			
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/Room A 208 /Locația/Location Str. Nicolae Iorga Nr. 1, Tg. Mureș
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/Room A 208 /Locația/Location Str. Nicolae Iorga Nr. 1, Tg. Mureș Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. director IOSUD - Prof. univ. dr. director CSDL - Prof. univ. dr. decan
10:20-10:30	Pauză/ <i>Break</i>		
10:30-11:20	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/ <i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	Sala/Room A 208 /Locația/Location Str. Nicolae Iorga Nr. 1, Tg. Mureș Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. decan/dean - 2 Prof. univ. 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>
11:20-11:30	Pauză/ <i>Break</i>		
11:30-12:00	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/ Room A 208 /Locația/ Location Str. Nicolae Iorga Nr. 1, Tg. Mureș Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. - Lect. univ. dr. - Șef lucrări dr.
12:00-12:10	Pauză/ <i>Break</i>		
12:10-13:00	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/ Room A 208 /Locația/ Location Str. Nicolae Iorga Nr. 1, Tg. Mureș Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. director DAC si membru CEACU - Prof. univ. dr. membru DAC
13:00-14:00	Pauză de prânz/ <i>Lunch</i>		
14:00-14:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ <i>Meeting of the</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/ Room A 208 /Locația/ Location Str. Nicolae Iorga Nr. 1, Tg. Mureș

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 the teaching staff involved in the activities within the DSUD</i>	- Cadre didactice conducători de doctorat/ <i>Teaching staff who are PhD supervisors</i>	Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - 3 Prof. univ. dr.
14:50 15:00	Pauză/ <i>Break</i>		
15:00 15:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Responsabilii centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	Sala/ Room A 208 /Locația/ Location Str. Nicolae Iorga Nr. 1, Tg. Mureș Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. Decan Facultatea de inginerie – director Centru de Cercetări în Ingineria Calității și Fabricație Digitală / Research Center in Quality Engineering and Digital Manufacturing - Prof. univ. dr. Centru de Cercetări Interdisciplinare Biomedicale/Interdisciplinary Biomedical Research Center - Prof. univ. dr. Centru de Cercetare în Inteligența Artificială, Știința Datelor și Inginerie Inteligentă (ARTEMIS)/Research Center in Artificial Intelligence, Data Science and Intelligent Engineering
15:50 16:00	Pauză/ <i>Break</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>
16:00 16:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți ¹ 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/ Room A 208 /Locația/ Location Str. Nicolae Iorga Nr. 1, Tg. Mureș Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - 2 Doctoral students– an de studii/ year of study 1 - 3 Doctoral students an de studii/ year of study 3 - Doctoral student- an de studii/ year of study 4
16:50 17:00	Pauză/ <i>Break</i>		
17:00 17:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers² of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Sala/ Room A 208 /Locația/ Location Str. Nicolae Iorga Nr. 1, Tg. Mureș Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: Manager Provetim SRL

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

² 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>
			- University Relations (BjP/HRL3) – Bosch Automotive SRL - Delgaz Grid SA - Top Electro SRL
17:50 18:00	Pauză/ <i>Break</i>		
18:00 18:50	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/ Room A 208 /Locația/ Location Str. Nicolae Iorga Nr. 1, Tg. Mureș Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Graduate– an absolve/ year of graduation 2026 - 3 Graduates– an absolve/year of graduation 2025 - 3 Graduates – an absolve/ year of graduation 2024 - 1 Graduate an absolve/ year of graduation 2023

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>
Joi/ <i>Thursday</i> , 16.07.2026			
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 (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Room A 208 /Locația/Location Str. Nicolae Iorga Nr. 1, Tg. Mureș
9:30 - 11:30	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>	
11:30 - 13:20	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Room A 208 /Locația/Location Str. Nicolae Iorga Nr. 1, Tg. Mureș
13:20 - 13:30	Pauză/ <i>Break</i>		
13:30 - 14:20	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</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>	Sala/Room A 208 /Locația/Location Str. Nicolae Iorga Nr. 1, Tg. Mureș

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>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>	- Persoana de contact/ <i>Contact person</i>	Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. director IOSUD - Prof. univ. dr. director CSDLS - Prof. univ. dr. decan- responsabil domeniu Inginerie și management / Engineering and Management field manager

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. Dănuț Dumitrașcu