



HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

Luând în considerare:

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



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

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

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

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

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

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

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat și de doctorat, precum și pentru programul pregătitor de limba română pentru cetățenii străini, după caz, cuprinse în anexele nr. 1-13 care fac parte integrantă din prezenta hotărâre.

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

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

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

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



Art. 4. Prezenta hotărâre intră în vigoare la data de 17.09.2026.

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcția Asigurarea Calității

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

NR. 286/H/17.09.2026

**AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR**Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - **ENQA**Înscrisă în Registrul European pentru Asigurarea Calității în Învățământul Superior - **EQAR****ANEXA NR. 9**

Hotărârea Consiliului ARACIS nr. 286/H/17.09.2026

Anexa 9.1

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea de Vest din Timișoara	
Școala(ile) doctorală(e)	Științe Umaniste	
Domeniul de studii universitare de doctorat (DSUD)	Istorie	
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 Umaniste și Teologie (CPS_C2) din 03.09.2026, propunerea de decizie fiind consemnată în PV nr. 4527/03.09.2026.		
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		
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 îndeplinit și 0 neîndeplinit
- 26 standarde: 26 sunt îndeplinite, 0 neîndeplinite,

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

Decizia	Mentținerea acreditării
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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:	The West University of Timișoara
Doctoral School:	Doctoral School of Humanities
Doctoral Domain:	History
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.	ALTAROZZI GIORDANO	Expert evaluator	
2.	MUSTEAȚĂ SERGIU	International Expert	
3.	ZVÎNCĂ GABRIEL	PhD Student Evaluator	

I. Introduction

This report is prepared following the external quality assessment process initiated by ARACIS to maintain the accreditation of the Doctoral Domain „History” at The West University of Timișoara. The evaluation period was July 16-17, 2026, and the external quality assessment committee, approved by the ARACIS Council, was composed of:

1. Prof. univ. dr. Giordano Altarozzi, G.E. Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș (team coordinator),
2. Prof. univ. dr. Sergiu Musteață, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova (international expert),
3. Stud. Gabriel Zvîncă, “Babeș-Bolyai” University of Cluj-Napoca.

The contact person within the Doctoral School of Humanities, was Prof. dr. Loredana Pungă, the Director of the Doctoral School.

The West University of Timișoara is a traditional educational and research institution within Romanian higher education, whose foundations were laid in 1944. In 1994, the institution was giving its current name, becoming the West University of Timișoara. Since 2021, the West University of Timișoara is a founding member of the UNITA European Alliance, contributing to the internationalization process of the institution.

The West University of Timișoara organizes and coordinates scientific doctoral programs in accordance with legal statements, as full-time and part-time education and it is run by the Council for Doctoral Studies (CSUD) as the collective governing body, while the 8 doctoral schools affiliated to IOSUD are run by the Doctoral School Council (CSD). The structure of all the councils complies with the legal provisions of the Code of doctoral studies and the Institutional regulation for organising and conducting doctoral studies. The Doctoral School of Humanities was established in 2015, when two fields – Philology and History – were confirmed by Government Decision 595/22 July 2015. The Doctoral School of Humanities is managed by the director of the doctoral school and the Doctoral School Council, which are structures that ensure the academic, administrative, and strategic coordination of doctoral activities. The Doctoral Field of History has 6 doctoral supervisors (Prof. Vasile Docea, PhD; Prof. Mihaela Vlăsceanu, PhD; Assoc. Prof. Adrian Magina, PhD; Assoc. Prof. Remus Feraru, PhD; Assoc. Prof. Marius Ciută, PhD; Prof. Livio Zerbini, PhD).

II. Methods used

In the evaluation process we analyzed: The internal evaluation report (REI) and the Annexes of the evaluated Doctoral field of History; documents, data and information in electronic format, on the websites of the West University of Timișoara, as well as those collected during the meetings held with: the commission that drafted the REI, the management of the Doctoral School of Humanities, doctoral supervisors, doctoral students, graduates (doctors in history), employers, directors of research centers, the CEAC commission and the quality assurance structures at the doctoral school and institutional level. In July 13, 2026 the Evaluation Panel members met in an on-line meeting, discussing several aspects regarding the external evaluation process. The visit to the West University of Timișoara took place in July 16-17, 2026.

Before the visit, the Evaluation Panel members analyzed documents, data and information available, in electronic format, on the websites of the University and the Faculty, as well as in the Internal Evaluation Report submitted by the Institution.

During the visit the educational spaces (classrooms and seminar rooms, laboratories, research centers), the secretariat, spaces dedicated to teaching staff, etc.) were visited.

At the same time, several meetings took place, according to the timetable for the evaluation annexed:

- Meetings with the management of the Doctoral School of Humanities, with the contact person and with the team involved in the preparation of the internal evaluation report (REI);
- Meeting with doctoral supervisors;
- Meeting with doctoral students;
- Meeting with doctoral graduates;
- Meeting with employers of graduates of the doctoral field of history;
- Meeting with the directors of the Research centers;
- Meeting with representatives of the CEAC Commission of the University;
- Meeting with representatives of the Quality committee of the Faculty;
- Meeting with the Ethics Committee.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1

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

Presentation of the state of facts

The doctoral study field of History is organised within the Doctoral School of Humanities, which is part of IOSUD-West University of Timișoara and is connected to the Faculty of Letters, History, Philosophy and Theology. Its institutional status and operation are based on Law No. 199/2023, Order No. 3020/2024 on doctoral studies and Article 42 of the UVT Charter. The History field is legally confirmed by Government Decision No. 595/2015 and its accreditation was maintained by ARACIS Council Decision No. 100/25.11.2021.

IOSUD-UVT operates under the Institutional Regulations on the Organisation and Conduct of Doctoral Studies, most recently revised in November 2025. The Doctoral School of Humanities also applies its own doctoral studies regulations, revised in January 2025. These documents establish the organisational framework, institutional responsibilities and procedures concerning admission, doctoral supervision, monitoring of academic progress, completion of studies, habilitation and affiliation of doctoral supervisors. The regulations, methodologies and procedures are publicly available on the [IOSUD–UVT website](#).

At IOSUD level, management is exercised by the [Council for Doctoral Studies—CSUD](#), led by its director and composed of eight academic members and three doctoral-student representatives. At doctoral-school level, management is ensured by the Director and the Doctoral School Council, which includes three doctoral supervisors and one doctoral-student representative, with the Director serving as an *ex officio* member. Academic members have a five-year mandate for 2024-2029, while doctoral-student representatives have one-year mandates and are elected through procedures organised by the UVT Students' Organisation.

The Director and Council members are elected through universal, direct, equal and secret voting procedures. Decisions adopted at doctoral-school level are submitted to CSUD and, where required, to the UVT Board of Directors and University Senate. The available documents therefore describe a multi-level management structure with formally assigned competences, student representation and periodically revised regulatory instruments.

Analysis of the state of facts

The evidence indicates that the History doctoral domain operates within a clearly defined and legally established governance framework. Responsibilities are distributed across the Doctoral School Council, the CSUD, the UVT Board of Directors and the University Senate, providing both operational management and institutional oversight. The inclusion of doctoral-student representatives and the democratic election of management structures support transparency and accountability in decision-making.

The management system is supported by institutional and doctoral-school regulations covering the main stages of doctoral education, including admission, supervision, monitoring of doctoral progress, habilitation, affiliation and completion of studies. The documented revisions of the IOSUD Regulations in November 2025 and of the Doctoral School Regulations in January 2025 demonstrate that the regulatory framework is periodically updated in response to legislative and institutional requirements.

The organisational structures and regulatory instruments are therefore appropriate for the delivery of the doctoral programme in History. The available evidence demonstrates legal compliance, defined responsibilities, student participation and mechanisms for the periodic revision of regulations and procedures. Nevertheless, the practical effectiveness of these arrangements should also be confirmed through samples of council decisions, meeting minutes and evidence of the implementation and monitoring of revised procedures.

Aspects that constitute best practice examples

- A coherent multi-level decision-making system, linking the Doctoral School Council, CSUD, the Board of Directors and the University Senate, which supports institutional consistency, accountability and transparent approval of decisions.

Recommendations

- Systematically recording the outcomes of periodic regulatory reviews.

The indicator is fulfilled

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1

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

Presentation of the state of facts

The Internal Evaluation Report states that the adoption and revision of methodologies, regulations and implementation procedures at UVT are conducted through a consultative, multi-level decision-making process. At the level of the Doctoral School of Humanities, the Doctoral School Council participates in examining and revising institutional documents. The Council comprises the Director, three doctoral supervisors and one doctoral-student representative. The inclusion of both academic staff and a doctoral student provides formal representation of the principal internal stakeholders in the decision-making process. Consultation also involves:

- doctoral supervisors affiliated with the Doctoral School;
- representatives of the UVT Advisory Council;

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

- representatives of the socio-economic and cultural environment, particularly in connection with joint academic and research activities;
- the Council for Doctoral Studies (CSUD), in which the Doctoral School of Humanities is represented.

Draft methodologies, regulations and procedures are subsequently analysed and endorsed, according to their institutional relevance, by the Doctoral School Council, the UVT Board of Directors and the specialist committees of the University Senate. These bodies include academic staff and student representatives and contribute to the substantiation of documents before their formal approval.

The University Senate itself includes democratically elected academic staff and students, while the composition of the Senate, its specialist committees and adopted decisions is publicly available on the [UVT Senate webpage](#). Information on the Board of Directors and its decisions is similarly available on the [UVT Board of Directors webpage](#). The regulations, methodologies and procedures applicable to doctoral studies are published on the [IOSUD–UVT website](#).

The submitted report describes the stakeholder categories and institutional structures involved. However, the evidence made available should be supplemented during the evaluation by concrete examples, such as consultation records, meeting minutes, proposals submitted by stakeholders and documented changes introduced following their feedback.

Analysis of the state of facts

The documented governance arrangements indicate that stakeholder participation is formally embedded in the adoption and revision of methodologies, regulations and implementation procedures. The Doctoral School Council includes doctoral supervisors and a doctoral-student representative, while consultation also involves the CSUD, faculty and university governance structures, representatives of the Advisory Council, and stakeholders from the socio-economic and cultural environment.

The multi-level examination and endorsement of draft documents support institutional coherence and provides opportunities for academic staff and students to express their views before formal approval. The participation of a doctoral-student representative is particularly relevant, as it ensures that the direct beneficiaries of the doctoral programme are represented in decision-making.

Nevertheless, the submitted evidence is primarily descriptive. The practical impact of stakeholder consultation would be more convincingly demonstrated through consultation records, meeting minutes, written proposals, feedback reports and examples of regulatory amendments introduced as a direct result of stakeholder input. The institution itself acknowledges the need to formalise and extend consultation through stakeholder meetings, doctoral forums and broader satisfaction surveys. Overall, the available evidence shows an operational and participatory consultation framework, although its documented impact could be strengthened.

Aspects that constitute best practice examples

- Multi-level stakeholder consultation, involving the Doctoral School Council, doctoral supervisors, CSUD, the Doctoral School Council, the Board of Directors and the specialist committees of the University Senate before institutional documents are adopted.
- Involvement of external stakeholders from the socio-economic and cultural sectors, particularly through joint academic and research activities.

Recommendations

- Not the case

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
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providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

Presentation of the state of facts

UVT reports that it legally owns 100% of the premises used for its teaching, research and administrative activities. The History doctoral programme uses the infrastructure of the Faculty of Letters, History, Philosophy and Theology at 4, Vasile Pârvan Boulevard and 5, Oituz Street, as well as other university premises when required. The facilities include lecture halls, seminar rooms, offices, laboratories, libraries and reading rooms.

Doctoral students at the Doctoral School of Humanities have dedicated teaching and research premises in rooms 223 and 156 and may also use the wider UVT infrastructure for courses, workshops, presentations and academic events. According to the Internal Evaluation Report, the capacity of the premises complies with the relevant ARACIS requirements: at least 1 m² per seat in lecture halls, 1.4 m² in seminar rooms and 1.5 m² in reading rooms. Detailed information on the premises is provided in Annex 14 – FLIFT Spaces.

The teaching premises are equipped with appropriate furniture, internet access, video projectors and LCD/LED screens. Certain rooms, including rooms 207 and 248, are also equipped with smart boards supporting interactive and digitally assisted teaching and research activities. Research activities are supported by multimedia laboratories, including rooms 206 and P06, and by several faculty research centres, such as CISR, RHEA, CODHUS, CSIG and CSAM. History doctoral students also have access to specialised structures, including CSIATIM and the Centre for Interdisciplinary Research on Movable and Immovable Archaeological Heritage – ARHEOTIM. The research infrastructure is described in Annex 13 – FLIFT Research Centres, while examples of doctoral students' academic presentations are included in Annex 17. Documentary resources are provided primarily by the "Eugen Todoran" Central University Library, which offers book collections, Romanian and international journals, reading rooms and electronic access to databases such as ProQuest, SpringerLink, Scopus, Oxford Journals and other specialised academic resources. Doctoral students also receive an institutional account providing access to the UVT intranet, e-learning platforms, email services and licensed software. Doctoral students may apply for accommodation in UVT halls of residence, particularly halls C12 and BRD. The BRD residence hall, opened at the beginning of the 2025–2026 academic year, provides 600 accommodation places, together with communal study and leisure areas. The documentation also refers to institutional measures for identifying and supporting the needs of doctoral students with disabilities, including counselling and activities developed through the project "UVT – Support for Inclusive Education". However, the submitted section does not provide sufficiently detailed evidence concerning the physical accessibility of each building, such as ramps, lifts, adapted sanitary facilities or accessible working spaces.

Analysis of the state of facts

The submitted evidence indicates that UVT has an adequate material infrastructure for delivering the doctoral programme in History. The University reports full legal ownership of the premises used for educational, research and administrative activities, while the Doctoral School of Humanities has dedicated rooms and access to the broader infrastructure of the Faculty and the University.

The size and capacity of the teaching and study spaces are reported as compliant with ARACIS requirements. The availability of appropriately equipped lecture rooms, seminar rooms, multimedia laboratories, research centres, libraries and reading rooms supports the teaching, supervision, documentation and research activities required at doctoral level. The specialised research structures relevant to History, including CSIATIM and ARHEOTIM, further strengthen the suitability of the infrastructure for the specific characteristics of the field.

Access to extensive library collections, international academic databases, institutional digital platforms and licensed software provides appropriate conditions for advanced research. Accommodation facilities and common study areas also contribute to an enabling environment for doctoral students. However, the evidence regarding accessibility for persons with disabilities is not sufficiently detailed. The report does not clearly document, for each relevant building, the existence of ramps, lifts, adapted sanitary facilities, accessible routes, signage or appropriately equipped working areas. These aspects should therefore be

verified through the relevant annexes and during the site visit. Overall, the material resources appear adequate in terms of ownership, capacity, equipment and relevance to doctoral education and research. Subject to confirmation of physical accessibility and supporting ownership documentation, the requirements of the indicator are met.

Aspects that constitute best practice examples

- o Dedicated doctoral facilities combined with access to the entire university infrastructure, allowing History doctoral students to use specialised rooms, lecture halls, laboratories and venues for workshops and academic events.
- o Comprehensive institutional digital access, through individual university accounts providing doctoral students with access to the intranet, e-learning platforms, institutional communication services, licensed software, major international scientific databases.
- o Continuous investment in student living and study conditions, illustrated by the opening of the modern BRD residence hall, with 600 accommodation places and communal areas for study and leisure.

Recommendations

Not the case

The indicator is fulfilled

Standard S.A.2.2. Management of material resources

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

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

The movable and immovable assets used by UVT and the Faculty of Letters, History, Philosophy and Theology for the History doctoral field are reported as being maintained at an appropriate level of functionality and usability. Lecture halls, seminar rooms, laboratories, libraries, reading rooms and administrative premises comply with the applicable technical, safety, health and hygiene requirements, as well as with ARACIS recommendations concerning capacity and space per seat. Routine maintenance is carried out by the University's administrative department, which includes technical, repair and cleaning staff. According to the Internal Evaluation Report, interventions are undertaken whenever necessary to preserve the functionality, cleanliness and safety of the premises and equipment.

Renovation and modernisation works are implemented periodically, based on institutional planning and identified needs. Funding for such activities is provided from institutional resources and externally financed projects, including projects supported through the National Recovery and Resilience Plan. A recent example mentioned in the report is the renovation of lecture halls undertaken between October and December 2025. Teaching and communication equipment—including furniture, video projectors, LCD/LED displays, internet infrastructure and other audio-visual facilities—is maintained in working condition. Laboratories and research centres have access to computing equipment, licensed software and specialised infrastructure that is periodically updated to support teaching and advanced research activities. The "Eugen Todoran" Central University Library and faculty libraries provide continuously maintained documentary resources, reading spaces and access to international academic databases. The ICT infrastructure is also reported as being regularly updated, ensuring institutional access for doctoral students to the intranet, e-learning platforms and the software necessary for research. The available supporting evidence includes the description of premises and equipment in Annex 14 – FLIFT Spaces and the information presented in the Internal Evaluation Report. For full verification, these documents should be complemented by maintenance schedules, intervention records, renovation reports, equipment inventories and evidence of expenditure on maintenance and modernisation.

Analysis of the state of facts

The evidence indicates that UVT has established functional mechanisms for maintaining the premises and equipment used by the History doctoral field. Day-to-day maintenance is assigned to specialised administrative, technical, repair and cleaning staff, while renovation and modernisation works are undertaken periodically according to identified needs and institutional planning. The continued functionality of teaching rooms, laboratories, research centres, library facilities, ICT infrastructure and audio-visual equipment supports appropriate conditions for doctoral education, research and staff activities. The use of institutional funds and externally financed projects, including projects supported through the National Recovery and Resilience Plan, also demonstrates an effort to secure resources for infrastructure modernisation. The renovation of lecture theatres between October and December 2025 provides a recent example of implementation.

The maintenance of documentary resources, international database subscriptions, digital platforms and licensed software further supports the sustainability and relevance of the infrastructure. Overall, the available facilities appear functional, appropriately equipped and periodically updated. However, the submitted evidence remains predominantly descriptive. A stronger demonstration of systematic and sustainable management would require maintenance plans, technical inspection reports, intervention registers, equipment inventories, expenditure records and evidence of monitoring user satisfaction. Energy efficiency, environmental sustainability and preventive maintenance measures are also not documented in sufficient detail. On the basis of the available evidence, the movable and immovable assets are adequately maintained and provide suitable conditions for study, research, living and work.

Aspects that constitute best practice examples

- Diversification of funding sources for infrastructure development, including the use of externally funded projects, particularly through the National Recovery and Resilience Plan.
- Continuous updating of teaching and research equipment, including audio-visual facilities, computing technology, licensed software and ICT infrastructure.

Recommendations

Not the case

The indicator is fulfilled

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

Standard S.A.3.1. Human resources

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

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

The History doctoral programme is delivered within the Doctoral School of Humanities by academic staff who hold doctoral degrees and the legally recognised right to supervise doctoral research in the field. The programme-specific section of the Internal Evaluation Report identifies seven doctoral supervisors:

- four tenured UVT academic staff members: Prof. Vasile Docea, Prof. Mihaela Vlăsceanu, Assoc. Prof. Adrian Magina and Assoc. Prof. Remus Feraru;
- one retired UVT professor: Prof. Victor Neumann;
- two affiliated supervisors: Assoc. Prof. Marius Ciută and Prof. Livio Zerbini of the University of Ferrara.

The report also anticipates the affiliation of an additional external supervisor, Senior Researcher Vladimir Petrović of the Institute for Balkan Studies in Belgrade. The supervisors' qualifications, habilitation or doctoral-supervision rights, and thematic areas of expertise are documented through:

- Annex 01 – History Coordinators by Thematic Area, containing the certifications of the right to supervise doctoral studies and the supervisors' areas of specialisation;
- Annex 02 – CVs of History Coordinators;
- Annex 03 – CNATDCU Compliance Checklists for Doctoral Supervisors;
- Annex 16 – Staffing Table/Summary of Coverage for 2025–2026.

The thematic areas of doctoral supervision are also published on the [History doctoral field webpage](#), supporting transparency for prospective doctoral candidates. The supervisors' CVs, publications and CNATDCU compliance records are used to demonstrate their scientific competence and the correspondence between their expertise and the doctoral topics supervised.

History doctoral students consistently select Current Trends in Historiography, taught by a specialist in the field. The Doctoral School also plans to introduce the course The Visual as a Historical Document from the 2026–2027 academic year, thereby strengthening the History-specific component of the curriculum. The doctoral-student database further documents the allocation of supervisors and advisory committees, including academic staff from UVT, other Romanian universities, research institutes and international partner universities. It also records joint-supervision arrangements, demonstrating access to complementary expertise beyond the permanent institutional staff. A numerical inconsistency should nevertheless be clarified: the general description reports 32 supervisors in the Doctoral School of Humanities—25 in Philology and 6 in History—whereas the programme-specific section lists seven supervisors in History. The final staffing table should provide a single, updated reference figure and clearly distinguish active, affiliated, retired and prospective supervisors.

Analysis of the state of facts

The evidence indicates that the History doctoral field has academically qualified human resources capable of supporting doctoral teaching, research supervision and advisory activities. All listed doctoral supervisors hold doctoral degrees and have formally recognised doctoral-supervision rights in History. Their professional competence is supported by CVs, certificates of habilitation or supervision rights, and documentation demonstrating compliance with the applicable CNATDCU standards. There is an appropriate correspondence between the supervisors' research profiles, the thematic areas offered for doctoral research and the topics of the supervised theses. The doctoral-student database also shows that advisory committees include specialists from UVT, other universities and research institutes, providing complementary expertise for interdisciplinary or specialised research topics.

The teaching assignments within the advanced training programme are generally aligned with the lecturers' academic qualifications and fields of expertise. For History doctoral students, the course Current Trends in Historiography is delivered by a qualified specialist in the field. The planned introduction of The Visual as a Historical Document would further improve the balance between the History and Philology components of the doctoral-school curriculum.

The combination of tenured UVT academics, retired professors and affiliated national and international supervisors broadens the available expertise. However, the sustainability of the programme should not rely excessively on external or retired staff. The institution should therefore continue to develop its permanent internal capacity and ensure continuity in all major historical periods and methodological areas. The documents do not provide a sufficiently detailed quantitative analysis of supervisory workloads, including the number of active doctoral students per supervisor, the distribution of teaching duties and the availability of supervisors for regular guidance. In addition, the reported number of History supervisors should be clarified, as different sections refer to six and seven supervisors. Overall, the available documentation demonstrates that the academic staff possess the qualifications and professional competences required for the activities assigned to them. Subject to clarification of the staffing figures and confirmation of balanced supervisory workloads, the human resources are adequate for the delivery of the doctoral field.

Aspects that constitute best practice examples

- Use of complementary national and international expertise, through affiliated supervisors, joint-supervision arrangements and advisory committees that include specialists from other universities and research institutes.

- Interdisciplinary composition of advisory committees, adapted to the specific subjects and methodologies of individual doctoral projects.

Recommendations

- Not the case

The indicator is fulfilled

Indicator
I.P.A.3.1.2

The HEI ensures professional and personal development for its staff.

Presentation of the state of facts

UVT provides an institutional framework for the continuous professional and personal development of academic and support staff, including doctoral supervisors in the History field. The development of doctoral supervisors through research placements and exchanges of experience with comparable institutions in Romania and abroad is explicitly included among the objectives of the Doctoral School of Humanities. The Centre for Academic Development (CDA) organises workshops and training activities each semester for academic staff, support staff and adult learners. The topics reported include the use of generative artificial intelligence in learning assessment, the design and evaluation of international collaborative learning, and the authenticity of learning outcomes. A list of workshops and webinars organised during 2021–2025 is available in the “Training Programmes” section of the CDA website.

In 2025, the CDA launched the TalkEdUVT – Voices Shaping Learning webinar series, which brings together members of the UVT and UNITA academic communities. The webinars address evidence-based education, university-teacher identity, future skills, teaching management and the management of emotions in the context of generative artificial intelligence. International experts present practical tools, case studies and examples that may be incorporated into teaching, research and the mentoring of doctoral students and early-career researchers.

Doctoral supervisors also have access to the Research Career Guidance and Counselling Centre – Western Region, established with funding from the National Recovery and Resilience Plan. The Centre provides individual guidance and counselling, networking activities for researchers and career-development resources, including a *Guide to Career Development in Research*. The RDI Activities Management Department regularly informs academic staff about national and international research calls and helps with preparing funding applications and implementing approved projects. It also manages the institutional Develop grants, which represent annual fixed funding available to academic staff for professional and personal development. These funds may be used for participation in scientific events, the purchase of books and software, and subscriptions to academic publications and electronic databases. Access to this funding is regulated by the UVT Methodology for accessing and using Develop grants.

UVT’s membership in the UNITA European University Alliance offers staff additional opportunities for international cooperation, participation in scientific and academic events, professional networking and access to resources provided by partner universities. These opportunities are also available to teaching staff and doctoral supervisors involved in the History doctoral field. The Internal Evaluation Report identifies financial support for the professional development of doctoral supervisors and opportunities offered through UVT support structures as institutional strengths. However, the submitted evidence should be supplemented by field-specific data on the participation of History doctoral supervisors in workshops, mobility programmes, counselling activities and Develop-funded actions during the evaluation period.

Analysis of the state of facts

The evidence demonstrates that UVT has established a coherent institutional framework for the professional and personal development of its academic staff, including doctoral supervisors in History. Staff development is addressed through specialised support structures, training programmes, individual counselling, research-career guidance, international cooperation and dedicated financial resources. The activities of the Centre for Academic Development respond to current academic needs, including innovative teaching methods, assessment, digital technologies and generative artificial intelligence. At the same time, the Research Career Guidance and Counselling Centre and the RDI Activities Management Department

provide complementary support for career planning, networking, research funding and project development.

The annual availability of Develop grants is particularly relevant because it provides each academic staff member with direct financial support for conference participation, books, software and access to scientific resources. Furthermore, participation in the UNITA European University Alliance and the Doctoral School's objective of supporting research placements and exchanges create opportunities for international professional development. These measures indicate a strategic rather than occasional approach, combining training, counselling, mobility, international networking and financial support. They are appropriate for maintaining staff competences and adapting teaching, supervision and research practices to current academic requirements.

However, the documentation mainly demonstrates the availability of opportunities at institutional level. It does not provide sufficient quantitative evidence regarding the participation of History doctoral supervisors, the funding received, the activities completed or the measurable impact on teaching, supervision and research performance. Overall, UVT provides adequate and diversified mechanisms for the professional and personal development of staff. The effectiveness of these mechanisms is credible, although field-specific participation and impact should be documented more systematically.

Aspects that constitute best practice examples

- Annual individual access to "Develop grants", which academic staff may use for participation in scientific events, books, specialised software and subscriptions to academic publications and databases.
- Training aligned with emerging academic challenges, including generative artificial intelligence, assessment practices, international collaborative learning and the authenticity of learning outcomes.
- International professional-development opportunities through UNITA, providing access to partner universities, international academic events, collaborative networks and research resources.

Recommendations

- Not the case

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 facts

Recruitment and affiliation within IOSUD-UVT are governed by a public and standardised institutional procedure, based on Law No. 199/2023, the applicable ministerial regulations on doctoral studies, the rules concerning recognition of doctoral-supervision rights obtained abroad and the current CNATDCU minimum standards. The relevant regulations are available on the [IOSUD-UVT Legal Basis webpage](#), under the sections concerning habilitation, affiliation and recognition of qualifications.

Affiliation may be requested by persons who have legally acquired the right to supervise doctoral students in Romania or abroad, subject to recognition of that right where required. The Doctoral School may also affiliate teaching staff and researchers for teaching or research activities without automatically granting them the status of doctoral supervisor. The conditions and stages of affiliation and disaffiliation are defined in the Framework Procedure for Affiliation or Disaffiliation within the Doctoral Schools of IOSUD-UVT. Applicants must submit a standardised dossier containing the application, evidence of doctoral-supervision rights, curriculum vitae, list of publications, declarations concerning academic ethics and other specified documents. Eligibility is assessed against general institutional requirements and, where applicable, field-specific criteria included in Annex 2 to the Framework Procedure. The criteria may differentiate between doctoral fields undergoing consolidation and mature doctoral fields. The affiliation procedure includes several formal stages:

1. administrative verification by the Doctoral Studies Office;
2. assessment and endorsement by the Doctoral School Council;
3. analysis and decision by the CSUD;
4. validation by the UVT Senate.

Standard forms and procedural documents are available on the [UVT affiliation webpage](#). This multi-level procedure is intended to ensure professional assessment, institutional accountability and the traceability of decisions. Where recruitment involves obtaining doctoral-supervision rights through habilitation, UVT applies its Institutional Regulations on the Organisation and Conduct of the Habilitation Certification Process, in accordance with Law No. 199/2023 and Ministerial Order No. 3998/2024. The procedure includes administrative verification, assessment of compliance with minimum standards, appointment of the habilitation committee by CSUD and validation of the committee's resolution by the UVT Senate, followed by the national confirmation stage.

Relevant information—including the candidate's CV, publication list, abstract of the habilitation thesis, links to publications, committee composition and the date, time and venue of the public defence—is published on the [UVT habilitation webpage](#), enabling public scrutiny of the process. Teaching staff for the Advanced Training Programme are selected from doctoral supervisors and affiliated academic staff or researchers whose qualifications and research activity correspond to the subjects taught. Selection is based on documented competence, including CVs, publications, scientific results and academic experience, as well as thematic correspondence between the staff member's expertise and the course content. Appointments are subject to institutional assessment and approval by the Doctoral School Council, CSUD and, where applicable, the University Senate. The submitted documentation describes the regulatory framework and the procedural stages in detail. However, it does not include specific examples of recruitment or affiliation procedures completed in the History field during the evaluation period. Verification could therefore be supported by selected affiliation dossiers, assessment reports, council decisions and Senate validation decisions, with personal data appropriately protected.

Analysis of the state of facts

The documents indicate that UVT has a clearly regulated recruitment and affiliation framework aligned with the applicable national legislation and CNATDCU standards. The procedures define eligibility requirements, the composition of application dossiers and successive stages of administrative and academic assessment. The multi-level decision-making process – administrative verification, assessment by the Doctoral School Council, analysis by CSUD and validation by the University Senate – provides appropriate checks and reduces the risk of discretionary appointments. Standardised forms and documented decisions support the traceability of the process.

Transparency is strengthened through the publication of the applicable regulations, procedural documents and relevant information concerning habilitation candidates, including CVs, publication lists, habilitation-thesis abstracts, committee composition and public-defence details. The recruitment of teaching staff for the Advanced Training Programme is also based on demonstrable academic competence and correspondence between the specialist's research profile and the assigned course. However, the evidence is mainly focused on the regulatory framework rather than on its practical implementation in the History field. Completed affiliation or recruitment files, assessment reports and relevant council and Senate decisions should be examined to confirm that the published procedures have been applied consistently and without deviations. Overall, the procedures are legally grounded, formally structured and sufficiently transparent. Subject to verification through representative recruitment and affiliation cases, the requirements of the indicator are met.

Aspects that constitute best practice examples

- Openness to qualified national and international specialists, including staff from partner universities and research institutions, while maintaining the same institutional assessment and approval requirements.

Recommendations

Not the case

The indicator is fulfilled

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

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

The Internal Evaluation Report indicates that CSUD–UVT and the Doctoral School of Humanities use integrated IT tools throughout the doctoral study cycle to simplify administrative procedures, ensure traceability and improve access to services. Admission is conducted through the [UVT online admission platform](#), which supports candidate registration, submission of documents, publication of results and confirmation of places. Following admission, doctoral-student records and academic progress are managed through the University Management System (UMS). Access is based on individual institutional accounts administered by the UVT IT&C Department. Data recorded in UMS are also transferred to the national Single Matriculation Register (RMU). After the public defence, the doctoral file and thesis are uploaded and archived in the Integrated Educational Register (REI) for national validation.

The UVT Intranet supports several internal administrative procedures. Academic staff record doctoral-school activities electronically, the Doctoral School Director validates them, and the documentation is automatically forwarded to the Human Resources Department. The platform is also used to request certificates for participation in doctoral and habilitation committees, access institutional contact information and reserve university rooms for academic events. Doctoral students use the Student Web portal to monitor their academic progress and the status of tuition-fee payments. They also receive institutional accounts providing access to email, the UVT intranet, the e-learning system, Microsoft 365 and other software and digital services required for study and research. Digital instruments are integrated into academic-integrity procedures. iThenticate is used by doctoral supervisors and the Doctoral Studies Office, while doctoral students have individual access to Turnitin through their institutional accounts. Similarity reports and the related resolutions of the supervisor and the Academic Guidance and Integrity Committee are recorded through standard institutional documents, supporting the traceability of decisions concerning doctoral theses.

The [IOSUD–UVT doctoral studies website](#) provides structured public access to regulations, methodologies, forms, study contracts, admission and completion procedures, announcements, funding opportunities and information concerning public thesis defences, including thesis abstracts. The report states that the website was comprehensively redesigned in early 2025 and now serves as the principal information platform for all UVT doctoral schools, including the [Doctoral School of Humanities](#). The information is accessible both to members of the academic community and to interested third parties. Digital access to research resources is provided through the “Eugen Todoran” Central University Library, the UVT e-learning system and remote institutional access to ANELIS Plus and international databases, including Web of Science, Scopus, ScienceDirect, ProQuest and JSTOR. International mobility procedures are also supported digitally. The International Relations Department uses the Beneficiary Module, the Erasmus Without Paper Dashboard and digital Online Learning Agreements. The report further states that UVT has issued the European Student Card since 2022 and received the titles of EWP Champion for 2023–2025 and ESCI Champion of Excellence for 2025–2027. The principal documentary evidence is presented on pages 20–21 of the Internal Evaluation Report and through the institutional platforms identified above. Evidence such as system-generated reports, anonymised screenshots, usage statistics and service-performance data would further substantiate the practical use and effectiveness of these digital tools.

Analysis of the state of facts

The documented evidence shows that IT tools are integrated into the main administrative and academic procedures of the History doctoral field, rather than being used only for isolated activities. Digitalisation

covers the principal stages of the doctoral cycle: online admission, registration and academic-progress monitoring through UMS, reporting to RMU, thesis-file submission through REI, and access to information through the IOSUD–UVT website. The use of the UVT Intranet and Student Web portal contributes to administrative simplification by reducing paper-based operations and allowing staff and doctoral students to complete or monitor procedures remotely. Controlled individual accounts, electronic validation and automatic document transmission also support data traceability, procedural consistency and faster communication between the Doctoral School and central university services. Digital tools also contribute directly to the quality of doctoral education and research. Institutional access to e-learning services, licensed software, electronic databases and online library resources supports advanced research, while the procedural use of Turnitin and iThenticate strengthens academic-integrity controls and the traceability of decisions concerning doctoral theses.

The redesigned doctoral studies website improves transparency and access for both the university community and external beneficiaries by centralising regulations, forms, announcements, admission information, funding opportunities and public-defence documentation. The digitalisation of Erasmus procedures further demonstrates that digital transformation extends to international mobility and cooperation. Nevertheless, the evidence is predominantly descriptive. The effectiveness of the digital services would be more convincingly demonstrated through usage statistics, processing-time comparisons, user-satisfaction results, system-availability data, accessibility testing and evidence of interoperability between the institutional platforms. Procedures regarding data protection, cybersecurity, backup and business continuity should also be verified. Overall, the range and integration of the IT tools demonstrate that digitalisation contributes effectively to administrative simplification, improved access, transparency and service quality for doctoral students, staff and external beneficiaries.

Aspects that constitute best practice examples

- Procedurally integrated academic-integrity controls, combining doctoral students' access to Turnitin with the institutional use of iThenticate and standardised electronic documentation of similarity checks and academic decisions.
- Advanced digitalisation of international mobility procedures, through the Beneficiary Module, the Erasmus Without Paper Dashboard, digital inter-institutional agreements and Online Learning Agreements.

Recommendations

- Not the case

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 andquire the expected learning outcomes.

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

* 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.

The Study Programme in the Doctoral Field in History is developed and structured in relation to the expected learning outcomes, defined as Knowledge – Skills – Responsibility, and other institutional platforms transferable study credits, totalling 240 ECTS over the acquisition of 4 years.

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

The doctoral study program is based on a curriculum that aims to develop advanced research skills and achieve the expected learning outcomes, corresponding to level 8 of the European Qualifications Framework. The doctoral study program is carried out under the coordination and guidance of a doctoral supervisor, respectively, the academic guidance and integrity committee. The curriculum is structured around the expected learning outcomes, as reflected in the course syllabi. The number of transferable study credits allocated to every year of training program based on advanced university studies is 60 ECTS. The curriculum is periodically updated in line with developments in the relevant fields, national and European standards, and the requirements of the academic and research environment. It is approved by the University's management structures. The doctoral study program is well structured and aligned with the expected learning outcomes, by combining theoretical training with practical research activities.

- ✓ Aspects that constitute best practice examples
They weren't identified.
- ✓ Recommendations
Not the case

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

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

Indicator I.P.B.2.1.2

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

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
According to the Study program curriculum, the doctoral study program is developed and structured in relation to the expected learning outcomes and is based on the generation of professional and transversal competencies required to conduct scientific research, being organized on the basis of the ECTS.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
Analysing the Study program curriculum, as well as the syllabi, a clear correlation between learning outcomes and the specific competences of the targeted occupations, in accordance with national occupational standards and ESCO classification appears. The Study program curriculum ensures this correlation by integrating methodological, ethical, communication and research competences.
- ✓ Aspects that constitute best practice examples
They weren't identified.
- ✓ Recommendations
Not the case
The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)
Within the Doctoral School of Humanities, student-centred learning is supported by designing the curriculum around learning outcomes, through interactive teaching strategies, and through the continuous monitoring and improvement of the educational content. In the SDSU curriculum and in the course descriptions, learning outcomes (knowledge, skills, responsibility/autonomy) and minimum performance standards are explicitly stated. Teaching and guidance activities employ methods that engage the doctoral student and shift the focus from the one-way transmission of information towards critical and collaborative learning: debates, projects (including team-based ones) and applied research/analysis tasks, tailored to achieving learning outcomes and developing academic autonomy.
- ✓ [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)
The curriculum, course descriptions, and the individual research program, as set out in the Doctoral Studies Plan, reflect active teaching, learning, and assessment methods tailored to the individual needs and development pace of doctoral students; these aim to develop research competencies and capitalize on research results. Student-centered learning is reflected from the point of admission to doctoral studies through the research topics addressed. Teaching activities during doctoral studies are conducted through student-centered methods, with a partnership among the doctoral student, the academic staff (during the first year of study), the doctoral supervisor, and the members of the guidance and academic integrity committee, with each party assuming responsibility for the learning outcomes.
- ✓ [Aspects that constitute best practice examples](#)
 - o [Very useful structure of the Curriculum, including a detailed section regarding the activities correlated to the Individual Research Program.](#)
- ✓ [Recommendations](#)
Not the case.
The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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- ✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)
During their doctoral research, PhD candidates at the West University of Timișoara IOSUD benefit from mobility programmes conducted through ERASMUS+ agreements with prestigious universities, both within and outside the European Union. Mobility programmes may also include a virtual component, in „blended formats”. Completed mobilities not only offer an opportunity to work and learn in prestigious centers but also serve as a first step towards establishing joint doctoral supervisions (cotutelle). In the field of History, during the evaluation period, there are three theses under international joint supervision with Université Savoie Mont Blanc (France; 2), and Université Marie et Louis Pasteur (France; 1). Furthermore, the West University of Timișoara is a founding member of the European university alliance UNITA – Universitas Montium, which offers several possibilities for doctoral mobility and collaboration within the alliance, including virtual ones.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The West University of Timișoara developed a solid institutional framework that facilitates doctoral students access to international mobilities, both for studies and research practice. At the same time, the IOSUD offers financial support for participation in stages and scientific events abroad and domestically. A very important aspect regarding the mobility programmes is the partnership in the framework of UNITA, which offers possibilities for international cooperation – including cotutelle PhD theses – and mobilities, both in person and virtual.
 - ✓ Aspects that constitute best practice examples
 - o Membership in the European university alliance UNITA – Universitas Montium
 - ✓ Recommendations
 - Actively promoting mobility opportunities through the mechanisms provided by UNITA
- The indicator is: fulfilled.**

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
The West University of Timișoara guarantees equitable opportunities for all students, aligning with their individual potential and aspirations. To uphold these values, the curriculum integrates mandatory courses on ethics, academic integrity, and research ethics, while the Code of Ethics and Professional Conduct strictly regulates behavior to prevent any form of discrimination. Doctoral candidates benefit from equal access to modern educational resources, including the university library, e-learning platforms, and academic databases. Furthermore, IOSUD ensures that all enrolled PhD students have fair access to educational materials, mobility programs, and academic activities tailored to their unique learning needs and profiles. Ultimately, these measures accommodate diverse learning styles and guarantee equal participation throughout the educational process.
 - ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The organizational framework guarantees equitable opportunities for all PhD candidates by providing institutional support services tailored to diverse learning styles and capabilities. These include academic, vocational, and career counselling. Curricular flexibility, including optional modules and tailored research plans, works with support services to successfully meet diverse learning needs.
 - ✓ Aspects that constitute best practice examples
They wasn't identified.
 - ✓ Recommendations
No the case
- The indicator is: fulfilled.**

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- ✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)
Within the Doctoral School of Humanities, PhD candidates are granted full access to learning and research resources tailored to both the doctoral cycle and their individual needs. Personalized assistance is delivered via the Student Counseling and Support Service – which offers individual guidance in academic, vocational, career, and personal development – as well as through scheduled faculty consultations, with a minimum of two hours per week per instructor publicly displayed for transparency. Furthermore, the university maintains an explicit commitment to equity and accessibility for doctoral students with disabilities, actively identifying their specific needs and providing targeted support and counseling through dedicated inclusive education projects.
- ✓ [Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled](#)
The Doctoral School in Humanities offers doctoral students a diverse range of resources and services tailored to the specific needs of the field History, both by the “Eugen Todoran” Central University Library, and the international databases available via the Enformation portal. Integrating students with disabilities into the university environment demands the recognition and continuous adaptation of academic policies and practices. The institution provides accessible infrastructure (including e-learning platforms), tailored educational support, counseling, and specialized services, thereby guaranteeing equitable learning conditions across all disciplines and study cycles. Through these comprehensive measures, the doctoral program achieves genuine inclusivity, facilitating full participation and fostering steady academic progress for all candidates.
- ✓ [Aspects that constitute best practice examples](#)
They wasn't identified.
- ✓ [Recommendations](#)
Not the case
The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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- ✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)
Within the Doctoral School of Humanities curriculum, learning outcomes are formulated explicitly and operationally, clarifying performance expectations for both PhD candidates and faculty members. At the program level, the document defines targeted professional and transversal

competences – ranging from advanced discipline-specific knowledge and research methodologies to digital proficiency, academic communication, project management, and ethics – thereby establishing a comprehensive matrix of expected achievements.

These competencies are detailed within a structured framework aligned with national and European standards, categorized into three distinct dimensions: Knowledge (K), Skills (S), and Responsibility and Autonomy (RA).

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

The curriculum outlines the structure of the advanced university studies program (Year 1, Semester 1), specifying course statuses (compulsory or optional), contact hours, and ECTS credits to clarify the exact weighting of each component from the outset. Furthermore, an explicit correlation matrix maps each subject to its corresponding K/S/RA outcomes, ensuring absolute transparency regarding course objectives. Individual course descriptions further detail how specific content aligns with these targets.

- ✓ Aspects that constitute best practice examples
 - o Very clear structure describing learning outcomes
- ✓ Recommendations
- Not the case
- The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The verification of learning outcomes within the Doctoral School is organized into two complementary strands, as established in the curriculum: 1) Formative assessment: Conducted during the advanced training stage – through the completion of coursework in the first semester of Year 1 – and continuously throughout the annual research process; 2) Summative assessment: Implemented during the pre-defense and public defense stages of the doctoral dissertation.

Throughout the curriculum, learning outcomes are primarily evaluated via assessments linked to the modules of the advanced university preparatory program (30 ECTS, Year 1, Semester 1). This formalized component verifies the acquisition of the specific knowledge and skills targeted by the syllabus. For all courses within this advanced training track, final examinations are administered at the conclusion of the instructional period (see Course Descriptions).

Progression through the individual research track is evaluated through periodic progress reports (four in total, typically one per year). These reports are a mandatory prerequisite for both ECTS credit allocation and advancement to the pre-defense stage, requiring the PhD candidate to demonstrate completion of all associated research milestones. Defined within the curriculum as assessable activities encompassing both drafting and oral presentation, these progress reports effectively operationalize the continuous monitoring of learning outcomes relative to the advancement of the doctoral research.

Upon completion of the program, the final assessment consists of a rigorous examination before the supervision and academic integrity committee. This pre-defense of the doctoral dissertation is allocated separate credits (30 ECTS). Ultimate advancement to the public defense is strictly conditional upon completing the entire 240 ECTS program and securing approval from the committee, thereby ensuring a formal, phased validation of learning outcomes prior to the final public evaluation.

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

An analysis of the curriculum demonstrates that the institution operates a coherent, phased evaluation system that comprehensively covers both formative and summative metrics, fully aligning with the required quality indicators. Within the advanced training track, course examinations effectively validate foundational theoretical knowledge, while periodic progress reports throughout the research phase guarantee the continuous monitoring of skills development. Integrating these elements into the ECTS framework lends rigorous structure and complete traceability to the entire evaluation process. Ultimately, the final assessment – conducted via the pre-defense and public defense of the doctoral dissertation – consolidates and verifies learning outcomes at the qualification level.

✓ Aspects that constitute best practice examples

They wasn't identified.

✓ Recommendations

Not the case

The indicator is: fulfilled.

Criterion B.7. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

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

The West University of Timișoara implements a comprehensive and well-regulated framework for doctoral admissions, ensuring a transparent, equitable, and merit-based selection process. The institutional *Regulation for Organizing the Admission to Doctoral Studies* and the *Methodology for Organizing the Admission to the Doctoral Studies* establishes the core principles, methodologies, and evaluation criteria that govern the rigorous and fair selection and ranking of candidates across all categories.

Registration for the competitive admission process is fully digitalized; applicants upload all required documentation online via a dedicated platform (admitere.uvt.ro). To ensure compliance with the General Data Protection Regulation (GDPR), admission results are generated automatically and seamlessly imported into the platform to produce the final rankings and confirm placements. Moving forward, IOSUD aims to further streamline these admission tracks through continuous digitalization while maximizing information transparency for applicants. Concurrently, the institution intends to periodically update its selection criteria and enhance the international visibility of its doctoral programs to attract a broader pool of global talent.

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

The admission process is governed by clear regulations, which are made publicly available to prospective candidates at least six months prior to the selection procedure. In addition to the aforementioned documents, applicants have comprehensive access to information regarding the number and classification of available positions, the scheduling of the two admission sessions (July for non-EU citizens, and September for all other applicant categories), and the specific research topics proposed by PhD supervisors.

To streamline the application process, WUT provides a dedicated online platform (admitere.uvt.ro), enabling candidates to register, view final results, confirm their placements, and settle tuition fees if applicable. Detailed procedural guidelines for each of these administrative stages are fully accessible on the university's doctoral portal (doctorat.uvt.ro).

- ✓ Aspects that constitute best practice examples

They wasn't identified.

- ✓ Recommendations

Not the case

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The principles of equity and equal opportunities are firmly upheld throughout the admission framework through the uniform enforcement of regulations across all applicant categories, complemented by targeted support measures for vulnerable groups, such as dedicated admission quotas, fee waivers, and social benefits. Furthermore, tailored accommodations for candidates with disabilities demonstrate the institution's genuine commitment to comprehensive accessibility.

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

The admission process strictly adheres to the principles of equity and equal opportunities for all applicant categories. This inclusive framework uniformly encompasses Romanian citizens, international applicants, ethnic Romanians from both EU and non-EU countries, and citizens of the EU, European Economic Area, Swiss Confederation, and third-party nations. All candidates are subject to the standardized provisions of the *Regulations on the Organization and Conduct of the Doctoral Admission Competition*.

Furthermore, Roma candidates benefit from dedicated positions specifically allocated by the Ministry of Education, while remaining subject to the same rigorous institutional admission regulations. Similarly, the admission of ethnic Romanians from abroad and citizens from non-EU third countries is governed by specific ministerial methodologies that firmly uphold the core principles of fairness and equal access.

Under the provisions of the institutional *Methodology*, candidates from vulnerable groups are actively encouraged to pursue doctoral tracks. To support applicants with special educational needs or disabilities, admissions committees dynamically adapt the evaluation process. These tailored accommodations include personalized assistance with the digital registration platform, extended testing time, and the option for remote, online participation.

- ✓ Aspects that constitute best practice examples

They wasn't identified.

- ✓ Recommendations

Not the case

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

The Doctoral School of Humanities strictly enforces all regulations governing the professional activities of PhD candidates. These mandates are codified within individual study contracts (also

available in English), individual research plans, and Chapters IV–VI of both the *WUT-IOSUD Regulations on Doctoral Studies* and the internal *Regulations of the Doctoral School of Humanities*. In accordance with this framework, doctoral students benefit from a flexible academic structure that permits the extension, interruption, or resumption of their studies based on personal or professional circumstances, while fully maintaining academic rigor and quality.

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

The academic advancement of PhD candidates is regulated by current legislation through specific frameworks and procedures developed by IOSUD. This progression is systematically monitored by the doctoral supervisor, the guidance and academic integrity committee, and the Doctoral School. Specifically, the supervisor oversees all scientific research stages, providing the necessary academic mentorship to ensure the successful completion of studies. Furthermore, in coordination with the guidance and academic integrity committee, the supervisor periodically evaluates student milestones by analyzing the research reports mandated by the Doctoral Curriculum.

- ✓ Aspects that constitute best practice examples

They wasn't identified.

- ✓ Recommendations

Not the case

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator
I.P.B.8.1.1

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

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

International cooperation within the Doctoral School is systematically supported through institutional mechanisms and operational tools that facilitate mobility for both PhD candidates and academic staff. Between 2020 and 2025, doctoral students actively secured Erasmus+ grants (5 mobilities), while PhD supervisors utilized similar funding tracks between 2021 and 2025. Beyond mobility schemes, global research collaboration is sustained through the direct involvement of both supervisors and doctoral students in international projects. A specific pillar, directly relevant to the PhD programme, is UVT's participation in the European university alliance UNITA – Universitas Montium.

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

The Doctoral School in Humanities actively seeks to strengthen partnerships with counterpart institutions across European universities by signing strategic cooperation agreements. In October 2025, a joint doctoral program established with the 'Fan S. Noli' University of Korçë (Albania) secured approval from the Albanian Ministry of Education.

Within the UNITA alliance, international collaboration is driven by dedicated doctoral initiatives, such as co-tutelle (joint supervision) PhD tracks that mandate international mobility. These are supported by calls for applications offering fully funded PhD positions and a joint doctoral training framework. To foster these alliance-wide collaborations, Western University of Timisoara has explicitly reserved state-budgeted, scholarship-backed positions for UNITA co-supervised candidates during the doctoral admission process since the 2023-2024 academic year. Additionally, to incentivize faculty

involvement in international academic and research networks, supervisors managing existing co-tutelle agreements receive priority allocation when scholarship-funded positions are distributed for new admissions.

- ✓ Aspects that constitute best practice examples
 - o Sustained efforts toward consolidating international cooperation, particularly through the strategic frameworks provided by the UNITA alliance
- ✓ Recommendations

Not the case

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

The Doctoral School implements an educational model where learning is intrinsically linked to research, directly engaging PhD candidates in scientific investigation from the earliest stages of their doctoral tracks. Both the structured advanced coursework and the individual research plans are explicitly designed to cultivate advanced research skills and facilitate the dissemination of findings within domestic and international academic networks.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The doctoral program is structured as a coherent synthesis of instructional and research tracks that converge toward the production and validation of high-impact scientific results. Guided by the curriculum and existing frameworks – such as core workshops on methodological design, research ethics, and academic writing – PhD candidates formulate and refine their central research questions, construct robust conceptual frameworks, justify their methodological parameters, and learn to systematically process corpora, empirical data, and replicable interpretive procedures. Concurrently, research findings are directly integrated into the training process through interactive seminars, mandatory progress presentations, and peer feedback from supervisors and university research centers. To reinforce this model, the institution actively promotes academic dissemination, encouraging conference participation, peer-reviewed publishing, and involvement in international research initiatives. This integrated framework explicitly targets the program's core learning outcomes, ensuring that doctoral candidates develop advanced proficiency in:

 - Conceptualization: Problem-posing and theoretical framework development in the humanities;
 - Methodological Design: Adapting research methodologies to complex subjects, including the critical justification of choices and procedural monitoring;
 - Critical Analysis: Formulating reasoned, high-level scholarly interpretations;
 - Academic Communication: Mastery of both oral and written scientific writing within global academic settings;
 - Scholarly Dissemination: Integrating state-of-the-art literature and publishing research findings within the scientific community;
 - Academic Integrity: Demonstrating professional responsibility and research ethics.

Consequently, learning and research function as two sides of the same coin within the Doctoral School: inquiry drives learning, while learning is evaluated through the caliber and dissemination of the scientific outcomes produced throughout the program.

✓ Aspects that constitute best practice examples

They wasn't identified.

✓ Recommendations

- Development of the Contemporary History direction within the History field of the Doctoral School.

The indicator is: fulfilled.

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Within the Doctoral School of Humanities, scientific research outputs maintain high national and international visibility, driven by a structured pipeline that spans expert community engagement, high-impact publication, and integration into research networks. This external visibility is anchored by the active participation of PhD candidates in premier conferences and academic events within the humanities and historical fields. Furthermore, these research outputs are capitalized upon through peer-reviewed publications that guarantee global academic circulation and robust traceability via DOIs and international conference proceedings, including articles and volumes issued by top-tier publishers. The long-term impact of this research is further amplified by embedding doctoral candidates directly into advanced research infrastructures and collaborative projects, such as active preventive archaeological excavation teams in Germany and Romania.

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

The visibility of scholarly outputs is firmly established by the active participation of PhD candidates in prestigious international conferences and through publication in recognized journals and edited volumes, reflecting their deep integration into the scientific community. Furthermore, direct involvement in research centers, grant projects, archaeological excavation teams, and international academic networks (including UNITA) drives the practical application of these findings, significantly amplifying their overall academic impact. This diverse array of dissemination channels underscores a coherent, robust, and effective strategy for maximizing research impact.

✓ Aspects that constitute best practice examples

They wasn't identified.

✓ Recommendations

Not the case

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The organisational component ensures that procedures and actions are implemented in order to improve the quality of education at study programme level. Thus, each semester, students anonymously evaluate teaching activities through a standardised questionnaire combining scores and written comments; the results are synthesised and published every semester and may support adjustments to teaching, assessment and educational services ([Metodologia privind desfășurarea procesului de evaluare a cadrelor didactice de către studenți la Universitatea de Vest din Timișoara](#)). Each year, every doctoral student's progress is monitored within the Guidance and Academic Integrity Committee (CIA), based on standard forms and documents (report/minutes), which enables the monitoring of the individual research timetable and early interventions in case of delays ([REGULAMENT privind studiile universitare de doctorat](#)). In addition, upon completion of doctoral studies, quality and integrity are ensured by checking the thesis similarity using iThenticate/Turnitin (with the possibility of rechecking), followed by the adoption of a decision on the report ([Metodologia privind finalizarea studiilor de doctorat în cadrul UVT](#)).

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

The evidence indicates not only the existence of formal quality assurance procedures, but also their practical use as management instruments within the doctoral domain. The procedures generate regular information on teaching, doctoral progress and research integrity, and this information can be used to identify operational issues before they affect programme quality. The fact that monitoring takes place at several stages of the doctoral pathway suggests a functioning quality cycle: feedback is collected during studies, progress is checked annually, and the final thesis is subject to integrity controls. In this respect, the organisational component appears to move beyond formal compliance, as the documented procedures create conditions for corrective measures, curriculum adjustments and targeted support for doctoral students. At the same time, the analysis would be strengthened by clearer evidence showing how the results of these procedures are systematically translated into concrete decisions and followed up over time.

- ✓ Aspects that constitute best practice examples
- Administration of a questionnaire for assessing the level of satisfaction of all doctoral students in relation to the PhD program.

Recommendations

Not the case

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

The Doctoral School of Humanities, as part of IOSUD–UVT, uses several consultation channels to involve relevant stakeholders in the implementation of quality assurance procedures for the doctoral programme in History. Doctoral students are represented in the Doctoral School Council and may contribute to decisions concerning academic, methodological and ethical matters. Their views are

also collected through satisfaction questionnaires, whose results may inform improvements in teaching, supervision and doctoral support services. External input is ensured through UVT consultative structures bringing together academic, socio-economic, cultural and alumni representatives ([Regulament de organizare și funcționare a CA a UVT](#)). In practice, these mechanisms support dialogue with doctoral students, supervisors and external partners and allow research topics, doctoral supervision and internal procedures to be adjusted in line with academic developments and relevant socio-economic, cultural and educational needs.

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

The available evidence shows that the opinions of doctoral students, supervisors and external stakeholders are considered in the implementation of quality assurance procedures. During the discussions, it also emerged that meetings with relevant members of the academic community do take place, allowing practical issues and possible adjustments to be identified, but they are rare.

✓ [Aspects that constitute best practice examples](#)

They wasn't identified.

✓ [Recommendations](#)

- Meetings with the internal and external community should be set up more regularly and formalised through clearer agendas, records and follow-up measures.

[The indicator is: fulfilled](#)

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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✓ [Presentation of the state of facts, supported by documents and data \(documents preferably included through links in the body of the IER\)](#)

The University Ethics Commission operates under the regulation approved by the University Senate and is formally required to act independently from any other university structure or person. Within the Commission, a dedicated research ethics subcommittee addresses issues such as authorship and publication, protection of research participants, data management, conflicts of interest, fraud prevention and responsible research environments. The inclusion of a student representative also supports the relevance of the structure for doctoral-level research ethics. Overall, the available framework indicates that the ethics structures have a defined mandate and procedures that allow them to perform their role in line with the indicator.

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

The situation presented in the documentation was also confirmed during the evaluation visit. Discussions with representatives of the Ethics Commission indicated that the Commission operates according to the approved regulatory framework and that its activity is carried out independently, in line with its institutional mandate. The representatives also confirmed the existence of procedures for addressing research ethics issues and for ensuring that matters related to academic integrity are handled through the appropriate internal structures.

[Aspects that constitute best practice examples](#)

They wasn't identified.

[Recommendations](#)

Not the case.

The indicator is: fulfilled

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

For the History doctoral domain, the initiation, monitoring and periodic review of the programme and related activities are regulated through the institutional and doctoral school framework applicable at IOSUD–UVT. The reviewed regulations and methodologies cover the main stages of the doctoral pathway, including [admission](#), [the organisation of doctoral studies](#), [financial support for mobility and research activities](#), the work of the [Guidance and Academic Integrity Committee](#), [completion of doctoral studies](#), and [recognition of doctoral degrees obtained abroad](#). Taken together, these documents provide the procedural basis to assure that the study programme and domain is monitored and periodically reviewed.

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

Overall, the evidence indicates a coherent procedural framework that is applied throughout the doctoral pathway and supports quality assurance at organisational level. The monitoring of relevant indicators, such as admission, dropout, completion of studies, research performance and feedback, demonstrates concern for the periodic assessment of the doctoral school's processes, activities and results.

The discussions with institutional representatives confirmed that procedures for initiation, monitoring, and periodic evaluation are in place and are intended to support the continuous improvement of quality assurance processes. The practical application of these procedures is reflected in the revision of the curriculum for the 2026–2027 academic year, following a request from doctoral students regarding the courses offered in the first semester. Their proposal to adapt the courses so as to provide stronger support for historical research training was taken into account and implemented. This example shows that the regulatory framework is not only formally in place but is also used to adjust the doctoral programme in response to feedback from beneficiaries.

Aspects that constitute best practice examples

They wasn't identified.

Recommendations

Not the case.

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

Within the Doctoral School of Humanities, the implementation of procedures related to doctoral studies involves doctoral supervisors, doctoral students, members of the Guidance and Academic Integrity Committees, and the administrative and management structures of IOSUD. The Doctoral School Council, in cooperation with CSUD and the relevant faculty structures, provides the

institutional framework through which internal community members may contribute to the application and adjustment of procedures. Stakeholder involvement is also reflected in cooperation with graduates and representatives of the socio-cultural, educational and cultural environment, particularly in relation to the adaptation of doctoral research directions and procedural arrangements.

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

During the discussions with the institutional representatives, it emerged that members of the academic community and other relevant stakeholders are involved in the implementation of procedures related to the review and adjustment of the doctoral programme. However, the degree of involvement appears to be more limited than its potential, as the process could benefit from more regular, structured and documented consultations. Strengthening this consultation framework would allow stakeholder input to be used more consistently in the implementation of procedures and would provide clearer evidence of how their views contribute to quality improvement.

Aspects that constitute best practice examples

They wasn't identified.

✓

Recommendations

- Formalise the involvement of its internal community and relevant external stakeholders in the implementation and review of procedures, through regular consultations, documented minutes and clear follow-up actions.

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

UVT uses an online system for students' evaluation of teaching staff, based on a specific methodology and a standard electronic questionnaire ([Metodologia privind desfășurarea procesului de evaluare a cadrelor didactice de către studenți la Universitatea de Vest din Timișoara](#); [Anexa 12 Model fisa evaluare cadre didactice de catre studenti](#)). The process collects students' views on teaching quality, the educational process and related services, and the results are analysed through semester summaries and reports published on the dedicated website. This framework provides the organisational component with regular evidence for assessing teaching activity and identifying possible improvements in the doctoral programme.

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

As an institutional politics, Faculties share three surveys to the students to evaluate their satisfaction (as mentioned in the meeting minutes document), where the professors are evaluated at the middle of the courses with open questions, at the end of the course for general feedback, and after the results of students' evaluations. In parallel, the students also are invited to complete two separate questionnaires regarding their satisfaction with the doctoral programme, one shared mainly to the students in the first year of studies, to appreciate the performance of the professors, and another shared with all Ph.D. students, throughout all the years, to appreciate their relation with the coordinator and the guidance committee.

During the on-site visit the evaluation committee identified that the procedure is in place, aspect confirmed also in discussions with the students and with the professors. Moreover, the questionnaires have been doubled, which assures that students have the opportunity to present their feedback for the students and the courses followed.

- ✓ Aspects that constitute best practice examples
 - Administration of several surveys to measure and assess the level of satisfaction of students, including doctoral students.

Recommendations

Not the case.

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

The Doctoral School has access to UVT's institutional IT systems, which support the systematic collection and analysis of data relevant to internal quality assurance. These include platforms for doctoral regulations and information, teaching activities, student records, Erasmus+ mobility management and financial records for grants supporting doctoral and academic activities. The information gathered through these systems enables the monitoring of doctoral students' progress, academic performance, mobility, conference participation and research support, providing a data basis for assessing the quality of educational and scientific activities.

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

During the on-site visit, the representatives of the internal quality assurance team presented how the system works, gave detailed information regarding the procedure and explained the general process.

- ✓ Aspects that constitute best practice examples

They wasn't identified.

- ✓ Recommendations

Not the case.

The indicator is: fulfilled

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

Standard S.C.6.1. Transparency

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

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Information of public interest concerning the History doctoral domain is available on UVT's doctoral studies website, doctorat.uvt.ro, and is updated periodically. The published information covers key stages and resources relevant to prospective candidates and doctoral students, including proposed research topics, the number and type of available admission places, the admission methodology,

required application documents, admission results, useful forms, financial support and professional development resources, completion procedures, postdoctoral studies, habilitation and the affiliation of supervisors to doctoral schools. This shows that the organisational component provides public access to the main information required for the evaluated doctoral programme, in line with the indicator.

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

Upon analysis of the website, the discussions with the university representatives, and doctoral-students, the committee has identified the fact that transparency of information is assured by the university in all aspects, that the community is informed regarding documents of public interest, including those related to the doctoral programme.

✓ Aspects that constitute best practice examples

They wasn't identified.

✓ Recommendations

Not the case.

The indicator is: fulfilled

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Decision-making processes at IOSUD and Doctoral School level are regulated through the [institutional doctoral studies regulation](#) and the [Doctoral School of Humanities regulation](#). CSUD meetings are validly held when at least half of the occupied positions are represented, and decisions are adopted by simple majority of the members present; doctoral school directors may attend without voting rights and are consulted on the agenda items. At Doctoral School Council level, decisions are also adopted by simple majority and are communicated to CSUD and, where relevant, to supervisors and doctoral students. CSUD decisions are published on the [doctoral studies website](#), while Senate decisions become public within five days of adoption.

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

During the evaluation and the on-site visit, especially discussions with relevant groups, such as students and professors, confirmed that the organisational component assures a transparent decision-making process. The students are also represented and informed on the decisions taken by the university throughout the procedures.

✓ Aspects that constitute best practice examples

They wasn't identified.

✓ Recommendations

Not the case.

The indicator is: fulfilled

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.	
Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

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

The doctoral domain „History” within the IOSUD West University of Timișoara has successfully undergone the external evaluation procedures required by the applicable national legislation and the ARACIS methodology for the maintenance of accreditation (ARACIS Council Decision No. 100/25.11.2021). In preparation for this evaluation, a comprehensive internal evaluation report was prepared, accompanied by the relevant supporting documentation, through the coordinated efforts of the IOSUD leadership, the Doctoral School, and the academic staff responsible for the doctoral domain. All documents were systematically reviewed, updated, and aligned with the information available in the University's institutional databases, as well as with the institutional progress reports prepared at the university level, ensuring the consistency, accuracy, and completeness of the evaluation dossier. Furthermore, in February 2024 the Interim Progress Report was submitted to ARACIS.

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

During the site visit, the evaluation panel examined the preparation of the internal evaluation report, the coherence and completeness of the supporting documentation, and the consistency between the conclusions presented in the report and the evidence provided. Particular attention was given to the progress achieved by the doctoral field in History since the previous external evaluation. The members of the academic community demonstrated a thorough understanding of the external evaluation process and an active commitment to its preparation and successful implementation.

The Commission considers that the doctoral domain „History” has developed a well-established institutional culture of QA and adopts a systematic and reflective approach to external evaluation. The findings and recommendations resulting from these evaluations are effectively used to support the continuous improvement of doctoral education, research performance, and academic governance.

- ✓ Aspects that constitute best practice examples
 - Well-established institutional culture of QA.

- ✓ Recommendations

N/A

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:	INTERNAL FACTORS ↑	Weaknesses:
✓ A coherent multi-level decision-making system, linking the Doctoral School Council, CSUD, the Board of Directors and the University Senate ✓ Multi-level stakeholder consultations. ✓ Involvement of external stakeholders from the socio-economic and cultural sectors, particularly through joint academic and research activities.		✓ Unsystematic recording the outcomes of periodic regulatory reviews. ✓ Uninsufficient promotion mobility opportunities through the mechanisms provided by UNITA Alliance. ✓ Lack of Contemporary History direction within the History field of the Doctoral School. ✓ Unsystematic recording the outcomes of periodic consultations.

✓ Dedicated doctoral facilities combined with access to the entire university infrastructure, allowing History doctoral students to use specialised rooms, lecture halls, laboratories and venues for workshops and academic events. ✓ Comprehensive institutional digital access, through individual university accounts providing doctoral students with access to the intranet, e-learning platforms, institutional communication services, licensed software, major international scientific databases. ✓ Continuous investment in student living and study conditions. ✓ Diversification of funding sources for infrastructure development. ✓ Continuous updating of teaching and research equipment. ✓ Use of complementary national and international expertise, through affiliated supervisors, joint-supervision arrangements and advisory committees that include specialists from other universities and research institutes. ✓ Interdisciplinary composition of advisory committees, adapted to the specific subjects and methodologies of individual doctoral projects. ✓ Annual individual access to "Develop grants". ✓ Training aligned with emerging academic challenges.		
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✓ International professional-development opportunities through UNITA, providing access to partner universities, international academic events, collaborative networks and research resources. ✓ Integrated academic-integrity controls. ✓ Advanced digitalisation of international mobility procedures. ✓ Curriculum, including a detailed section regarding the activities correlated to the Individual Research Program. ✓ Very clear structure describing learning outcomes. ✓ Administration of several surveys to measure and assess the level of satisfaction of students, including doctoral students. ✓ Well-established institutional culture of QA.		
SWOT analysis		
Opportunities: ✓ Membership in the UNITA – Universitas Montium Alliance. ✓ Utilising state-of-the-art technology in the research process to reduce working times and achieve results with increased national and international relevance. ✓ The geographical location and multicultural context offer opportunities for collaboration with numerous local and regional cultural institutions. ✓ The existence of cooperation networks with universities in the country and abroad.	 EXTERNAL FACTORS	Threats: ✓ History, as a humanities field, faces relatively low attractiveness among young high school graduates. ✓ Declining birth rate at regional and national levels.

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	Systematically recording the outcomes of periodic regulatory reviews.
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	-
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	-
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	-
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	-
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	-
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	-
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	-
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.		
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	-
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	-
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Actively promoting mobility opportunities through the mechanisms provided by UNITA.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	-
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	-
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	-
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	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Development of the Contemporary History direction within the History field of the Doctoral School.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	-
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	Meetings with the internal and external community should be set up more regularly and formalised through clearer agendas, records and follow-up measures.
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	-
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Formalise the involvement of its internal community and relevant external stakeholders in the implementation and review of procedures, through regular consultations, documented minutes and clear follow-up actions.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	-
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	-
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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

Doctoral domain „History” at IOSUD-UVT is a good one, with consistent results, both in terms of the number of doctoral theses defended and their publication, and in terms of correspondence with the labor market, with most graduates having a job. The evaluation panel has deduced this from the RIE and Annexes analysis, the on-site visit, the analysis of documents available on the institutional and Doctoral School website, the meetings and discussions during the evaluation process. The Doctoral domain is rigorously organized, in accordance with ARACIS standards, and the periodic evaluation of the field has been carried out constantly, with the application of all recommendations from the external evaluation reports. The doctoral supervisors have a good level of scientific activity, as well as a teaching activity that corresponds to quality education.

VI. Conclusions

The external evaluation panel concludes that the Doctoral Study Domain History, organized within the Doctoral School of Humanities at IOSUD-UVT, demonstrates a high level of compliance with the standards and performance indicators established by ARACIS and the national regulatory framework governing doctoral education. The doctoral supervisors have a good level of scientific activity, as well as a teaching activity that corresponds to quality education. Most graduates of the history doctoral field have published their theses. At the same time, the management of the Doctoral School, and the doctoral supervisors show great willingness to permanently improve the doctoral field of History.

Propose and substantiate a decision.

- a) **maintaining accreditation** (MAC).

VII. Annexes

- Visit schedule;
- Meeting minutes;
- Internal Evaluation Report;
- IER Annexes;
- Resources available on the University and/or Doctoral School website.



AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - ENQA
Înscrișă în Registrul European pentru Asigurarea Calității în Învățământul Superior - EQAR

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

Instituția de învățământ superior/Organizația furnizoare de educație/ Higher Education Institution / Education Provider
Organization **Universitatea de Vest din Timișoara /** The West University of Timișoara

Școala doctorală/ Doctoral School: **Școala doctorală de Științe Umaniste /** Doctoral School of Humanities

Domeniul de doctorat/ Doctoral Domain: **Istorie /** History

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

Perioada vizitei de evaluare/ The evaluation period: 16-17 iulie 2026 / 16th-17th July 2026

Comisia de experți evaluatori ai ARACIS/Evaluation panel:

Reprezentantul ÎIS/OFE:

Nr./No.	Numele și prenumele/ Last Name and First Name	Calitatea/Team role
2.	Altarozzi Giordano	<i>Membru - Cadru didactic RNE</i>
3.	Musteață Sergiu	<i>Membru - Evaluator internațional RNE-I</i>
4.	Zvîncă Gabriel	<i>Membru - Student doctorand RNE-S</i>

Nr./No	Numele și prenumele/ Last Name and First Name	Calitatea/Team role
1.	Pungă Loredana	<i>Persoană de contact/Contact person</i>

Intervalu l orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of Participants
Joi / Thursday, 16.07.2026			
8:30-9:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ <i>Technical discussions within the expert committee for external quality evaluation</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location: 223
9:00-9:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice/ <i>Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ <i>Representatives of the management of the organisational component</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ Room/Location: 223 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. - Prof. univ. dr. - Prof. univ. dr. - Prof. univ. dr.
9:50-10:00	Pauză/ Break		
10:00-10:50	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location: 223 Lista persoanelor care vor participa la întâlnire/ List of participants attending

Intervalul 1 orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of Participants
	<i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	the meeting: - Prof. univ. dr. - Prof. univ. dr. - - Prof. univ. dr.
10:50-11:00	Pauză/ <i>Break</i>		
11:00-11:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Responsabilii centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	Sala/Locația/ Room/Location: 201 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Lector univ. dr.

Intervalul I orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location <i>/Listă participanți/List of Participants</i>
			- Prof. univ .dr. - Conf. univ. dr.
11:50- 12:00	Pauză/ Break		
12:00- 12:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Cadre didactice conducători de doctorat/ <i>Teaching staff who are PhD supervisors</i>	Sala/Locația/ Room/Location: 201 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. univ. dr. habil. - Prof. univ. dr. habil. - Conf. univ. dr. habil. - Conf. univ. dr. habil. - Conf. univ. dr. habil - Prof. univ. dr. (Universitatea din Ferrara, Italia)

Intervalu I orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
12:50- 14:00	Pauză de prânz/ <i>Lunch</i>		
14:00- 14:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of quality assurance organisational structures</i>	Sala/Locația/ Room/Location: 223 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Lector univ. dr. - Prof. univ. dr. - membru CEAC FLIFT
14:50- 15:00	Pauză/ <i>Break</i>		
15:00- 15:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți¹ doctoranzi din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Studenți doctoranzi/ <i>Doctoral students</i>	Sala/Locația/ Room/Location: 201 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - an II, online - an III - an IV/prelungire studii - an IV prelungire - an II

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

Intervalul 1 orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of Participants
			- an II (cotutela), online (mobilitate Franța, Germania) - an I - an I - an I (cotutela), online - an II (cotutela) - an III, online - an I - an IV prelungire
15:50-16:00	Pauză/ <i>Break</i>		
16:00-16:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ^{2,3} ai DSUD/ <i>Meeting of the external quality evaluation experts' panel with alumni⁴ of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Absolvenți ai domeniului de studii evaluat/ <i>Graduates</i>	Sala/Locația/ Room/Location: 201 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting::

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

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

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

Intervalul 1 orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanții/ <i>Participants</i>	Locație/Location /Listă participanți/List of <i>Participants</i>
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 employers⁵ of the DSUD alumni</i> Link https://meet.google.com/uof-emte-rys	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Sala/Locația/ Room/Location: 201 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting::

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

Intervalul 1 orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanții/ <i>Participants</i>	Locație/Location /Listă participanți/List of Participants
			-
Vineri/ Friday, 17.07.2026			
9:30 - 10:00	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)	- Comisia de experți evaluatori ai ARACIS/ Panel members	Sala/Locația/ Room/Location: 223
10:00 – 10:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară/ Meeting of the experts panel with members of the University Ethics Committee	- Comisia de experți evaluatori ai ARACIS/ Panel members - Membri ai Comisiei de etică universitară/ Members of the University Ethics Committee	Sala/Locația/ Room/Location: 201 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Conf. univ. dr.

Intervalu I orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of <i>Participants</i>
			- Conf. univ. dr. habil. - Prof. univ. dr. habil. - Conf. univ. dr.
10:50 – 11:00	Pauză/ <i>Break</i>		
11:00- 12:50	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>	
12:50- 13:50	Pauză de prânz/ <i>Lunch</i>		
13:50 - 14:50	Întâlnire tehnică a comisiei de experți evaluatori/ <i>Technical meeting of the expert evaluation panel</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ <i>Room/Location</i> : 223
14:50- 15:00	Pauză/ <i>Break</i>		

Intervalu I orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of Participants
15:00- 15:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității ⁶ / <i>Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ Room/Location: 201 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. univ. dr.
15:50- 16:00	Pauză/ <i>Break</i>		
16:00 - 17:00	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ Room/Location: 223
17:00- 17:50	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ <i>Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ <i>Representatives of the management</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ Room/Location: 223 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. univ. dr. habil. _____ - Prof. univ. dr. habil. _____

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



Intervalu I orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/Location /Listă participanți/List of <i>Participants</i>
	<i>communicate the conclusions of the evaluation process</i>		- Prof. univ. dr. habil.

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. Giordano Altarozzi, PhD

Prof. Loredana Pungă, PhD