



HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

Luând în considerare:

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



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

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

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

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

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

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

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

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

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

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

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



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

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcția Asigurarea Calității

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

NR. 286/H/17.09.2026



AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

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

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

ANEXA NR. 2

Hotărârea Consiliului ARACIS nr. 286/H/17.09.2026

Anexa 2.2

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea „Babeș-Bolyai” din Cluj-Napoca	
Școala(ile) doctorală(e)	Sociologie	
Domeniul de studii universitare de doctorat (DSUD)	Asistență socială	
Procedura/procesul de evaluare externă a calității educației	Acreditare	
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 Sociale, Politice și ale Comunicării C4 (CPS_C4) din 04.09.2026, propunerea de decizie fiind consemnată în PV nr. 4541/17.09.2026. 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.3.2.1., I.P.A.4.1.1 PÎ:- N: -
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2. N: -	Î: I.P.B.1.1.1., I.P.B.2.1.2., I.P.B.3.1.1., 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, PÎ:- N: -
C	Î: , S.C.3.1., S.C.8.1 N: -	Î: , I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.8.1.1 PÎ:- N: -



Motivarea deciziei

<i>Consiliul ARACIS în ședința din 17.09.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:</i>
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| <ul style="list-style-type: none">• <i>Total indicatori: 19 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit</i>• <i>Total standarde: 16 sunt îndeplinite, 0 neîndeplinite,</i> <p><i>și, astfel, prin aplicarea art. 63 din Metodologie decide că standardele sunt ÎNDEPLINITE.</i></p> |
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Decizia	Acreditare
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The Romanian Agency for Quality Assurance in Higher Education



External Evaluation Report (REE) for the procedure for obtaining Accreditation of a Doctoral Study Domain

Higher Education Institution:	Babeş-Bolyai University
Doctoral School:	Doctoral School of Sociology
Doctoral Domain:	Social Work
The objective of the external evaluation:	Accreditation* (AC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof. COMAN CLAUDIU	Coordinator Expert evaluator	
2.	Prof. SPĂTARU TATIANA	International Expert evaluator	
3.	PhD. Student PĂTRAȚCU ANDREI-CRISTIAN	PhD Student Expert evaluator	



I. Introduction

The present external evaluation report was drafted within the accreditation procedure of the doctoral study domain Social Work, organised within the Doctoral Studies Organising Institution (IOSUD) of Babeş-Bolyai University, in accordance with the ARACIS methodology for the external evaluation of doctoral study programmes. The evaluation was carried out on the basis of the Internal Evaluation Report, the supporting documentation made available by the institution, and the findings resulting from the evaluation visit.

The external evaluation panel was composed of:

- Prof. PhD. Coman Claudiu (Transilvania University of Braşov), team coordinator and expert evaluator,
- Prof. PhD. Tatiana Spătaru (Free International University of Moldova), international expert evaluator,
- PhD Student Andrei-Cristian Pătraşcu (University of Craiova), doctoral student expert evaluator.

Babeş-Bolyai University is one of the largest and most prestigious higher education institutions in Romania, with an academic tradition dating back to 1580 and a comprehensive educational and research profile. The Doctoral Studies Institute coordinates the activity of the doctoral schools through the Council for Doctoral Studies, ensuring compliance with national legislation and European quality assurance standards. Following the institutional evaluations conducted by ARACIS in 2009, 2014 and 2020, the University was awarded the qualification "High Degree of Confidence".

The Social Work doctoral study domain is proposed for accreditation within the Doctoral School of Sociology, part of the Faculty of Sociology and Social Work. The Doctoral School currently organises accredited doctoral studies in the field of Sociology, for which accreditation was maintained following the 2021 ARACIS evaluation, while the establishment of the new doctoral domain reflects the academic maturity and research capacity developed in the field of Social Work. The new doctoral domain benefits from the support of ten doctoral supervisors, including academics holding habilitation in Social Work and Sociology, and builds upon the strong human resources, research infrastructure and strategic objectives of the Faculty. Its establishment is expected to strengthen advanced research, doctoral education and knowledge transfer in an area of major social relevance.

II. Methods used

As part of the external evaluation process, all documents made available to the evaluation panel were thoroughly analysed, including the Internal Evaluation Report and its annexes, as well as the additional documents requested before and during the evaluation visit. Furthermore, the panel examined the documents available at the Doctoral School Secretariat, together with other documents and information considered relevant for substantiating the findings and drafting the External Evaluation Report.

During the on-site evaluation visit, the panel inspected the facilities dedicated to teaching and research activities, including lecture rooms, seminar rooms, the library, laboratories, and spaces specifically allocated to doctoral students. In addition, the student dormitories, the university canteen, and other student support facilities were visited, together with the premises provided by the University for meetings and discussions with the institutional leadership, academic staff, doctoral students, graduates, employers, and other relevant stakeholders, in accordance with the evaluation visit schedule.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

UBB's structure and organisation are regulated in accordance with the legal provisions in force and outlined in the UBB Charter, the UBB Internal Rules and Regulations, and the General Regulation on Elections to the Leadership Structures and Positions at UBB (adopted 2024). The main governance bodies are: (i) the University Senate – the supreme deliberative and decision-making body, composed of 75% teaching/research staff and 25% student representatives; (ii) the University Administrative Council – includes the rector, vice-rectors, deans, general administrative director, and students' prefect; (iii) the Faculty Council (FSAS) – 75% teaching staff, 25% students. All normative documents are publicly available on the UBB website (IER, p. 11). The Institute for Doctoral Studies (ISD), established on 1 May 2006, coordinates all doctoral schools through the Council for Doctoral Studies (CSUD), whose director holds a position equivalent to that of a vice-rector. Doctoral Schools operate as departments within faculties and are led by a Council and a Director. The Doctoral School of Sociology (SDS) was constituted in compliance with the Rules for organising doctoral studies at UBB (art. 8), its structure validated by the UBB Senate (Decision no. 132/14.11.2022) and updated in 2024 and 2025. The SDS Council includes representatives of doctoral supervisors and a doctoral student representative (drd. Imre Georgiana, 2nd year), ensuring democratic governance at all levels (IER, pp. 11–12).

✓ **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 governance architecture of UBB fully meets the legal requirements of Law no. 199/2023 and the ARACIS standards for institutional capacity. The multi-tiered structure – from University Senate to CSUD, Faculty Council, and SDS Council – provides a clear chain of authority and accountability. Elections by universal, direct, and secret vote guarantee representativeness and legitimacy. The

25% student quota at all collegial levels is consistently observed. The SDS management structure (director + council including a doctoral student representative) is validly constituted and periodically updated. The indicator is fully met.

✓ **Aspects that constitute best practice examples**

The integration of a doctoral student representative (drd. Imre Georgiana) in the SDS Council as a full decision-making member – not merely as an observer – is a best practice example that ensures the direct voice of doctoral students in governance. The public availability of all normative documents on the UBB institutional website and transparent election processes also represent good governance practices.

✓ **Recommendations**

No recommendations.

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

At university level, the process of adopting and revising methodologies, regulations and procedures follows the UBB Charter (Chapter 4.2.3), which mandates consultation with members of the academic community and other third parties. Advisory councils are established for various domains (Didactic Council, CEAC-UBB, etc.). At IOSUD-UBB level, CSUD coordinates adoption and revision of regulations, meeting monthly or at the request of its director or 1/3 of its members, and exercising powers under art. 7 of the Rules for the organisation of doctoral studies. At faculty level, the FSAS Faculty Council holds ordinary monthly sessions; decisions are communicated via institutional e-mail (IER, p. 12). At SDS level, the School Council meets at the convocation of the director; decisions are disseminated by e-mail and posted on the website (CSD Decisions section). Doctoral students are systematically consulted through Operational Procedure PO-AC-19, covering evaluation of the doctoral internship, curriculum quality, infrastructure, and supervisor relationship. Results are incorporated in annual UBB reports (Evaluation of the doctoral internship by UBB doctoral students 2024–2025; Evaluation of the doctoral internship by UBB doctoral students 2023–2024). The quality of mentoring received an average score of 4.71 out of 5 in the UBB Qualitas Centre Report 2024–2025 (IER, pp. 12–13).

✓ **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**

Stakeholder involvement is institutionally embedded at all governance levels and operates in practice, as evidenced by the systematic application of PO-AC-19 and the incorporation of doctoral student feedback in published annual reports. The governance model aligns with ESG (European Standards and Guidelines) principles, and major decisions are the result of collegial consultation rather than hierarchical imposition. The SDS Council's composition – including the doctoral student

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

representative – further ensures the direct representation of the primary beneficiaries in decision-making forums. The indicator is fully met.

✓ **Aspects that constitute best practice examples**

The systematic application of Operational Procedure PO-AC-19 for regular doctoral student feedback, combined with transparent public reporting in annual UBB reports, constitutes a best practice in participatory quality culture. The involvement of an elected doctoral student representative with full voting rights in the ŞDS Council further exemplifies this approach.

✓ **Recommendations**

No recommendations.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

UBB manages over 100 buildings, of which more than 85 are educational spaces totalling approximately 210,000 sqm, with 74,556.62 sqm dedicated to teaching-related activities: 54 lecture halls (11,619.43 sqm), 173 classrooms (15,487.09 sqm), 402 seminar rooms (16,884.72 sqm), 601 laboratories (22,626.30 sqm), and 124 reading rooms (7,939.08 sqm) (IER, p. 13). Student accommodation: 7,186 places in 21 residences; 20 dining locations. The Lucian Blaga Central University Library (BCU), with 29 branch libraries, 4 special libraries and 8 campus libraries, held 4,089,071 volumes by end-2024 (51,260 acquired in 2024), 2,421,768 electronic collection units (2,359,213 accessible online), with 21,968 active users in 2024 (IER, p. 13). The doctoral field of Social Work will operate in FSAS facilities at 21 December 1989 Boulevard and Plugariilor Building (34–36 Dostoyevsky Street): the “Tiberiu Kulcsar” Amphitheatre (294 seats); seminar rooms 10, 206, 211, 212 (30–33 seats); shared doctoral student offices (rooms 313, 316); specialised IT laboratories with SPSS, high-speed internet and video projection in all teaching spaces; Turnitin via institutional e-mail; ANELIS+ international databases; MS Office 365. Additional research infrastructure: UBB centres (Center for Population Studies; Center for the Study of Transnational Families; Interdisciplinary Center for Data Science) and FSAS centres (Center for Research and Prevention of Family and Societal Violence; Center for Labor and Society) (IER, pp. 14–15). Accessibility measures: CH105 doorbell receivers, SH 200 external guidance, Beacon devices, SH LOOP155 sound amplification, CH104B/R touch graphics cards, AC 2 Lanyard devices; accessibility toolbar on the FSAS website (IER, p. 16).

✓ **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 physical and digital infrastructure available for the doctoral field of Social Work is extensive, well-equipped, and fully adequate for doctoral-level study and research. The FSAS-specific spaces provide suitable environments for course delivery, seminars, individual research, and doctoral supervision. The library and electronic resource base meets the requirements for original doctoral

research. The 226.31% increase in doctoral grant amounts used for dissemination and training during 2022–2024 reflects active institutional support for doctoral student development. Accessibility provisions for students and staff with disabilities are systematically implemented. The indicator is fully met.

✓ **Aspects that constitute best practice examples**

The 226.31% increase in amounts used from doctoral grants for dissemination and training (2022–2024) is a notable best practice, demonstrating strong institutional investment in doctoral students' academic development beyond minimum requirements. The interdisciplinary research centre ecosystem available to doctoral students (UBB-level and FSAS-level centres) represents a significant added value for a practice-oriented field such as Social Work.

✓ **Recommendations**

No recommendations.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

Asset management at UBB is coordinated by the Administrative Directorate and implemented locally at FSAS by an administrative and technical service (chief administrator and technical staff). A continuous programme of sanitation, current repairs and modernisation covers FSAS facilities at 21 December 1989 Boulevard and the Plugarilor Building (34–36 Dostoyevsky Street). Annual programmes for renewal of the material base include acquisition of computers and utilities for offices, classrooms and the faculty library, and expansion of high-performance Wi-Fi networks in all educational spaces. Research equipment in specialised laboratories is maintained through periodic technical interventions and collaboration with the network administrator (IER, pp. 15–16). Since 2016, UBB has implemented the "UBB Goes Green" sustainable development programme. All facilities comply with applicable technical, safety and sanitary-hygienic standards. Seed grants for teaching staff and researchers were introduced in 2020; performance grants for administrative staff were introduced in 2024 (IER, p. 15). The FSAS Strategic Plan 2024–2029 commits to improving material conditions and developing facilities adapted to current needs (Objective 4.1) (IER, p. 16).

✓ **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 management of tangible and intangible assets at FSAS follows a systematic and sustainable approach, with clearly assigned responsibilities at both university and faculty levels. The integration of the "UBB Goes Green" sustainability programme, the annual renewal plans, and the seed/performance grant mechanisms demonstrate a proactive rather than merely reactive approach to asset management. All facilities comply with required standards. The FSAS Strategic Plan commitment to infrastructure modernisation provides institutional assurance for the continued adequacy of conditions supporting the doctoral field. The indicator is fully met.

✓ **Aspects that constitute best practice examples**

The "UBB Goes Green" sustainable development programme (operational since 2016) is a notable institutional commitment to long-term responsible asset management. The introduction of

performance grants for administrative staff in 2024 as a mechanism for improving working conditions and institutional performance represents an innovative management practice.

✓ **Recommendations**

No recommendations.

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

As of 1 October 2025, UBB had 1,602 tenured academic staff: 228 full professors, 472 associate professors, 793 lecturers, and 109 teaching assistants; additionally 1,044 auxiliary teaching/research personnel and 977 non-academic staff; total established positions: 2,874 (IER, p. 16). Four doctoral supervisors will be directly involved in the Social Work doctoral field, all tenured at UBB, three at professor rank and one at associate professor rank: (1) Prof. habil. Dan Florentin Chiribucă – Sociology habilitation OM 5939/04.12.2015; Google Scholar: dLdgOEYAAAAJ; Scopus: 16635246600; ORCID: 0000-0002-2563-1330; role: Social Impact Assessment Methods; (2) Prof. habil. Mircea Ioan Comşa – Sociology habilitation OM 5913/04.12.2015; role: Social Impact Assessment Methods; (3) Prof. habil. László Csaba Dégi – Sociology habilitation OM 4892/18.08.2015; ORCID: 0000-0002-1267-6046; role: Ethics and Integrity in Social Work Research; advisory committees; (4) Assoc. Prof. habil. Mihai-Bogdan Iovu – Social Work habilitation OM 3038/15.01.2019; ORCID: 0000-0002-4215-883X; role: doctoral student coordination; Social Work Research: Theoretical Foundations and Methodological Approaches; Emerging Social Issues. All four have public CVs on the faculty website and verifiable academic profiles on Google Scholar, WoS, Scopus and ORCID (IER, pp. 16–17). The ŞDS staff plan for 2025/2026 lists 73 positions: 23 professors (31.5%), 27 associate professors (37.0%), 23 lecturers (31.5%); 51 internal UBB, 22 external (IER, pp. 6–7).

Their involvement in the doctoral field of Social Work is as follows:

	Teaching degree, name and surname	Specialization	Activity within the doctoral school (coordination of doctoral students, guidance, course, seminars)
1.	Prof. habil. Dan Florentin Chiribucă, PhD.	PhD in Sociology Sociology Habilitation Certificate OM 5939/04.12.2015	Social impact assessment methods (course and seminar)
2.	Prof. habil. Mircea Ioan Comşa, PhD.	PhD in Sociology Sociology Habilitation Certificate OM 5913/04.12.2015	Social impact assessment methods (course and seminar)
3.	Prof. habil. László Csaba Dégi, PhD.	PhD in Sociology Sociology Habilitation Certificate OM 4892/18.08.2015	Advisory committees Ethics and Integrity in Social Work Research (Course and Seminar)
4.	Assoc. prof. habil. Mihai-Bogdan Iovu, PhD.	PhD in Sociology Social Work Habilitation Certificate OM 3038/15.01.2019	Coordination of doctoral students Advisory committees Social Work Research: Theoretical Foundations and Methodological Approaches (Course and Seminar) Emerging Social Issues: Theoretical Perspectives, Policies and Social Interventions (Course and Seminar)

- ✓ 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 qualifications and research standing of the four supervisors are appropriate for a new doctoral field. The Social Work habilitation certificate held by Assoc. Prof. Iovu (OM 3038/15.01.2019) is the legally required condition for the field's accreditation, and is met. All supervisors meet CNATDCU minimum standards and have demonstrated international research productivity. The limited number of supervisors habilitated specifically in Social Work (1 out of 4) is acknowledged in the IER SWOT as a weakness (IER, p. 32) and represents a risk factor for medium-term capacity. Notwithstanding this, the indicator is fulfilled for the purposes of provisional accreditation.

- ✓ Aspects that constitute best practice examples

The rigorous co-optation criteria applied by SDS – requiring Q1/Q2 publications in recent years, active membership in academic networks, and the absence of ethics sanctions – go significantly beyond the minimum legal requirements. The CV and academic profile transparency (Google Scholar, WoS, Scopus, ORCID) for all supervisors, publicly accessible on the faculty website, is commendable.

- ✓ Recommendations

No recommendations.

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

Teaching staff recruitment procedures compliant with the provisions of the law.

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
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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)

Recruitment of academic and research staff at UBB follows the Methodology for Competitive Selection for Filling Vacant Academic and Research Positions at UBB; auxiliary positions follow a separate internal procedure; promotion follows dedicated methodologies for each staff category. A Procedure on the Visibility and Accessibility of Job Announcements at national and international level was developed in 2022. UBB holds the HR Excellence in Research Award (2018, under renewal process) and adheres to the European Charter for Researchers and Code of Conduct for Researcher Recruitment. UBB is a CoARA signatory (IER, p. 17). Doctoral supervisor recruitment follows a two-stage process: (1) habilitation – regulated by arts. 3–7 of the UBB Regulation on

habilitation thesis public defense and co-opting of doctoral supervisors; habilitation in 32 fields at 32 doctoral schools; all information publicly available on the ISD website (templates, files under evaluation, thesis defences); (2) co-optation into SDS – regulated by arts. 6 and 11 of the same Regulation: requires at least 3 ISI/WoS/Clarivate articles in the preceding 3 years (at least 2 as main author in Q1/Q2 fields), membership in academic networks, absence of ethics sanctions; approval by 2/3 of SDS members, Faculty Council approval, CSUD endorsement, and UBB Senate validation. Note: habilitation in Social Work cannot be organised at UBB until after accreditation of this doctoral field (art. 4 of the UBB Regulation). Recognition of doctoral supervisor status obtained abroad is managed via ISD under OM no. 5.956/2024 (IER, pp. 17–19).

- ✓ **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**

Recruitment and selection procedures are transparent, legally compliant, publicly documented, and aligned with European standards (HR Excellence in Research, CoARA). The co-optation criteria for doctoral supervisors are more stringent than minimum legal requirements, ensuring research quality. The two-stage process (habilitation + co-optation with collegial vote and Senate validation) provides institutional rigor and accountability. The temporary impossibility of organising habilitation in Social Work prior to accreditation is a systemic regulatory constraint inherent to Romanian higher education legislation, not an institutional failing; it will be resolved immediately upon accreditation. The indicator is fully met.

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

The requirement that co-opted SDS supervisors hold recent Q1/Q2 publications as primary author – exceeding the legal minimum – is a best practice for ensuring the quality of doctoral supervision. The full digital transparency of habilitation procedures on the ISD website, the CoARA-aligned recruitment approach, and the active pursuit of HR Excellence in Research Award renewal demonstrate an institutional culture of excellence in researcher management.

- ✓ **Recommendations**

No recommendations.

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The Information and Communications Technology Directorate (DTIC), established in 2012, implements the UBB Digital Transformation Strategy, providing 14 dedicated services for staff and 12 for students. The following digital platforms are specifically operational within the doctoral programme: AcademicInfo (since 2007) – enrolment records, personal data, programme information; Unique Student Registry (rei.gov.ro) – national enrolment records; Online platform for public defences; Integrated Educational Registry (REI – rei.gov.ro) – doctoral thesis transparency platform, forwarding dossiers to MoE and CNATDCU; Electronic clearance form platform; Platform

for online ISD requests and appointments; Pre-registration platform for non-EU candidates; PhD News website; ISD website (legislation, supervisors, schools, procedures, forms, statistics); SDS website (<https://socasis.ubbcluj.ro/admitere/doctorat/>): supervisors, students, regulations, admission section with topic proposals, competition calendar, required documents, contact details, scholarship and conference announcements; Microsoft Teams and MS 365 suite (Word, Excel, PowerPoint, OneDrive, Outlook, OneNote, SharePoint) via @ubbcluj.ro institutional accounts; Turnitin via institutional e-mail; Online access to BCU publications; ANELIS+ international databases (IER, pp. 19–20).

- ✓ **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**

UBB demonstrates a mature, comprehensive digital transformation covering all key administrative and educational processes in doctoral studies. The doctoral programme in Social Work will operate within a fully functional digital ecosystem encompassing enrolment management, national registry reporting, thesis transparency, plagiarism detection, communication tools, research resources, and international database access. The digitalisation of virtually all administrative procedures (online admissions, clearance forms, thesis public transparency, REI reporting) significantly enhances transparency and reduces administrative barriers. The majority of academic and administrative processes are already fully digitalised in line with the UBB Digital Transformation Strategy. The indicator is fully met.

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

The integration of a Turnitin similarity analysis procedure specific to the doctoral school (not merely university-wide access) is a best practice in academic integrity management. The use of the national REI platform for full thesis transparency before public defence, the provision of MS 365 institutional accounts with full cloud suite access to all doctoral students, and the PhD News website dedicated to doctoral scientific activities are further examples of good practice in digital support for doctoral education.

- ✓ **Recommendations**

No recommendations.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ✓ **Presentation of the state of facts, 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 doctoral study programme in Social Work is organised in accordance with the provisions of the national legislation governing doctoral studies, the institutional regulations, and the quality assurance standards applicable to doctoral education. The analysed documents—the curriculum (https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/SD_Asistenta-sociala_Plan_invatamant-propus.pdf), the Doctoral School Regulations (<https://socasis.ubbcluj.ro/wp-content/uploads/2025/03/HS-nr.-32-privind-modificarea-Regulamentului-UBB-de-organizare-si-desfasurare-a-studiilor-univ-de-doctorat.pdf>), the course syllabi (*Methods for Social Impact Assessment* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/Fisa_disciplinei_2025_RO_MEIS.pdf; *Research in Social Work: Theoretical Foundations and Methodological Approaches* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/FD_doctorat-AS_CAS2026-2027_RO.pdf; *Emerging Social Issues: Theoretical Perspectives, Policies and Interventions* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/FD_doctorat-AS_PSE2026-2027_RO.pdf; *Ethics and Integrity in Social Work Research* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/FD_doctorat-AS_Etica2026-2027_RO.pdf), the Individual Doctoral Study Plan (Annex to the Doctoral Studies Contract), and the Methodology for Organising Teaching Activities in Hybrid or Online Format (<https://senat.ubbcluj.ro/wp-content/uploads/2025/11/Metodologia-de-defasurare-a-activitatilor-didactice-in-sistem-mixt-sau-online.pdf>)—demonstrate that the programme is structured around two complementary components: the advanced training programme based on advanced university studies, carrying a minimum of 30 ECTS credits; the individual scientific research programme, conducted throughout the entire duration of the doctoral studies and assessed through the research proposal and the annual progress reports. The advanced training programme is delivered during the second semester of the first academic year and comprises compulsory courses relevant to the development of doctoral research competences. The course syllabi explicitly describe the educational objectives, learning outcomes, targeted competences, thematic content, teaching methods, and assessment criteria. The individual research programme is developed jointly by the doctoral candidate and the doctoral supervisor and is reflected in the Individual Doctoral Study Plan. It includes the stages of preparing the research proposal, the annual progress reports, and the preparation of the doctoral thesis. The programme is organised based on the European Credit Transfer and Accumulation System (ECTS), and the allocation of credits complies with the requirements established by the national legislation and the institutional regulations. The learning outcomes are formulated to ensure the acquisition of competences specific to doctoral qualifications and are aligned with the relevant occupational profiles included in the ESCO classification, namely Social Work Researcher and University Lecturer in Social Work.

- ✓ **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 analysis of the institutional documentation demonstrates that the doctoral programme is built upon a coherent curricular structure in which the advanced training component and the research component are integrated into an educational pathway aimed at developing independent research competences and the academic competences specific to EQF Level 8.

The curriculum demonstrates an appropriate correspondence between the compulsory courses, the intended learning outcomes, and the targeted competences. The courses cover the main dimensions of doctoral education, including research methodology, social impact assessment, the analysis of social issues, and research ethics, thereby providing doctoral candidates with the necessary tools for conducting original and socially relevant research.

The course syllabi are developed using a consistent structure and clearly establish the relationship between course content, teaching methods, and intended learning outcomes. The organisation of the individual research programme ensures the systematic monitoring of doctoral candidates' progress through periodic assessments and the public defence of research progress reports.

The alignment of the programme with the ESCO occupational profiles represents a significant strength, demonstrating its orientation towards the development of competences required both for an academic career and for applied research and evidence-based social policy development.

The structure of the doctoral programme in Social Work complies with the ARACIS standard regarding the organisation of doctoral studies, the implementation of the ECTS system, and the focus on learning outcomes relevant to the awarded qualification.

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

Clear organisation of the doctoral programme into two complementary components (advanced training and individual research);

Integration of methodological and research ethics courses into the doctoral training process;

Use of an annual monitoring system for research progress through the research proposal and periodic progress reports;
Explicit alignment of learning outcomes with the qualifications and professional competences described in ESCO;
Use of the Individual Doctoral Study Plan as an instrument for planning and monitoring the doctoral educational pathway.

Recommendations

Development of an institutional matrix that correlates learning outcomes, doctoral competencies, assessment methods, courses, and ESCO occupational profiles, in order to support the continuous monitoring and updating of the curriculum, as well as the partial automation of compliance verification, including the automatic validation of internationally indexed publications.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The analysed documentation—the Babeş-Bolyai University Regulation on the Organisation and Conduct of Doctoral Studies (<https://socasis.ubbcluj.ro/wp-content/uploads/2025/03/HS-nr.-32-privind-modificarea-Regulamentului-UBB-de-organizare-si-desfasurare-a-studiilor-univ-de-doctorat.pdf>), the curriculum, the course syllabi (*Methods for Social Impact Assessment* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/Fisa_disciplinei_2025_RO_MEIS.pdf; *Research in Social Work: Theoretical Foundations and Methodological Approaches* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/FD_doctorat-AS_CAS2026-2027_RO.pdf; *Emerging Social Issues: Theoretical Perspectives, Policies and Interventions* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/FD_doctorat-AS_PSE2026-2027_RO.pdf; *Ethics and Integrity in Social Work Research* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/FD_doctorat-AS_Etica2026-2027_RO.pdf), the Individual Doctoral Study Plan (Annex to the Doctoral Studies Contract), and the learning outcomes documentation demonstrates that the doctoral study programme in Social Work has been designed in accordance with the Level 8 qualification descriptors of the European Qualifications Framework (EQF) and the Romanian National Qualifications Framework (NQF).

The programme is designed to ensure the development of a coherent set of professional and transferable competences specific to doctoral research. These competences are defined in the institutional regulations and translated into the intended learning outcomes of the courses included in the curriculum. The professional competences encompass advanced knowledge in the field of social work; the identification, formulation and solution of research problems; the application of advanced research methods and techniques; research project management; the development of innovative research solutions; the use of academic language in international contexts; and adherence to the principles of research ethics and academic integrity. The transferable competences include scientific communication, critical thinking, analytical reasoning, professional autonomy, and responsibility in conducting research.

The course syllabi explicitly define the intended learning outcomes across three dimensions: knowledge, skills, and responsibility and autonomy. These learning outcomes are consistently aligned with the targeted competences and with the corresponding teaching, learning, and assessment activities for each course.

The programme is aligned with the occupational profiles included in the European Skills, Competences, Qualifications and Occupations (ESCO) classification, particularly those relating to the occupations of Social Work Researcher and Higher Education Lecturer in Social Work.

✓ 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 analysis of the institutional documentation provides evidence of a clear correspondence between the intended learning outcomes, the professional and transferable competences developed through the doctoral programme, and the Level 8 doctoral qualification descriptors of the EQF and the Romanian National Qualifications Framework.

The intended learning outcomes are clearly and progressively formulated, reflecting the advanced level of doctoral education and supporting the development of independent research capacity, scientific innovation, critical thinking, and academic responsibility.

The course syllabi demonstrate an appropriate alignment between the educational objectives, curricular content, teaching methodologies, and assessment methods, thereby contributing to the development of the competences required for the occupations targeted by the programme.

The professional competences related to research design, the application of advanced research methodologies, research project management, and compliance with research ethics standards are consistent with the competence requirements associated with the occupations of Social Work Researcher and Higher Education Lecturer, as described in the ESCO framework.

The transferable competences related to scientific communication, the use of academic language in international contexts, critical thinking, and professional autonomy contribute to preparing doctoral candidates for successful integration into the international scientific community and for the development of academic and research careers.

Overall, the curriculum and the intended learning outcomes demonstrate an appropriate alignment with both the competences required by the targeted occupational profiles and the requirements of the Level 8 doctoral qualification.

✓ **Aspects that constitute best practice examples**

Explicit formulation of intended learning outcomes for each competence across the dimensions of knowledge, skills, and responsibility and autonomy.

Alignment of doctoral competences with the Level 8 descriptors of the EQF/NQF and the relevant ESCO occupational profiles.

Integration of professional and transferable competences within a coherent curricular framework.

Strong emphasis placed on the development of independent research competences, academic ethics, and international scientific communication.

Use of the course syllabi as an effective instrument for aligning competences, intended learning outcomes, and assessment methods.

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)**

The analysed institutional documentation—the Babeş-Bolyai University Regulation on the Organisation and Conduct of Doctoral Studies (<https://socasis.ubbcluj.ro/wp-content/uploads/2025/03/HS-nr.-32-privind-modificarea-Regulamentului-UBB-de-organizare-si-desfasurare-a-studiilor-univ-de-doctorat.pdf>), the Regulations of the Doctoral School of Sociology (https://socasis.ubbcluj.ro/wp-content/uploads/2025/07/2026-FINAL_Regulament-SD-Sociologie_CU-AVIZ-1-1.pdf), the Regulation on Students' Academic Activity under the European Credit Transfer and Accumulation System (ECTS) (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-B.3.1.1.c.pdf>), the Code of Students' Rights and Responsibilities (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.1.1.1.g.pdf>), the Regulations of the UBB Teaching Council (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-B.3.1.1.b.pdf>), the procedures governing programme evaluation and student feedback, the Doctoral Research Progress Evaluation Reports (https://qa.ubbcluj.ro/wp-content/uploads/Raport-evaluare-stagiu-doctoral_2024-2025.pdf), and the documentation of the Centre for Innovation in Teaching and Learning (CIPI), demonstrates the existence of a robust institutional framework supporting the implementation of the principles of student-centred learning.

Babeş-Bolyai University promotes a student-centred educational model based on transparency in the educational process, the active participation of doctoral candidates, curricular flexibility, and the diversification of teaching, learning, and assessment strategies.

The doctoral programme in Social Work is designed to be delivered in both full-time and part-time modes and is available as both a scientific doctorate (PhD) and a professional doctorate. The doctoral pathway comprises an advanced training programme and an individual research programme, both developed jointly by the doctoral candidate and the doctoral supervisor and reflected in the Individual Doctoral Study Plan.

The Doctoral School implements an individualised mentoring system that enables research activities to be tailored to the interests and needs of each doctoral candidate. The schedule of academic activities, supervisory meetings, and assessments is established at the beginning of the doctoral studies, ensuring both predictability and flexibility throughout the doctoral journey.

Teaching activities, meetings with doctoral supervisors, and research project presentations may be conducted either face-to-face or online through the Microsoft Teams platform, in accordance with the institutional methodology governing the delivery of teaching activities in hybrid or online formats.

Babeş-Bolyai University has established the Centre for Innovation in Teaching and Learning (CIPI), which provides continuous professional development opportunities for academic staff in university pedagogy, the use of digital technologies, and the implementation of modern student-centred teaching approaches.

The educational process is monitored through institutional mechanisms for collecting and analysing doctoral candidates' feedback, and the results are systematically used to support the continuous improvement of study programmes. Beginning with the 2025-2026 academic year, the Doctoral School introduced a dedicated procedure for monitoring the activities of doctoral scholarship holders carried out within the academic departments and the Doctoral School.

✓ **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 analysis of the institutional documentation and quality assurance mechanisms demonstrates that the principles of student-centred learning are effectively integrated into the organisation and delivery of the doctoral programme.

The curriculum supports the personalisation of the doctoral pathway through the Individual Research Plan, while the continuous interaction between the doctoral candidate and the doctoral supervisor facilitates the adaptation of research objectives and academic activities to the individual needs and research interests of each doctoral candidate.

The teaching and learning strategies promote active learning, the development of critical thinking, research autonomy, and academic responsibility. The integration of digital technologies and the possibility of delivering educational activities in hybrid formats enhance the flexibility of the learning process and facilitate doctoral candidates' participation.

The institutional feedback mechanisms support the systematic monitoring of doctoral candidates' satisfaction and enable the identification of opportunities for improving both teaching and research activities. Furthermore, the University's continuous investment in the pedagogical development of academic staff through the Centre for Innovation in Teaching and Learning contributes to enhancing the overall quality of the educational experience.

Overall, the analysed documentation provides evidence of a coherent institutional approach to the implementation of student-centred learning principles at both the university and Doctoral School levels.

✓ **Aspects that constitute best practice examples**

Implementation of an individualised mentoring system supported by the Individual Doctoral Study Plan.

Possibility of delivering teaching activities, supervisory meetings, and research presentations in hybrid formats through digital platforms.

Establishment of the Centre for Innovation in Teaching and Learning (CIPI), providing continuous professional development for academic staff in university pedagogy and educational technologies.

Systematic use of institutional feedback mechanisms to monitor doctoral candidates' learning experience and support the continuous enhancement of the doctoral programme.

Introduction of a dedicated procedure for monitoring the activities of doctoral scholarship holders, contributing to their professional development and to greater flexibility throughout the doctoral educational pathway.

Recommendations

Expansion of the availability of regulatory documents in English to improve accessibility for international doctoral students.

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)

The institutional documents analysed—including the regulations of Babeş-Bolyai University (UBB) and the Institute for Doctoral Studies (<https://doctorat.ubbcluj.ro/eng/>), the documentation of the Doctoral School of Sociology (<https://socasis.ubbcluj.ro/departament/scoala-doctorala-de-sociologie/>), the UBB Rector's Annual Reports (https://www.ubbcluj.ro/ro/infoubb/documente_publice/files/raport-rector/Raport_Rector_2025.pdf?v=84), reports concerning the educational infrastructure, the documentation of the "Lucian Blaga" Central University Library (<https://www.bcuccluj.ro/>), information regarding access to scientific databases, as well as the documents of the Support Centre for Students with Disabilities (<https://bsd.centre.ubbcluj.ro/ro/>) and the Student Engagement Office (<https://socasis.ubbcluj.ro/departament/biroul-de-student-engagement/>)—demonstrate the existence of an integrated system of resources and services designed to support doctoral students throughout their learning and research activities. Doctoral students benefit from access to bibliographic and electronic resources through the "Lucian Blaga" Central University Library, faculty libraries, and electronic platforms accessible via institutional accounts. Access to international scientific databases and to the electronic resources provided through the Anelis Plus programme facilitates literature review, doctoral thesis preparation, and the dissemination of research results in prestigious scientific journals.

The infrastructure supporting the Social Work doctoral programme includes modern facilities for teaching and research activities, such as lecture halls, seminar rooms, offices for doctoral students and supervisors, as well as laboratories equipped with computer hardware and specialised software required for research in social work and the social sciences. Academic and administrative support services are provided by the Doctoral School Secretariat, the Institute for Doctoral Studies, doctoral supervisors, and the supervisory and academic integrity committees, which offer guidance regarding doctoral progression, research activities, and compliance with academic requirements.

UBB places particular emphasis on the inclusion of students with special educational needs and disabilities. In collaboration with the Support Centre for Students with Disabilities, measures are implemented to adapt teaching materials, assessment methods, and educational infrastructure. Faculty premises are equipped with modern orientation, information, and accessibility systems for persons with disabilities, while the Student Engagement Office provides individualised support to facilitate students' integration and to assist with administrative and academic matters.

✓ 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 analysis of the institutional documentation and the available infrastructure indicates that the university provides an appropriate environment for the delivery of doctoral education by ensuring educational and research resources that are consistent with doctoral-level requirements and the specific characteristics of the Social Work discipline.

Access to international scientific literature, specialised databases, and modern IT infrastructure enables doctoral students to conduct research at a high academic standard and supports their integration into the international scientific community. Academic and administrative support services are well structured and contribute effectively to monitoring doctoral progress. The continuous interaction between doctoral students, doctoral supervisors, and supervisory committees provides a favourable framework for professional development and the successful completion of doctoral studies.

UBB demonstrates a strong institutional commitment to accessibility and inclusion through specialised services dedicated to students with disabilities and continuous investments in adapting the educational infrastructure and learning environment. These measures contribute to ensuring equal opportunities and eliminating barriers to higher education. The site visit, the analysed documentation, and the information publicly available on the UBB website confirm that the available resources and support services adequately meet the requirements of the doctoral programme and effectively support doctoral students' learning, research, and professional development.

✓ **Aspects that constitute best practice examples**

Institutional access to international scientific databases and electronic resources through the Anelis Plus programme. Modern infrastructure for teaching and research activities, including specialised laboratories and dedicated workspaces for doctoral students.

An integrated system of academic and administrative support provided through the Institute for Doctoral Studies, the Doctoral School Secretariat, and the supervisory committees.

The operation of the Support Centre for Students with Disabilities and the implementation of modern technological solutions to enhance campus accessibility.

The establishment of the Student Engagement Office, which provides individualised support and facilitates the integration of students, including those belonging to vulnerable groups.

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)**

The analysis of the institutional documents—including the Curriculum (https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/SD_Asistenta-sociala_Plan_invatamant-propus.pdf), the course descriptions (*Methods for Social Impact Assessment* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/Fisa_disciplinei_2025_RO_MEIS.pdf; *Research in Social Work: Theoretical Foundations and Methodological Approaches* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/FD_doctorat-AS_CAS2026-2027_RO.pdf; *Emerging Social Issues: Theoretical Perspectives, Policies and Interventions* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/FD_doctorat-AS_PSE2026-2027_RO.pdf; *Ethics and Integrity in Social Work Research* https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/FD_doctorat-AS_Etica2026-2027_RO.pdf), the Methodology for the Organisation and Conduct of Student Competence Assessment at Babeş-Bolyai University (<https://senat.ubbcluj.ro/wp-content/uploads/2025/12/HS-nr.-216-privind-aprobarea-Metodologiei-de-organizare-si-desfasurare-a-evaluarii-competentelor-studentilor-in-UBB.pdf>), the Regulations of the Doctoral School of Sociology (https://socasis.ubbcluj.ro/wp-content/uploads/2025/07/2026-FINAL_Regulament-SD-Sociologie_CU-AVIZ-1-1.pdf), and the Guidelines on the Procedure for Appealing Assessment Results (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-B.5.1.1.a.pdf>)—shows that the learning outcomes are explicitly defined for each course included in the Social Work doctoral programme.

The course descriptions (*Methods for Social Impact Assessment*; *Research in Social Work: Theoretical Foundations and Methodological Approaches*; *Emerging Social Issues: Theoretical Perspectives, Policies and Interventions*; and *Ethics and Integrity in Social Work Research*) specify the learning outcomes in terms of knowledge, skills, and responsibility/autonomy, as well as the professional and transferable competencies to be acquired upon completion of each course.

Assessment methods are aligned with the intended learning outcomes and include research projects, academic papers, case study analyses, and participation in academic debates. The assessment format and the weighting of each assessment component in the final grade are communicated to doctoral students at the beginning of each semester through the university's electronic platforms (the Doctoral School website and Microsoft Teams), as well as during meetings organised within the first two weeks of the semester.

Competence assessment is conducted in accordance with the institutional methodology governing student assessment, while the rights and obligations of doctoral students are regulated by the Regulations of the Doctoral School of Sociology. The university also provides students with clear procedures for appealing assessment results through the Guidelines on the Procedure for Appealing Assessment Results.

✓ **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 analysed documents demonstrate that the learning outcomes are formulated in a clear and coherent manner, being fully integrated into the course descriptions and aligned with the educational objectives and the specific competencies of doctoral studies.

The explicit description of the learning outcomes enables both doctoral students and academic staff to understand the expected level of achievement for each course and ensures transparency throughout the educational process. The alignment between learning outcomes, course content, and assessment methods contributes to the overall coherence of the teaching-learning-assessment process.

The use of diverse assessment methods—including research projects, academic papers, case study analyses, and academic debates—supports the progressive evaluation of research competencies, critical thinking, analytical skills, and scientific argumentation.

Furthermore, the transparent communication of assessment criteria and methods before the beginning of teaching activities, together with the existence of an institutional procedure for appealing assessment results, contributes to ensuring a fair, predictable, and quality assurance-oriented assessment process.

Based on the analysed documentation, it can be concluded that the learning outcomes are adequately described and provide both doctoral students and academic staff with a clear understanding of the expected course content and the level of competencies to be achieved.

✓ **Aspects that constitute best practice examples**

Learning outcomes are described in the course descriptions according to the dimensions of knowledge, skills, and responsibility/autonomy.

Transparent communication of assessment methods and grading weightings at the beginning of each semester through multiple communication channels.

The use of diverse assessment methods aimed at developing research competencies and critical thinking.

The existence of a unified institutional methodology for competence assessment, complemented by a formal procedure for appealing assessment results.

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)**

Based on the evidence provided and the analysis of the institutional documents—including the Regulations of Babeş-Bolyai University on the Organisation and Conduct of Doctoral Studies (<https://socasis.ubbcluj.ro/wp-content/uploads/2025/03/HS-nr.-32-privind-modificarea-Regulamentului-UBB-de-organizare-si-desfasurare-a-studiilor-univ-de-doctorat.pdf>), the Regulations of the Doctoral School of Sociology (https://socasis.ubbcluj.ro/wp-content/uploads/2025/07/2026-FINAL_Regulament-SD-Sociologie_CU-AVIZ-1-1.pdf), the Methodology for the Organisation and Conduct of Student Competence Assessment (<https://senat.ubbcluj.ro/wp-content/uploads/2025/12/HS-nr.-216-privind-aprobarea-Metodologiei-de-organizare-si-desfasurare-a-evaluarii-competentelor-studentilor-in-UBB.pdf>), the Curriculum (https://socasis.ubbcluj.ro/wp-content/uploads/2026/02/SD_Asistenta-sociala_Plan_invatamant-propus.pdf), the Doctoral Studies Contract (ISD_contract_studii_2024_25), the Individual Doctoral Study Plan (ISD_Anexa_2_Planul_studiilor_2024_25), the Guidelines on the Procedure for Appealing Assessment Results (<https://qa.ubbcluj.ro/wp-content/uploads/Anexa-B.5.1.1.a.pdf>), the Strategy for the Prevention and Combating of Plagiarism (https://doctorat.ubbcluj.ro/wp-content/uploads/2021/12/2021_12_15_Anexa-la-HCA-16712_Strategia-antiplagiat.pdf), the Procedure for Similarity Verification in Doctoral Theses (<https://doctorat.ubbcluj.ro/ro/sustinerea-publica-a-tezelor/>), and the Doctoral Thesis Preparation Standards for Each Doctoral School (<https://doctorat.ubbcluj.ro/wp-content/uploads/2021/12/Standarde->

[elaborare-teze-SD.pdf](#)), it is evident that a structured and transparent system for assessing learning outcomes is implemented throughout the entire doctoral programme.

The advanced study programme is delivered during the second semester of the first year and carries 30 ECTS credits. For each course included in the curriculum, doctoral students are required to complete mandatory assessments, resulting in one of the following grades: Very Good, Good, Satisfactory, or Unsatisfactory. Successful completion of the courses leads to the accumulation of the credits specified in the individual study plan. Failure to meet the minimum passing requirements requires reassessment and, where the minimum 30 ECTS are not obtained, may result in the initiation of expulsion procedures in accordance with the institutional regulations.

The individual scientific research programme is subject to periodic assessment through the presentation of the research proposal during the first year of study (30 ECTS) and three annual progress reports during the following years (60 ECTS each). These assessments are conducted by the Supervisory and Academic Integrity Committee and documented in official minutes signed by the doctoral supervisor and the committee members. Progress reports are assessed as "Passed" or "Failed", and two consecutive "Failed" evaluations may lead to the student's expulsion, in accordance with the institutional regulations.

Completion of the doctoral programme is conditional upon fulfilling all the requirements included in the individual study plan, accumulating a minimum of 240 ECTS credits, meeting the national minimum standards applicable to the field of study, and successfully defending the doctoral thesis in a public session.

Prior to the public defence, each doctoral thesis undergoes mandatory similarity verification using the institutional Turnitin system and follows all stages established by the institutional regulations: analysis of the similarity report, pre-defence, public transparency period, and approval for the public defence. The doctoral examination committee is appointed in accordance with the applicable regulations, while the institution applies additional measures to prevent conflicts of interest in the appointment of external reviewers. Public thesis defences are announced in compliance with the statutory deadlines and are accompanied by the publication of all relevant information on the IOSUD-UBB website (<https://doctorat.ubbcluj.ro/ro/sustinerile-publice-ale-tezelor-de-doctorat/?an=2026&luna=0&facultate=0&domeniu=16>).

- ✓ 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 analysed documents demonstrate the existence of a coherent and phased mechanism for assessing learning outcomes, covering both the advanced training component, the individual research activity, and the final assessment of doctoral competencies.

Continuous assessment is organised progressively and enables the systematic monitoring of doctoral students' competency development. The programme structure, based on the successive accumulation of credits associated with coursework and research activities, facilitates the regular verification of academic progress and the achievement of the objectives established in the individual study plan.

The monitoring of research activities through the initial research proposal and the annual progress reports represents an effective mechanism for tracking doctoral students' development and periodically validating research achievements. The involvement of the Supervisory and Academic Integrity Committee in the assessment process contributes to ensuring collegiality, objectivity, and transparency in evaluating scientific progress.

The final assessment is based on clearly regulated academic and procedural criteria, including verification of compliance with the standards of academic ethics and integrity, as well as fulfilment of the national minimum standards concerning research activity and the dissemination of scientific results. The mandatory use of the Turnitin similarity detection system and the publication of each procedural stage of the doctoral defence on the IOSUD-UBB website further strengthen the transparency and credibility of the doctoral degree awarding process.

Based on the analysed documentation, it can be concluded that the verification of learning outcomes is carried out through both continuous assessment and the final doctoral evaluation, using clearly defined procedures and criteria fully aligned with the institutional and national regulatory framework.

- ✓ Aspects that constitute best practice examples

Continuous monitoring of research progress through successive assessments throughout the entire doctoral programme, integrated into the individual study plan.

Active involvement of the Supervisory and Academic Integrity Committee in the periodic assessment of doctoral students' progress.

Mandatory use of the institutional Turnitin system for similarity verification before the public defence of doctoral theses.



Publication of the doctoral completion procedure and public defence information on the IOSUD website, contributing to the transparency of the doctoral assessment process.

Implementation of institutional measures to ensure the balanced allocation of external reviewers, thereby preventing conflicts of interest and safeguarding the objectivity of the evaluation process.

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 analysis of the institutional documents (Law on Higher Education No. 199/2023 <https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.1.1.1.h.pdf>; Babeş-Bolyai University Regulation on the Organisation and Conduct of Doctoral University Studies <https://socasis.ubbcluj.ro/wp-content/uploads/2025/03/HS-nr.-32-privind-modificarea-Regulamentului-UBB-de-organizare-si-desfasurare-a-studiilor-univ-de-doctorat.pdf>; Methodology for Admission to Doctoral University Studies for the 2026-2027 Academic Year <https://doctorat.ubbcluj.ro/wp-content/uploads/2026/01/HS-nr5-privind-aprobarea-Metodologiei-de-admitere-la-studiile-de-doctorat-pentru-anul-univ-2026-2027.pdf>; Regulation of the Doctoral School of Sociology (Art. 10) https://socasis.ubbcluj.ro/wp-content/uploads/2025/07/2026-FINAL_Regulament-SD-Sociologie_CU-AVIZ-1-1.pdf), together with the information published on the websites of the Institute for Doctoral Studies and the Faculty regarding the admission process, shows that admission to the doctoral study programme in Social Work is carried out through a competitive admission procedure, in accordance with the national legal framework and the institutional regulations.

The Regulation of the Doctoral School of Sociology establishes the eligibility requirements for participation in the admission competition, namely holding a Master's degree or an equivalent qualification, completion of at least 300 ECTS credits in higher education, proficiency in an international language, and evidence of previous scientific activity in the field of social sciences. Such evidence may include scientific publications, participation in academic conferences, involvement in research projects, or a relevant Master's dissertation. In duly justified cases, candidates may also be admitted based on a research portfolio, upon the recommendation of the doctoral supervisor.

The admission competition consists of two assessment components: a written examination based on a bibliography and thematic areas published in advance on the Faculty website, and an interview assessing the candidate's previous scientific activity, academic achievements, and the relevance of the proposed doctoral research topic. The final admission score is equally weighted between the two components (50% written examination and 50% interview), in accordance with the institutionally approved methodology.

The regulations also provide for the possibility of awarding additional points to candidates with outstanding academic achievements, such as indexed scientific publications or prizes obtained in international scientific competitions, based on an evaluation grid approved annually by the Council of the Doctoral School.

Doctoral research topics are proposed by doctoral supervisors, approved by the Council of the Doctoral School, and published on the institutional website at least six months before the admission competition, thereby ensuring transparency in the selection process.

Starting with the 2026-2027 academic year, admission to the Doctoral School of Sociology may also be organised online, in accordance with the institutional regulations. In addition, the University offers the possibility of pursuing doctoral studies under joint supervision within the EUTOPIA network, as well as through the European Doctorate pathway.

✓ **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 procedures are clearly regulated, transparent, and fully aligned with the national legislation and the institutional regulations of Babeş-Bolyai University. The admission competition, structured around a written examination

and an interview, enables the assessment of both the candidates' disciplinary knowledge and their research potential, thereby ensuring the selection of candidates who are well suited for doctoral studies.

The eligibility criteria are appropriate for doctoral education and reflect the requirements of advanced academic training, including language proficiency, previous research experience, and the ability to develop a coherent scientific research proposal. The possibility of evaluating a research portfolio, together with the allocation of additional points for previous academic achievements, contributes to the flexibility and overall quality of the admission process.

The transparency of the admission procedure is further strengthened through the publication of the examination topics and bibliography at least six months before the admission competition, providing candidates with sufficient preparation time and ensuring equal opportunities throughout the selection process.

Based on the analysis of the institutional documents and the discussions held during the site visit to Babeş-Bolyai University, the admission procedures are implemented consistently and effectively ensure an appropriate match between the profile of the admitted candidates and the requirements of the doctoral study programme.

✓ **Aspects that constitute best practice examples**

candidates' disciplinary knowledge and their research potential, thereby ensuring the selection of candidates who are well suited for doctoral studies.

The eligibility criteria are appropriate for doctoral education and reflect the requirements of advanced academic training, including language proficiency, previous research experience, and the ability to develop a coherent scientific research proposal. The possibility of evaluating a research portfolio, together with the allocation of additional points for previous academic achievements, contributes to the flexibility and overall quality of the admission process.

The transparency of the admission procedure is further strengthened through the publication of the examination topics and bibliography at least six months before the admission competition, providing candidates with sufficient preparation time and ensuring equal opportunities throughout the selection process.

Based on the analysis of the institutional documents and the discussions held during the site visit to Babeş-Bolyai University, the admission procedures are

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 analysis of the institutional documents (Law on Higher Education No. 199/2023 <https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.1.1.1.h.pdf>; Babeş-Bolyai University Regulation on the Organisation and Conduct of Doctoral University Studies <https://socasis.ubbcluj.ro/wp-content/uploads/2025/03/HS-nr.-32-privind-modificarea-Regulamentului-UBB-de-organizare-si-desfasurare-a-studiilor-univ-de-doctorat.pdf>; Methodology for Admission to Doctoral University Studies for the 2026-2027 Academic Year <https://doctorat.ubbcluj.ro/wp-content/uploads/2026/01/HS-nr5-privind-aprobarea-Metodologiei-de-admitere-la-studiile-de-doctorat-pentru-anul-univ-2026-2027.pdf>; Regulation of the Doctoral School of Sociology (Art. 10) https://socasis.ubbcluj.ro/wp-content/uploads/2025/07/2026-FINAL_Regulament-SD-Sociologie_CU-AVIZ-1-1.pdf), together with the information published on the websites of the Institute for Doctoral Studies and the Faculty of Sociology and Social Work regarding admission, demonstrates that the admission process for the doctoral study programmes in Social Work is designed to be organised in accordance with the principles of equity, equal opportunities, and non-discrimination.

In accordance with the applicable legal and institutional provisions, the admission criteria exclude any form of discrimination based on age, gender, ethnicity, mother tongue, religion, political affiliation, or any other personal characteristics unrelated to academic performance. Candidate selection is based exclusively on academic and professional competencies, as well as demonstrated research potential.

To ensure equitable access to doctoral studies, the University annually allocates state-funded places specifically reserved for candidates belonging to disadvantaged groups, including candidates of Roma ethnicity and Romanians living abroad. These measures are complemented by institutional initiatives promoting inclusion, such as the Open2UBB project (CNFIS-FDI-2023-F-0394), which aims to strengthen the University's capacity to provide academic and social support for vulnerable groups.

The admission process is transparent and accessible, being administered through dedicated digital platforms (<https://academicinfo.ubbcluj.ro/admitere/>). The admission criteria and all relevant information concerning the admission competition are published at least six months prior to the admission session, including in widely used languages (Romanian, English, and Hungarian).

Support for applicants and students with special educational needs or disabilities is provided through collaboration with the Centre for Students with Disabilities (CSD), which offers assistance in adapting assessment materials and identifying appropriate solutions to ensure equitable participation in the admission process. Furthermore, the Faculty's infrastructure has been adapted through the implementation of accessibility measures designed to facilitate access for persons with disabilities.

Starting with the 2026-2027 academic year, the admission process may also be conducted online, in accordance with the institutional regulations, thereby increasing the accessibility of the admission procedure, particularly for candidates from vulnerable backgrounds or with reduced mobility.

- ✓ **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 analysed documents and the discussions conducted during the site visit demonstrate the consistent implementation of the principles of equity, equal opportunities, and non-discrimination throughout the doctoral admission process. The institutional regulatory framework ensures transparency of the selection criteria and eliminates any discriminatory factors unrelated to academic merit.

The institutional measures concerning the allocation of dedicated state-funded places for disadvantaged groups, together with the implementation of inclusion-oriented projects, demonstrate the existence of an active institutional policy aimed at facilitating access to doctoral education for vulnerable categories of applicants.

The accessibility of the admission process is further strengthened through the digitalisation of admission procedures, the use of dedicated online platforms, and the advance publication of all relevant admission information in several languages. These measures contribute to increased transparency and reduce informational barriers to access.

The collaboration with the Centre for Students with Disabilities, together with the adaptation of the University's infrastructure, contributes to the creation of an accessible and inclusive environment for applicants with special educational needs or disabilities. The introduction of the possibility to organise admission in an online format represents an additional measure enhancing both the flexibility and accessibility of the admission process.

Overall, the admission procedures reflect a systematic and coherent institutional approach to ensuring equity, equal opportunities, and social inclusion in access to doctoral study programmes.

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

Annual allocation of dedicated state-funded places for applicants from disadvantaged groups (Roma candidates and Romanians living abroad).

Implementation of institutional projects promoting inclusion (e.g., Open2UBB).

Publication of admission criteria and information at least six months before the admission competition in several languages.

Digitalisation of the admission process through dedicated online platforms.

Institutional collaboration with the Centre for Students with Disabilities to ensure equitable access to the admission process.

Adaptation of the University's infrastructure to improve accessibility for persons with disabilities.

Introduction of online admission procedures to enhance the accessibility and flexibility of the admission process.

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 organisational component ensures the regulation and implementation of doctoral students' academic and professional activities through a coherent, transparent regulatory framework aligned with the principles of the European Credit Transfer and Accumulation System (ECTS).

The academic pathway governing the professional activity of doctoral students is regulated by the following institutional documents: the Regulation on the Academic Activity of Students at Babeş-Bolyai University Based on the European Credit Transfer and Accumulation System (ECTS), amended and supplemented by Senate Decision No. 101 of 26 July 2024

https://www.ubbcluj.ro/ro/studenti/files/invatamant/2024-2025/Regulament_activitate_profesionala_2024_SENAT.pdf; the Babeş-Bolyai University Regulation on the Organisation and Conduct of Doctoral University Studies <https://doctorat.ubbcluj.ro/wp-content/uploads/2025/03/HS-nr.-32-privind-modificarea-Regulamentului-UBB-de-organizare-si-desfasurare-a-studiilor-univ-de-doctorat.pdf>; the Code of Students' Rights and Obligations, updated by Senate Decision No. 112/23 September 2024 <https://qa.ubbcluj.ro/wp-content/uploads/Anexa-A.1.1.1.g.pdf>; as well as the Doctoral Study Contracts and the Individual Doctoral Study Plans.

Within the doctoral programme, doctoral students are required to accumulate 60 ECTS credits per academic year and to fulfil specific research-related requirements, including the publication of at least two scientific articles in internationally recognised journals or indexed publications during the doctoral programme and participation in at least one scientific conference.

The monitoring of the academic pathway and compliance with academic obligations is supported through dedicated digital tools, including the AcademicInfo platform, which records and monitors students' academic progress, and the academic and scientific activity management platform through which doctoral students report the fulfilment of the minimum academic and research performance standards.

The procedural framework also regulates the teaching and research activities of scholarship-funded doctoral students, defining the conditions for their involvement in teaching and research activities within the department and the doctoral school. Furthermore, a specific procedure is in place for obtaining ethical approval for doctoral research projects, providing an alternative to the centralised ethical review procedure implemented at the university level.

✓ **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 existing regulatory and procedural framework demonstrates a well-structured organisation of doctoral students' academic and professional activities, fully consistent with the principles of the ECTS and European standards for doctoral education. The Doctoral Study Contracts and the Individual Doctoral Study Plans clearly define students' academic responsibilities, thereby enabling an objective and transparent evaluation of their doctoral progress.

The use of integrated digital platforms, including AcademicInfo and the scientific activity reporting system, supports the continuous monitoring of academic progress, ensures the traceability of research activities, and enhances the transparency of the educational process.

The existence of dedicated procedures governing the activities of scholarship-funded doctoral students, together with specific procedures for the ethical evaluation of doctoral research, reflects a comprehensive institutional approach that integrates both the academic dimension of doctoral education and the principles of research integrity.

Overall, the organisational component consistently applies the regulations governing the academic and professional activities of doctoral students, ensuring an effective and transparent framework for monitoring their academic development.

✓ **Aspects that constitute best practice examples**

Use of integrated digital platforms for monitoring doctoral students' academic pathway (AcademicInfo and the scientific activity reporting platform).

Clear definition of measurable academic requirements (60 ECTS credits per academic year, scientific publications, and conference participation);

Existence of a dual regulatory framework, combining university-level regulations with doctoral school-specific regulations.

Implementation of a dedicated ethical review procedure specifically tailored to doctoral research projects.

Regulation of the academic responsibilities of scholarship-funded doctoral students in relation to their teaching and research involvement.

Alignment of the doctoral education framework with the principles of the European Credit Transfer and Accumulation System (ECTS) and with European standards and good practices in doctoral education.

The indicator is: fulfilled.

DOMAIN C. Quality management

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** At the level of Babeş-Bolyai University and the Doctoral School of Sociology, clear institutional structures and procedures are implemented to ensure the quality of the doctoral programme through the involvement of the Curriculum Committee, the University Quality Assurance and Evaluation Commission (CEAC-UBB), the Qualitas Centre, and the Ethics Committee. The doctoral programme is periodically monitored based on institutional regulations and the annual quality assurance programme, covering the curriculum, the activity of doctoral supervisors, student satisfaction, and the results of internal evaluations. These procedures are documented, periodically reviewed, and supported by archived records, ensuring the traceability of quality assurance and continuous improvement processes.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator** The analysis of the supporting documentation demonstrates that the quality assurance structures and mechanisms are implemented consistently and in an integrated manner, with a clear correlation between institutional procedures and the day-to-day operation of the doctoral school. Periodic monitoring, the evaluation of academic staff and doctoral supervisors, as well as the systematic use of student feedback, demonstrate a sustained commitment to the continuous enhancement of the doctoral programme and the maintenance of high academic standards. The performance indicator is fulfilled.
- ✓ **Recommendations** It is recommended that the annual quality assurance reports include more explicit examples of improvement measures implemented as a result of evaluations and stakeholder feedback, in order to better demonstrate the impact of the quality assurance procedures.
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 fact** The implementation of institutional procedures actively involves members of the academic community and relevant stakeholders through the participation of the doctoral school, faculty, and university governing bodies in the processes of authorisation, accreditation, and monitoring. Doctoral students are regularly consulted through institutional feedback mechanisms, and the results are analysed and incorporated into the annual reports on the evaluation of the doctoral study period. The decision-making process is carried out in accordance with the participatory principles promoted by the university and the ESG Standards and Guidelines.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator** The analysed documentation demonstrates the consistent involvement of the academic community and doctoral students in the implementation of quality assurance procedures. The consultation of collegial bodies and the systematic use of

stakeholder feedback support informed decision-making and contribute to the continuous improvement of the doctoral programme. The performance indicator is fulfilled.

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation

The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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Presentation of the state of facts Respecting the applicable legal provisions, Babeş-Bolyai University requested institutional accreditation evaluations by the Romanian Agency for Quality Assurance in Higher Education (ARACIS) in 2009, 2014, and 2020, obtaining the qualification **"High Degree of Confidence"** on each occasion.

During the most recent ARACIS evaluation of the Sociology doctoral field, the Doctoral School of Sociology received the qualification **"Accreditation Maintained"**, in accordance with ARACIS Council Decision No. 132 of 16 December 2021.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ The prestige of Babeş-Bolyai University and the Faculty of Sociology and Social Work in the training of specialists in the field of social work. ✓ The quality of the human resource involved in the doctoral program, all members meet the CNATDCU standards, have national and international visibility. ✓ IOSUD and ŞDS have experience in the management of doctoral schools, respectively of the doctoral field. ✓ The Doctoral school in which the social work field will be integrated has a tradition of operation, national and international visibility and remarkable	INTERNAL FACTORS ↑	Weaknesses: ✓ Low number of PhD supervisors in social work at UBB. ✓ Low participation of teachers and doctoral students in study mobilities.
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results, thus constituting a solid basis for the transfer of experience to the new field. ✓ The existence and implementation of new technologies in administrative and educational processes. ✓ Implementation of an internal procedure for obtaining an ethical opinion from the doctoral school. ✓ Existence of a procedure regarding the access of the doctoral grant by doctoral students.		
SWOT analysis		
Opportunities: ✓ The existence of transformative agreements that can help increase the visibility of impact research. ✓ The growing need for applied research in the field of social services and public policies. ✓ Openness to international cooperation programs, participation in academic networks. ✓ Strengthening the research infrastructures and interdisciplinary centers in UBB, which can function as integration platforms for doctoral students, facilitating access to data, advanced methods and inter- and transdisciplinary collaborations. ✓ The recruitment base for potential candidates, the doctoral program in Social Work being the only one in the Transylvania region.	 EXTERNAL FACTORS	Threats: ✓ Devaluation of doctoral studies at a general level. ✓ The instability of the national framework for funding and regulation of PhDs, which affects the predictability of recruitment, scholarship funding and medium-term planning. ✓ Strengthening the doctoral curriculum through the introduction of dedicated modules on the use of artificial intelligence in research, Open Science, research data management, and advanced data analysis methods. ✓ Enhancing access to specialized software for qualitative and quantitative data analysis, accompanied by the regular organization of training sessions on the effective use of these tools in social work

		research. ✓ Strengthening the international dimension of the doctoral programme by increasing the involvement of visiting professors, expanding collaboration with European doctoral schools, and fostering doctoral students' participation in international mobility programmes, summer schools, and collaborative research projects. ✓ Strengthening competencies related to the transfer of research results into local public policy development and the innovation of social services.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	-
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	revising methodologies, regulations and implementation procedures.		
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.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	-
7.	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			
8.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	Development of an institutional matrix that correlates learning outcomes, doctoral competencies, assessment methods, courses, and ESCO occupational profiles, in order to support the continuous monitoring and updating of the curriculum, as well as the partial automation of compliance verification, including the automatic validation of internationally indexed publications.
9.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	occupational standards and/or the European Skills, Competences and Occupations (ESCO).		
10.	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	Expansion of the availability of regulatory documents in English to improve accessibility for international doctoral students.
11.	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	-
12.	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	-
13.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	-
14.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	-
15.	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	-
16.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	-
DOMAIN C. Quality management			
17.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	It is recommended that the annual quality assurance reports include more explicit examples of improvement measures implemented as a result of evaluations and stakeholder feedback, in order to better demonstrate the impact of the quality assurance procedures.
18.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	-
19.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	organise the evaluated study programme as provided by the law.		

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	7	0	0
Domain B. Educational efficacy	9	0	0
Domain C. Quality management	3	0	0
Total	19	0	0

VI. Conclusions

Following the external evaluation process, the evaluation panel expresses its appreciation for the sustained efforts undertaken to establish and further develop the new doctoral study domain in Social Work at Babeş-Bolyai University. The documentation reviewed, the meetings held with the representatives of the institution, and the commitment demonstrated by the university leadership, the doctoral school, and the academic staff provide clear evidence of a coherent academic vision and a strong institutional commitment to ensuring and continuously enhancing the quality of doctoral education and research.

The panel acknowledges the openness and dedication of the academic staff to the continuous development of the doctoral programme, their responsiveness to the evolving challenges of contemporary research, and their commitment to integrating national and international best practices into doctoral education. Furthermore, the institutional support provided by Babeş-Bolyai University reflects the strategic importance attributed to the development of doctoral research in Social Work and to strengthening its academic, scientific, and societal impact.

The panel is confident that future doctoral candidates will benefit from a stimulating research environment, appropriate research infrastructure and resources, as well as guidance provided by doctoral supervisors and academic staff whose complementary expertise covers the major research areas of the discipline. At the same time, the programme demonstrates strong potential for continuous development through the expansion of national and international collaborations, the diversification of research activities, and the implementation of the recommendations outlined in this report, in accordance with the principles of continuous quality enhancement.

In light of the findings of the evaluation, the degree of compliance with the applicable quality standards, and the development prospects of the doctoral study domain in Social Work, the evaluation panel recommends the granting of Accreditation (AC).

VII. Annexes

Schedule of the Site Visit and Minutes of the Meetings

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
Miercuri/Wednesday, 08.07.2026			
14:00 - 15:00	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>	FSAS, sala 215
15:00 - 16:00	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>	FSAS, sala 215 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. dr., director Școala doctorală de Sociologie [Head of the Doctoral School of Sociology] - Lect. dr., prodecan Facultatea de Sociologie și Asistență Socială [vice-dean Faculty of Sociology and Social Work] - Conf. dr., membru Consiliul Școlii doctorale [member of the Doctoral School Council]
16:00 - 17:00	Vizitarea bazei materiale/ <i>Visiting the material resources</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai instituției sau Academiei Române, după caz/ <i>Representatives of the</i>	-, secretar Școala doctorală de Sociologie [Secretary Doctoral School of Sociology]

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
		<i>HEI or the Romanian Academy, as applicable</i>	- Drd., membru Consiliul Școlii doctorale [PhD candidate, member of the Doctoral School Council]
Joi/Thursday, 09.07.2026			
9:00 - 9:30	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	FSAS, sala 215
09:30 - 10:20	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/ <i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	FSAS, sala 215 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. dr., director Școala doctorală de Sociologie [Head of the Doctoral School of Sociology] - Conf. dr., membru Consiliul Școlii doctorale [member of the Doctoral School Council]

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			- Drd., membru Consiliul Școlii doctorale [PhD candidate, member of the Doctoral School Council] - , secretar Școala doctorală de Sociologie [Secretary Doctoral School of Sociology]
10:20 - 10:30	Pauză/ <i>Break</i>		
10:30 - 11:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Responsabilii centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	FSAS, sala 215 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Conf. dr., director Centrul de Cercetare și Prevenire a Violenței Familiale și Societale [director Centre for the Research and Prevention of Domestic and Societal Violence] - Lect. dr., coordonator Centrul pentru Studiul Familiilor Transnaționale [coordinator Centre for the Study of Transnational Families]
11:20 - 11:30	Pauză/ <i>Break</i>		
11:30 - 12:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with the</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Cadre didactice conducători de doctorat/ <i>Teaching staff who are PhD supervisors</i>	FSAS, sala 215 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. dr.

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
	<i>teaching staff involved in the activities within the DSUD</i>		- Conf. dr. - Prof. dr.
12:20 - 12:30	Pauză/ <i>Break</i>		
12:30 - 13:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of quality assurance organisational structures</i>	FSAS, sala 215 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Conf. dr., director Departament Asistență Socială și membru CEAC-FSAS [Head of the Social Work Department and member of the local quality assurance committee] - Prof. dr., prodecan responsabil cu Resursele umane și membru CEAC-FSAS [vice-dean responsible for the HR and member of the local quality assurance committee] - Conf. dr., membru comisie curriculum Senat UBB [member of the curriculum committee of the Senate] - , responsabil imagine facultății și membru CEAC-FSAS [responsible for image and member of the local quality assurance committee]
13:30- 15:30	Pauză de prânz/ <i>Lunch</i>		

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
15:30 - 16:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	FSAS, sala 215 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: -Lect. dr., decan Facultatea de Sociologie și Asistență Socială [dean Faculty of Sociology and Social Work] - . Șef serviciu Direcția Generală de Asistență Socială și Protecția Copilului Cluj [Head of Service, General Directorate for Social Work and Child Protection Cluj] - , Direcția de Asistență Socială și Medicală Cluj-Napoca [Directorate of Social and Medical Assistance Cluj- Napoca] -, Șef serviciu Agenția Județeană pentru Plăți și Inspecție Socială Cluj [Head of Service, County Agency for Payments and Social Inspection Cluj] -, Șef serviciu Direcția de Asistență Socială și Medicală Cluj-Napoca [Head of service, Directorate of Social and Medical Assistance Cluj- Napoca]

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			-, președinte Colegiul Național al Asistenților Sociali din România filiala Cluj [president National College of Social Workers – Cluj branch]
16:20 - 16:30-	Pauză/ <i>Break</i>		
16:30 - 17:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <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>	FSAS, sala 215 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: -Lect. dr., decan Facultatea de Sociologie și Asistență Socială [dean Faculty of Sociology and Social Work] - Lect. dr., director Centrul Qualitas [director Qualitas Center]
Vineri/ <i>Friday</i> , 10.07.2026			
09:00 - 11:00	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	FSAS, sala 215

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
11:00 - 12:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎIS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ <i>Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ <i>Representatives of the management</i> - Persoana de contact/ <i>Contact person</i>	Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. dr., director Școala doctorală de Sociologie [Head of the Doctoral School of Sociology] - Lect. dr., decan Facultatea de Sociologie și Asistență Socială [dean Faculty of Sociology and Social Work] - Conf. dr., membru Consiliul Școlii doctorale [member of the Doctoral school council]

Necesar doar daca domeniul are sau a avut in ultimii 5 ani sesizari la comisie	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară / <i>Meeting of the experts panel with members of the University Ethics Committee</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Membri ai Comisiei de etică universitară/ <i>Members of the University Ethics Committee</i>	FSAS, sala 215 Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. univ. dr. – [position/title] - Prof. univ. dr. – [position/title] - Prof. univ. dr. –
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