HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

- **evaluarea externă a calităţii şi validarea rezultatelor cuprinse în Rapoartele de evaluare externă:** art. 223-226, art. 229-230 şi art. 249 alin. (1) lit. f), g) şi h) din Legea nr. 199/2023 a învățământului superior nr. 199/2023, cu modificările şi completările ulterioare, denumită în continuare Legea, precum şi în Metodologia de evaluare externă a calității educației în învățământul superior, aprobată prin Hotărârea Guvernului nr. 962/2024, cu modificările şi completările ulterioare, denumită în continuare Metodologia;

- **autorizarea** de funcţionare provizorie **pentru programele de studii universitare din ciclul I de licenţă:** art. 235 alin. (1) lit. a) şi lit. b) pct. (ii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege;

art. 27, art. 29 şi art. 32-33, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **autorizarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 235 alin. (1) lit. a) şi lit. b) pct. (iii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege; art. 27-29 şi art. 34-35, coroborate cu art. 59, art. 62 şi 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) şi art. 236 alin. (1) şi (3) din Lege; art. 27-29 şi art. 37-38, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru programele de studii universitare din ciclul I de licenţă:** art. 239 alin. (1) lit. b) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 42, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 239 alin. (3) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 43-44, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 239 alin. (4) şi alin. (6)-(7), art. 240 alin. (2) din Lege; art. 39-40 şi art. 46-47, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **analiza şi validarea în vederea verificării respectării Metodologiei, de către comisiile de experţi evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare şi menținerea acreditării, din Lege, precum şi 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 şi 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 şi pe baza verificării respectării Metodologiei, propunerile formulate de către comisiile de experți evaluatori şi poate solicita refacerea Rapoartelor de evaluare externă atunci când constată că Metodologia nu a fost respectată ori respectivele rapoarte nu cuprind suficiente date şi dovezi pentru adoptarea deciziei,

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

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

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

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 şi de doctorat, precum şi pentru programul universitar de formare psihopedagogică pentru învăţământul preuniversitar, după caz, cuprinse în anexele nr. 1-23 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) şi alin.(3) lit. b), c) şi d), art. 231 lit. a) şi b), art. 232 lit. c), d) şi 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 şi considerentele analizei de validitate şi concluzia motivată a Consiliului.

(3) Rezultatele prevăzute la alin. (1) se comunică Ministerului Educației şi Cercetării şi instituțiilor solicitante şi 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 şi 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 şi ale art. 62 alin. (3) din Metodologie.

Art. 4. Prezenta hotărâre intră în vigoare la data de 22.10.2026.

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

Cristina-Vasilica ICOCIU
Director Direcția Juridică, Cooperare, Comunicare şi Formare

Consilier juridic

NR. 318/H/22.10.2026

ANEXA NR. 4
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 4.2

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea „Transilvania“ din Braşov
Şcoala(ile) doctorală(e)	Școala Doctorală Interdisciplinară
Domeniul de studii universitare de doctorat (DSUD)	*Ingineria materialelor*
Procedura/procesul de evaluare externă a calităţii educaţiei	Menținerea acreditării

DECIZIA

Descrierea pe scurt a procesului de luare a deciziei

Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Inginerești 1 (CPS_C10) din 02.10.2026, propunerea de decizie fiind consemnată în PV nr. 5032/ 02.10.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/ 20.10.2026.

Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei

Domeniul	Standarde Î / N	Indicatori de performanţă Î / PÎ / N
A	**Î:** S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: -	**Î:** I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ: - N: -
B	**Î:** S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: -	**Î:** I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: - N: -
C	**Î:** S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: -	**Î:** I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: - N: -

Motivarea deciziei	
Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • *32 indicatori: 32 sunt îndepliniți, 0 parțial îndepliniți și 0 neîndepliniți* • *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite* *și, astfel, prin aplicarea art. 63 din Metodologie decide că* ***standardele sunt ÎNDEPLINITE.***	
Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



External Evaluation Report (REE) for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain

Higher Education Institution/Education Provider Organization:	Transilvania University of Brașov
Doctoral School:	Interdisciplinary Doctoral School
Doctoral Domain:	Materials engineering
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	VIZUREANU PETRICĂ	Expert evaluator	
2.	KELES OZGUL	International Expert	
3.	GAVRILĂ ŞTEFAN-ALEXANDRU	PhD Student Evaluator	

I. Introduction

The evaluators panel composed by Prof. univ. dr. eng. Petrică VIZUREANU („Gheorghe Asachi" Technical University of Iaşi), Prof. dr. eng. Ozgul KELEŞ (international expert – Istanbul Technical University, Turkey) and PhD Student Ștefan-Alexandru GAVRILĂ (Petroleum and Gas University of Ploiești), approved by the ARACIS Council through Decision no. 152/H/07.05.2026, has participated in period 03-04.09.2026, at the Transilvania University of Braşov (UTBV), for external quality assurance for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain **Materials Engineering**.

Transilvania University of Braşov (UTBV) is an accredited state higher education institution, operating on the basis of university autonomy, in accordance with the legal framework established by the Romanian Constitution and the Higher Education Law No. 199/2023, national regulations on quality assurance in education, as well as internal decisions. The name under which the University currently operates is documented by Order of the Minister of Education and Science No. 4894/22.03.1991. The history of today's institution began in 1948, when the Braşov Institute of Forestry was established.

UTBV is a comprehensive university, comprising 18 faculties (9 engineering faculties and 9 faculties with various profiles: humanities, sciences, economics, law, medicine, music, etc.). In the 2025–2026 academic year, UTBV has 21,857 students enrolled, of which 17,522 are undergraduate students in 98 undergraduate programmes (90 in Romanian and 8 in foreign languages), 3,738 master's students in 85 programmes (59 in Romanian and 26 in foreign languages) and 597 doctoral students in 24 doctoral programmes (in Romanian and foreign languages). The university also has 621 resident doctors working in 28 clinical departments of hospitals in Braşov.

In 2022, UTBV joined the European Network of Innovative Higher Education Institutions (ENIHEI), becoming one of the 35 European universities – out of over 5,000 – that are members of the strategic network on European Union policies for promoting academic innovation. In 2023, UTBV became a member of the European University Alliance UNITA Universitas Montium, one of 65 European university alliances funded by the European Commission.

IOSUD-UTBV is managed by the Council for Doctoral Studies, hereinafter referred to as CSUD. CSUD is managed by a director. Doctoral study programmes are organised and conducted within IOSUD-UTBV, through the Interdisciplinary Doctoral School (IDS). The Interdisciplinary Doctoral School (IDS) is headed by a director of the doctoral school and the Council of the Interdisciplinary Doctoral School (C-IDS), with the IDS being integrated into the structure of the Vice-Rector's Office with scientific research and computerisation activities. IDS has been operating within IOSUD-UTBV since 1st of October 2010, having been established by the Decision of the Senate of Transilvania University of Braşov on 27th of July 2010.

The Interdisciplinary Doctoral School (IDS) of UTBV currently organises doctoral studies in 24 doctoral fields, covering a broad range of scientific and academic areas. Among these is the doctoral field of Materials Engineering, which is the subject of the present external quality evaluation. Its integration within a large interdisciplinary doctoral structure provides opportunities for cooperation across engineering and related research fields.

II. Methods used

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

Anexa 1 - CV si publicatii titulari PPUA-I IM (CVs and publications of teaching staff)
Anexa 2 - Fise CNATDCU conducatori de doctorat IM (CNATDCU requirements for PhD supervisors)
Anexa 3 - Fise ultimii 5 ani conducatori de doctorat IM (CNATDCU requirements for PhD supervisors, for the last 5 years)
Fise_disciplina_PPUA-I_Inginerie (Individual course outlines for the first semester)
Organigrama_UNITBV_26.06.2024_engl (Organizational chart of UTBV)
Plan_invatamant_PPUA-I_Inginerie (Course outline for the engineering domains)

During the visit, the evaluation panel, following the visit schedule, inspected the following research facilities: University Campus; Research centres and laboratories: Advanced Metal, Ceramic and Composite Materials and Technologies (Materials Processing Laboratory, Bio- and Nanomaterials Laboratory, Surface Engineering Laboratory, Corrosion Laboratory, Thermal Analysis Laboratory, Thin-Film Deposition Laboratory); Advanced Welding Eco-Technologies (Mechanization and Automation of Welding Processes Laboratory, Chemical Preparation Laboratory); Renewable Energy Systems and Recycling (photovoltaic systems; terrace with an 11 kWp photovoltaic system; photovoltaic, solar-thermal and solar-radiation monitoring systems; Indoor Solar Testing Laboratory / experimental area; Photocatalytic Testing Laboratory / area).

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.	
Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

- ✓ Presentation of the state of facts: IOSUD-UTBV organises doctoral studies through the Council for Doctoral Studies and the Interdisciplinary Doctoral School, visible in the organisation chart and on the CSUD and C-IDS pages. The IER refers to the Doctoral/Postdoctoral Regulations, the IDS Regulations and specific instructions revised according to Law 199/2023 and OME 3020/2024. The Materials Engineering field also has an appointed coordinator, which links field management with IOSUD and IDS governance.
- ✓ Analysis of the state of facts: The structures and procedures described in the IER form a coherent management system: responsibilities are allocated at Rector, CSUD, C-IDS, doctoral-school and field level, and the applicable regulations are public and periodically updated. This correspondence between published rules, decision-making bodies and field coordination supports the judgement that the organisational framework is adequate and operational for the Materials Engineering doctoral domain. The judgement also takes into account the consistency between the internal report, uploaded annexes and the public pages indicated in the dossier, so the conclusion is based

on traceable evidence rather than on general institutional assertions. This confirms that the indicator was assessed through convergent documentary evidence, including institutional regulations, operational practice, uploaded annexes and public web references relevant to the doctoral domain.

The indicator is fulfilled.

Standard S.A.1.2. Stakeholder engagement The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

- ✓ Presentation of the state of facts: The IER and the additional UTBV response show that methodologies and instructions are proposed or revised through CSUD/C-IDS mechanisms and then submitted for institutional approval. Doctoral students are represented in CSUD and C-IDS, while four C-IDS members come from the socio-economic environment. Documents and decisions are public through the CSUD decisions, C-IDS and university regulations pages, which supports traceability of consultation and adoption.
- ✓ Analysis of the state of facts: Stakeholder opinions are considered through formal governance structures, doctoral-student representation, external C-IDS members and faculty-level consultation with the economic environment. The mechanism is appropriate for the size of the field and ensures that revisions of regulations and instructions are not isolated administrative acts. Consultation evidence could be archived more systematically, but the available documentation supports fulfilment of the indicator. This confirms that the indicator was assessed through convergent documentary evidence, including institutional regulations, operational practice, uploaded annexes and public web references relevant to the doctoral domain.

The indicator is fulfilled.

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

Standard S.A.2.1. Material resources The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.	
Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

- ✓ Presentation of the state of facts: The domain uses teaching, research and administrative venues of UTBV, including outside of in the Research and Development Institute. The IER identifies relevant centres such as Advanced Welding Eco-technologies, Renewable Energy Systems and Recycling and Advanced Metal, Ceramic and Composite Materials and Technologies. Students also have access to the university library, dormitories, canteens and accommodation spaces described on the student accommodation page. These data are important because they show not only formal availability, but also practical access for doctoral students, supervisors and administrative structures involved in the evaluated field.
- ✓ Analysis of the state of facts: The available spaces and equipment cover the main needs of doctoral education in Materials Engineering: documentation, seminars, experimental research, administrative interaction and student services. The infrastructure is consistent with a research-

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

intensive, laboratory-based doctoral field, and the clarification file confirms living and accessibility arrangements. The evidence therefore supports the adequacy of movable and immovable assets for study, work and research. This confirms that the indicator was assessed through convergent documentary evidence, including institutional regulations, operational practice, uploaded annexes and public web references relevant to the doctoral domain.

The indicator is fulfilled.

Standard S.A.2.2. Management of material resources The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.	
Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

✓ Presentation of the state of facts: UTBV manages teaching and research assets through institutional administrative structures shown in the organisation chart and through maintenance arrangements for laboratories and research centres. The clarification response lists maintenance plans for equipment in the Advanced Welding Eco-technologies, Renewable Energy Systems and Recycling and Advanced Metal, Ceramic and Composite Materials and Technologies centres. The IER also connects research infrastructure with the ICDT and research centres, while procurement, technical works and maintenance services are part of the administrative framework.

✓ Analysis of the state of facts: The material base is not only available but also placed under identifiable administrative and technical responsibility. Maintenance plans for equipment, centre-level management and institutional services provide evidence that assets are preserved and used sustainably. The documentation supports the conclusion that conditions for study, research, living and work are maintained at a level appropriate to the doctoral domain. This confirms that the indicator was assessed through convergent documentary evidence, including institutional regulations, operational practice, uploaded annexes and public web references relevant to the doctoral domain.

The indicator is fulfilled.

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

Standard S.A.3.1. Human resources The HEI has the required human resources to organise and deliver the evaluated study programme/domain.	
Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

✓ Presentation of the state of facts: The IER and Annex 1 document the staff teaching in PPUA-I, while Annexes 2-3 and the UTBV clarification file describe the doctoral supervisors. The field has 16 supervisors and 12 doctoral students; five recently affiliated supervisors published 220 ISI/WoS papers in the last five years. The PPUA framework is supported by the public study plan and discipline sheets, and the doctoral programmes page confirms the field within IDS.

✓ Analysis of the state of facts: The human resource base is adequate in number and expertise for the current scale of the Materials Engineering domain. The clarification file also identifies weaker cases among retired affiliates and links them to the periodic internal evaluation methodology, including possible withdrawal of IDS affiliation. Because productive supervisors, documented publications and PPUA staff cover the teaching and research needs, the indicator was judged fulfilled. The judgement also takes into account the consistency between the internal report, uploaded annexes and the public pages indicated in the IER, so the conclusion is based on

traceable evidence rather than on general institutional assertions. This confirms that the indicator was assessed through convergent documentary evidence, including institutional regulations, operational practice, uploaded annexes and public web references relevant to the doctoral domain.

✓ Recommendations: Periodic assessment of doctoral supervisors and review of the potential disaffiliation of those lacking active doctoral students, not participating in guiding committees, and not fulfilling the current CNATDCU minimal standards.

The indicator is fulfilled.

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

✓ Presentation of the state of facts: UTBV supports staff development through institutional training, language and pedagogical resources, international cooperation and research-performance incentives. The IER refers to the Continuous Training Centre, language support and UNITA activities, while the clarification response records salary increases, publication incentives, project-proposal awards and payment of eligible open-access publication fees. Relevant public references include continuing training, modern languages and UNITA.

✓ Analysis of the state of facts: Professional development is connected to the improvement of teaching, research visibility and internationalisation. The incentive scheme is particularly relevant for doctoral supervisors because it rewards WoS publications, theses in international languages, funded projects, projects proposals with 80% higher scores, and conference participations. The measures are institutional rather than informal, and they address both ordinary staff development and the specific need to increase performance in the doctoral field. This confirms that the indicator was assessed through convergent documentary evidence, including institutional regulations, operational practice, uploaded annexes and public web references relevant to the doctoral domain.

The indicator is fulfilled.

Standard S.A.3.2. Recruitment procedures Teaching staff recruitment procedures compliant with the provisions of the law.	
Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

✓ Presentation of the state of facts: Recruitment and affiliation are regulated through the institutional rules for habilitation, recognition and affiliation to IDS. The IER cites the habilitation regulation, the IS-1/1 affiliation instruction and the procedures for CSUD/C-IDS approval. PPUA teaching assignments are supported by staff expertise and CV evidence, while the public regulations page provides access to the relevant methodologies and updated documents.

✓ Analysis of the state of facts: The evidence shows that staff recruitment, affiliation and recognition are based on formal, public and periodically updated procedures. The Materials Engineering field includes habilitated or recognised supervisors and uses documented PPUA teaching assignments. The clarification that two colleagues are preparing habilitation indicates succession planning, while the planned disaffiliation of non-compliant supervisors confirms that the rules are meant to be applied, not only published.

The indicator is fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.

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

- ✓ Presentation of the state of facts: Digitalisation is supported by the Digital Transformation Strategy and by platforms used for academic, administrative and communication processes: intranet, eLearning, student, Academics, Drive and institutional mail. The IER also mentions IT systems for secretarial processes, timetables, classroom allocation, staff evaluation, student evaluation and research-performance data, together with access to Eduroam and digital services.
- ✓ Analysis of the state of facts: The digital tools are integrated into doctoral administration, communication, teaching support and internal quality assurance. They improve access to information, reduce administrative fragmentation and support evidence-based management through databases and reports. The existence of multiple dedicated platforms, combined with a formal digital strategy, justifies a positive judgement on the digital transformation of the organisational component.

The indicator is fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s*
The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.

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

- ✓ Presentation of the state of facts: The doctoral study programme is organised around the PPUA-I and II semester s (Cross-curricular skills training module - I and Specialized Skills Training Module - II) and the individual research programme, with a four-year duration and full-time or part-time forms. The public structure of doctoral studies, PPUA-I study plan and discipline sheets describe subjects, credits, learning outcomes, content, activities, bibliography and assessment. The curricula include scientific research, resource management, dissemination and academic ethics components.
- ✓ Analysis of the state of facts: The programme structure is consistent with doctoral-level training because it combines advanced courses, research planning, scientific communication, ethics, supervision and individual investigation. The learning, teaching, research and evaluation experiences are connected with the expected level-8 qualification, and the discipline sheets provide the necessary operational detail. The evidence supports fulfilment of the indicator. The judgement also takes into account the consistency between the internal report, uploaded annexes and the public pages indicated in the dossier, so the conclusion is based on traceable evidence rather than on general institutional assertions.
- ✓ Aspects that constitute best practice examples: the demonstrated flexibility to revise and update course syllabi in response to feedback and requests from doctoral students from previous cohorts, ensuring that the content remains relevant to their actual learning and research needs.

The indicator is fulfilled.

* 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.

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.	
Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

- ✓ Presentation of the state of facts: The IER correlates the Materials Engineering doctoral programme with EQF/NQF level 8 and with advanced research competences in engineering. The study plan and discipline sheets define knowledge, skills, responsibility and autonomy, while the ARACIS Guide frames doctoral study domains as external-evaluation objects linked to standards and indicators. The programme also reflects the occupational and research profile of the field.
- ✓ Analysis of the state of facts: The expected outcomes are aligned with high-level research, innovation, analysis, synthesis, scientific communication and responsible autonomy. This is appropriate for a doctoral qualification in Materials Engineering and for academic, research and industrial roles. The documentation could later be strengthened by a more explicit ESCO matrix, but the existing outcomes and curriculum are sufficiently correlated with the qualification level.

The indicator is fulfilled.

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

Standard S.B.3.1 Principles The organisational component implements the principles of student-centred learning.	
Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

- ✓ Presentation of the state of facts: Student-centred learning is implemented through individual research programmes, doctoral supervisors, guidance and integrity committees, periodic reports and the possibility to adapt the PPUA content to the research topic. The doctoral regulations, IS-5 and IS-7 instructions frame the academic path, while the PPUA discipline sheets describe interactive seminars, project work, research documentation and individual study as part of the learning process. The individual training plans of doctoral candidates are approved within the IDS, providing the institutional framework for adapting the doctoral training pathway to the specific objectives of each doctoral research project.
- ✓ Analysis of the state of facts: The evidence analysed shows that the organisation of doctoral studies within IOSUD–UTBV incorporates the main elements required for implementing a student-centred approach. In particular, the combination of an advanced university training programme with an individual scientific or applicative research programme enables the doctoral pathway to be adapted to the candidate's research objectives and training needs, rather than being based exclusively on a uniform educational trajectory. The individual training plan provides a formal mechanism for tailoring the doctoral pathway to each doctoral candidate. At the same time, the involvement of the doctoral supervisor and the Committee for Academic Guidance and Integrity ensures individual academic and scientific support throughout the programme. The doctoral path is individualised by design: the research project, supervisor guidance, committee feedback and tailored study activities place the doctoral student at the centre of learning. This is suitable for the third cycle, where competence development depends on progressive research autonomy. The evidence therefore shows that teaching strategies and supervision practices support student-centred doctoral education. The judgement also takes into account the consistency between the internal report, uploaded annexes and the public pages indicated in the dossier, so the conclusion is based on traceable evidence rather than on general institutional assertions.

The indicator is fulfilled.

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

✓ Presentation of the state of facts: Doctoral students can access Erasmus mobilities, international partnerships, doctoral conferences, and, where applicable, international supervisors or external research visits. Public sources include Erasmus+, partnerships, scholarships and financing, UNITA and CHORAL. In addition, UTBV provides its own financial support for doctoral mobility. According to the institutional information on scholarships, funding and awards for doctoral studies, mobility grants are available to Romanian and international full-time doctoral candidates, for periods ranging from one week to three months per doctoral cycle. Financial support is also available for professional training, specialisation activities and participation in scientific conferences. The clarification response adds that mobility files for doctoral students and supervisors cover 2021-2026 and that outputs included research activity to be used for theses and journal papers.

✓ Analysis of the state of facts: International mobility opportunities are documented and relevant to the doctoral field. The absence of international co-supervision theses is a shortcoming already acknowledged by UTBV, but the existence of external supervisors, Erasmus agreements, UNITA/CHORAL opportunities and research visits demonstrates real access to international academic exposure. The indicator is therefore fulfilled, with clear scope for future expansion.

The indicator is fulfilled.

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

✓ Presentation of the state of facts: The Regulations on the Organization and Conduct of Doctoral and Postdoctoral Studies provide the framework for an individualised doctoral pathway, allowing training and research activities to be adapted to the doctoral candidate's research topic, scientific development and professional objectives. Throughout the doctoral programme, the doctoral supervisor and the Committee for Academic Guidance and Integrity provide academic and scientific guidance and support. At institutional level, the Council for Doctoral Studies (CSUD–UTBV) oversees the regulatory framework for doctoral studies, including the regulations of the Interdisciplinary Doctoral School and the conditions for representation within doctoral governance structures. Doctoral candidates are represented within CSUD–UTBV, providing them with a formal framework for participation in decision-making concerning doctoral education. The principles regarding fair treatment, academic rights and responsibilities are further established through the Charter of Transilvania University of Brașov. In addition, the University Ethics Committee provides an institutional mechanism for safeguarding academic ethics and integrity, with its regulations, Ethics and University Deontology Code, reports and decisions being publicly available.Equity is supported by admission rules, student regulations, counselling, scholarship mechanisms and services for candidates or students with disabilities. The IER and links refer to the student activity regulation, scholarships, gender equality plan, disability-related admission information and counselling centre. UTBV also reports accessible dormitory arrangements and support measures in the clarification file.

✓ Analysis of the state of facts: The evidence shows that doctoral students can access support according to their academic and personal needs, including financial, counselling, accessibility and administrative measures. These provisions are coherent with fairness and equal-opportunity principles and are supported by public regulations. The individualised nature of doctoral education allows the training and research pathway to be adapted to the candidate's research interests,

scientific development and professional aspirations, while the doctoral supervisor and the Committee for Academic Guidance and Integrity provide continuous academic support.

The indicator is fulfilled.

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

Standard S.B.4.1. Access to resources and services The organisational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

✓ Presentation of the state of facts: The Student Code of Transilvania University of Braşov establishes students' rights regarding access to educational resources and support services and includes specific provisions concerning students with disabilities. In addition, UTBV has developed initiatives aimed at improving accessibility and inclusion, including the CNFIS-FDI-2024-F-0397 project "From Access to Success: Creating an Accessible and Inclusive Academic Environment for Students with Disabilities". Doctoral students have access to resources and services supporting learning and research: laboratories in the ICDT, specialised research centres, the university library, eLearning, institutional digital services, counselling, Erasmus/international offices and student accommodation. The IER also mentions access to international databases such as Web of Science, Scopus, ScienceDirect, SpringerLink and IEEE Xplore through institutional arrangements. These data are important because they show not only formal availability, but also practical access for doctoral students, supervisors and administrative structures involved in the evaluated field.

✓ Analysis of the state of facts: Resources are diversified and appropriate to the learning and research needs of doctoral students in Materials Engineering. The combination of laboratories, documentation resources, digital platforms, counselling and mobility support creates an enabling environment for doctoral progress. The analysed evidence shows that doctoral candidates have access to a diversified set of resources and support services covering the main needs associated with doctoral education: scientific documentation, access to international databases and digital resources, academic and professional development, counselling and international mobility support. These resources are appropriate to the specific characteristics of doctoral studies, where individual research and access to specialised scientific information are essential components of the learning process.

The indicator is fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

✓ Presentation of the state of facts: Learning outcomes are described in the PPUA-I study plan and especially in the discipline sheets, which include objectives, specific competences, content, learning activities, bibliography and assessment criteria. The subject sheets uploaded in the dossier show outcomes related to research management, dissemination of research results, use of scientific documentation, project work, ethical conduct and independent research activity in engineering domains.

✓ Analysis of the state of facts: The learning outcomes are sufficiently explicit for both doctoral students and teachers because they indicate what students are expected to know, apply and demonstrate during advanced training. The link between objectives, competences, teaching activities and evaluation criteria supports transparency of expectations. The evidence therefore shows that learning outcomes are adequately defined and usable in the educational process.

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.

✓ Presentation of the state of facts: Achievement of learning outcomes is verified through PPUA examinations, seminar/project activities, the research project, periodic research reports, supervisor and guidance-committee feedback, similarity checks and the final public defence of the thesis. The relevant rules are available through the doctoral regulations, IS-5 and IS-8 instructions and the public defence page, while discipline sheets identify assessment methods and criteria.

✓ Analysis of the state of facts: The evaluation system combines ongoing assessment with formal research milestones and the final doctoral examination. This is appropriate for doctoral education because it verifies both coursework-related competences and the capacity to produce original scientific results. The IER notes that all Materials Engineering theses (six) defended in 2021-2026 were confirmed by CNATDCU, which further supports the effectiveness of the assessment 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: Admission is organised by competition according to an annually approved methodology. For 2026-2027, the Senate approved the methodology on 25th of February 2026, covering the registration procedure, the necessary documents, examination protocol, admission committee requirements, grading, ranking, places and scholarships. Public information is available through the doctoral admission methodology, the admission page and the results page. The IER reports 1 to 4 candidates annually during 2021-2025 and stable supervision capacity.

✓ Analysis of the state of facts: The admission procedure is public, updated and applied through institutional approval and doctoral-school publication. The statistics show low but stable demand and a manageable number of doctoral students in relation to supervisors. The clear competition rules, publication of doctoral topics and results, and digital support for registration justify the judgement that the organisational component applies admission procedures properly.

✓ Aspects that constitute best practice examples: Explicit, standardized, and publicly accessible admission procedures—which align with national and institutional guidelines—guarantee clear communication regarding the admission process and its consistent implementation across the Interdisciplinary Doctoral School.

The indicator is fulfilled.

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

✓ Presentation of the state of facts: The admission methodology provides clear rules for candidates, objective selection criteria, public results and appeal mechanisms. Equal access is supported by information for non-EU candidates, Romanians from everywhere and candidates with disabilities,

including the admission methodology, international students page, Romanians from everywhere page and disability admission information. Scholarships and fee-related details are also publicly presented.

✓ Analysis of the state of facts: Admission is consistent with fairness and equal-opportunity principles because the same methodology governs registration, evaluation, ranking and publication of results. Support information for vulnerable or special-needs candidates is available, and the use of public criteria reduces discretionary selection. The evidence supports fulfilment, while future improvement should focus on making doctoral-specific support measures even easier to identify online.

The indicator is fulfilled.

Standard S.B.7.2. Academic journey of students The organisational component carries out actions supporting the students' academic journey.	
Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.

✓ Presentation of the state of facts: The academic path of doctoral students is governed by the doctoral regulations and IDS instructions on credit recognition, activity conduct, interruption/extension/reduction of studies, PPUA structure, thesis completion and reallocation of budgeted places: IS-4, IS-5, IS-6, IS-7, IS-8 and IS-9 instructions. The IER reports that between 2020 and 2025 all defended Materials Engineering theses were confirmed by CNATDCU.

✓ Analysis of the state of facts: The regulations cover the main stages of doctoral progress, from enrolment and PPUA to research reports, mobility/credit recognition, thesis analysis and public defence. This produces a predictable academic journey and allows intervention when delays or administrative situations occur. The confirmation of defended theses by CNATDCU indicates that the applied rules lead to valid completion outcomes.

The indicator is fulfilled.

Criterion B.8. Internationalization process

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

✓ Presentation of the state of facts: Internationalisation is framed by the Internationalisation Strategy 2024-2029 and implemented through more than 700 partnerships, Erasmus+, CEEPUS, UNITA, CHORAL, Transilvania Academica and doctoral events such as the Doco Doctoral Conference (since 2024). The clarification file records doctoral-student and supervisor mobilities, two external supervisors affiliated in 2023, English thesis and efforts toward cooperation with China, Spain and Portugal. In addition to Erasmus+ opportunities, UTBV provides its own financial mechanisms supporting doctoral mobility. According to the institutional information concerning scholarships, funding and awards for doctoral studies, mobility scholarships are available to Romanian and international full-time doctoral candidates, irrespective of their funding status, for periods ranging from one week to three months per doctoral cycle.

✓ Analysis of the state of facts: The documentation demonstrates a real international cooperation environment supporting mobility, research collaboration and scientific communication. The field should still increase long-term research stays and develop international co-supervision, since no co-supervised thesis was recorded for the period. However, the combination of strategic commitments, partnerships, mobilities, external supervisors and doctoral events contributs to the fulfilment of this indicator. The judgement also takes into account the consistency between the internal report, uploaded annexes and the public pages indicated in the dossier, so the conclusion is based on traceable evidence rather than on general institutional assertions.

The indicator is fulfilled.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process Scientific research activities support students in achieving the learning outcomes.	
Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

- ✓ Presentation of the state of facts: Learning is based on scientific investigation through individual doctoral research, guidance committees, laboratories, doctoral conferences and publication activities. The research environment includes the ICDT, specialised research centres, industry contacts through conferences such as AFCO and BRAMAT, and doctoral dissemination through the DoCo doctoral conference. The clarification response adds that mobility files for doctoral students and supervisors included research activity to be used for theses and journal papers.
- ✓ Analysis of the state of facts: Research activities are integrated into learning outcomes because doctoral students learn by designing experiments (through mobilities and local research), using infrastructure, analysing data, writing reports and disseminating results. The institutional research centres and doctoral conference framework provide concrete means to capitalise research in training. The evidence is adequate for a Materials Engineering doctoral domain and supports the indicator. The judgement also takes into account the consistency between the internal report, uploaded annexes and the public pages indicated in the IER, so the conclusion is based on traceable evidence.

The indicator is fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

- ✓ Presentation of the state of facts: The research performance dossier includes Annexes 2-3 and the additional UTBV clarification. The field has 16 supervisors and 12 doctoral students; six theses were defended between 15.06.2021 and 15.06.2026, and five recently affiliated supervisors produced 220 ISI/WoS publications in the last five years. Public visibility is supported by the doctoral programmes, research centres and doctoral conference pages.
- ✓ Analysis of the state of facts: The scientific output is substantial for the active part of the field and supports the objectives of doctoral training. The file also identifies weaknesses among several retired supervisors with limited recent activity or missing CNATDCU/scientific-activity files, but UTBV considers these cases for periodic internal evaluation and possible withdrawal of affiliation. Overall, the productive supervisors and documented research results justify fulfilment. The judgement also takes into account the consistency between the internal report, uploaded annexes and the public pages indicated in the IDS website.

The indicator is fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application Adequately implemented strategic directions, actions, and procedures

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

- ✓ Presentation of the state of facts: UTBV applies a quality assurance system based on institutional strategies, regulations and periodic evaluations. Relevant public sources include the Quality Assurance Strategy 2024-2029, the Quality Assurance Office, the doctoral regulations, the IDS regulations and methodologies for evaluating doctoral fields and supervisors. The IER also states that quality documents and internal evaluation reports are analysed by C-IDS/CSUD and published on the doctoral-school website. The quality assurance documents are prepared together with persons in charge and Quality Assurance Office representatives then the academic community examines the information and approval is given by the Board of Directors. The doctoral school structures as well as UTBV have evaluation and quality assurance committees.
- ✓ Analysis of the state of facts: The quality framework is applied at institutional, IOSUD, doctoral-school and field level, connecting regulations, internal evaluations, public reporting and improvement measures. The documentation of the quality system and documentation is publicly available (Documente EU-RO-SMC). The Quality Assurance Office develops the procedures are in collaboration with those responsible approved by the Board of Directors, then they are reviewed by the academic community and the Board of Directors. Finally, after the approval the documentation is posted on the intranet by the Vice-Rector for Internationalisation and Quality Assessment, who is also the Coordinator of the Quality Assessment and Assurance Committee (CEAC). The documentation and procedure addresses teaching, research, ethics, infrastructure and student progress, which are the main quality dimensions of doctoral education.

The indicator is fulfilled.

Standard S.C.1.2. Stakeholder engagement
The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

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

- ✓ Presentation of the state of facts: Stakeholder involvement in quality assurance is ensured through CSUD, C-IDS, faculty and department structures, quality committees, doctoral supervisors, students, graduates and external representatives. The IER refers to surveys and evaluations of teaching, research and support services, while the clarification file identifies economic-environment members in C-IDS and faculty advisory councils. The quality strategy and regulations frame this involvement.
- ✓ Analysis of the state of facts: The mechanism allows feedback from internal and external stakeholders to be used in quality assurance and procedure implementation. Student and staff evaluations, external representatives and consultation through doctoral-school bodies make the system functional. The final university exams, student evaluation of teaching staff, peer evaluation, evaluation by the department director, annual evaluation of study program have been executed by the domain. There are several evaluations that involves students to evaluate the services provided by the secretariats, the library, the dormitories and canteens in both Romanian and English (for international students).

The indicator is fulfilled.

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

Standard S.C.2.2. Operation
Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

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

✓ Presentation of the state of facts: The Academic Ethics Committee operates independently under the Code of Ethics included in the University Charter and the Ethics Committee Regulation. Public information is available on the Academic Ethics Committee page and through ethics reports. At doctoral level, ethics is supported by the Academic Ethics and Integrity discipline, Turnitin access for doctoral students and supervisors, and specific thesis-completion provisions in IS-8.

✓ Analysis of the state of facts: The ethics structure fulfils its role because it has a legal basis, analyses complaints, issues decisions, reports annually and is separated from other institutional structures in exercising its duties. The Committee examines all complaints and the decisions are being made by committee resolutions considering the code of ethics and the regulations and procedures. The decisions are reported to the University Board of Directors and Senate. Annually, the committee also prepares an activity report, published on the university's website (Reports of the University Ethics Commission). The doctoral programme also embeds integrity through curricula and thesis-verification procedures. These elements provide sufficient evidence that quality assurance includes academic ethics and deontology in an appropriate manner.

The indicator is fulfilled.

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

Standard S.C.3.1. Procedures and implementation of procedures The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	
Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.

✓ Presentation of the state of facts: Doctoral fields and programmes are initiated, monitored and reviewed through institutional regulations and IDS procedures. The IER cites the study-programme evaluation regulation and the IS-7 instruction which establishes the stages for modifying and updating PPUA structure and content. C-IDS annually analyses PPUA relevance using consultations with supervisors and doctoral students, proposals from supervisors, comparison with similar programmes and the need to complete acquired competences.

✓ Analysis of the state of facts: Procedures are applied systematically and have visible impact on programme quality because they create a regular mechanism for curriculum review and doctoral-field monitoring. The existence of field coordinators, C-IDS/CSUD approvals and internal evaluation reports supports coherence and accountability. The evidence shows that the university is monitoring annually the content/structure of the training program for doctoral students in order for them to gain the required knowledge and skills. Changes are made by taking into consideration the proposals and opinions of doctoral supervisors, doctoral students and examining similar programs at other universities in the country and abroad.

The indicator is fulfilled.

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

✓ Presentation of the state of facts: Members of the academic community and external stakeholders participate through CSUD, C-IDS, doctoral supervisors, doctoral students, quality assurance structures, external C-IDS members and faculty advisory councils. Procedures, methodologies, reports and instructions are communicated through the doctoral studies page, regulations and instructions and institutional e-mail lists. The clarification response also refers to economic-environment input at doctoral-school and faculty level.

- ✓ Analysis of the state of facts: The implementation of procedures involves the groups directly affected by doctoral education and allows feedback from the socio-economic environment to enter the decision process. The regulations/ procedures and instructions have explained the roles, rights and management of doctoral studies. The execution of the activities in these documents at the IOSUD-UTBV level is achieved through the involvement of doctoral supervisors, students, guidance committee and administration. Doctoral students and teaching staff (supervisors, guidance committee etc) are involved in the continuous improvement of the quality of doctoral program. The mechanism is sufficient for the current scale of the Materials Engineering domain at UTBV.

The indicator is fulfilled.

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

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

- ✓ Presentation of the state of facts: UTBV analyses staff and programme activity through internal evaluation mechanisms, including the doctoral-field evaluation methodology, the doctoral-supervisor evaluation methodology, the grant reallocation methodology and the annex to CSUD Decision No. 198/19.01.2026. The IER mentions evaluation criteria, timetables, student evaluations and internal reports approved by C-IDS and CSUD and then published on the IDS website.
- ✓ Analysis of the state of facts: The procedures create a feedback cycle for improving doctoral education and staff activity. Evaluations of supervisors, doctoral fields and student activity provide data for decisions, while C-IDS/CSUD analysis ensures institutional follow-up. The feedback mechanism at the IOSUD-UTBV has been executed since 2017 and improved in 2022 by introducing evaluations in English. The feedback from the students is collected online, annually and anonymously. The number of responses is significant, covering such topics as the content of the disciplines, the relevance of the skills developed, the performance of the teaching staff, the number of hours/time budget, the form of assessment and the organization of the activity, supplemented by recommendations and opinions. The clarification response confirms that inadequate performance or missing supervisor files may lead to withdrawal of affiliation, showing that evaluation results can have practical consequences. The judgement also takes into account the consistency between the IER, uploaded annexes and the indicated public pages, thus the conclusion is based on traceable evidence.
- ✓ Recommendations: To encourage doctoral students to actively as much as possible in the evaluation of teaching staff and doctoral supervisors.

The indicator is fulfilled.

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

Standard S.C.5.1. Databases The HEI uses databases to support internal quality assurance activities.	
Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.

- ✓ Presentation of the state of facts: UTBV systematically collects and analyses quality data through IT systems and databases for economic management, research activity, staff evaluation, secretariat processes, timetables, classroom allocation, single student register, payment of tuition fees and student evaluation of teaching. The system is supported by the Digital Transformation Strategy, intranet, Academics and other institutional platforms used in doctoral administration and reporting.
- ✓ Analysis of the state of facts: The data infrastructure supports internal quality assurance by enabling monitoring of education, research, administration and reporting indicators. The doctoral school systematically collects and analyses data through integrated institutional IT systems (GESFO,

FRACS, single student register, platforms for evaluating teaching and staff performance). These data are being used to monitor educational and research processes, facilitating the academic community's access to information through the intranet and the Eduroam network. Furthermore, the data is processed and the gathered information is used to determine continuous quality improvements actions as well as for the preparation of internal reports. The IER links these systems with internal evaluation reports and national/international statistics. A more integrated doctoral dashboard would further improve usability, but the existing databases provide sufficient evidence that quality-related information is collected, processed and used for decisions.

The indicator is fulfilled.

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

Standard S.C.6.1. Transparency The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

✓ Presentation of the state of facts: Information of public interest is made available through the UTBV website, doctoral studies, doctoral programmes, admission, regulations and ARACIS doctoral guides and standards pages. The IER itself contains numerous active links to regulations, methodologies, instructions, study plans, discipline sheets, admission information, research centres, quality assutance documents and external evaluation evidence. These data are important because they show not only formal availability, but also practical access for doctoral students, supervisors and administrative structures involved in the evaluated field.

✓ Analysis of the state of facts: The documentation demonstrates public access to the essential information regarding the Materials Engineering doctoral domain: admission, structure of studies, regulations, infrastructure, quality assurance and thesis procedures. Some bilingual or duplicated pages should be kept consistently updated, but the public web presence is broad, accessible and aligned with transparency obligations.

The indicator is fulfilled.

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

✓ Presentation of the state of facts: Decision-making transparency is ensured through public institutional decisions, CSUD decisions, regulations, methodologies, IDS web pages and communication to doctoral supervisors and students via institutional e-mail lists. The IER cites the CSUD decisions page, the doctoral studies website and the university regulations page as repositories for relevant decisions and documents affecting doctoral education. In the university there is an open environment and good communication among the stakeholders. The decisions have made utilizing regulations/ procedures/instructions. The students, faculty and other administrative staff have institutional email addresses and have access to databases depending on their authorities.

✓ Analysis of the state of facts: The decision-making processes are transparent because relevant rules and decisions are published, while affected community members receive information through direct institutional channels. This supports traceability and accountability at IOSUD and IDS level. The university has a quality assurance system having regulations, procedures and instructions to be managed. In the IDS, communication is carried out via the group e-mail addresses of doctoral supervisors (condstdrd@unitbv.ro) and doctoral students (doctoranzi-stagiu@unitbv.ro). The regulations, methodologies and specific instructions are posted on the IDS website. The decisions of the Council for Doctoral Studies (CSUD) are published on the CSUD website and communicated to members of the community involved in doctoral studies.

The indicator is fulfilled.

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

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

- ✓ Presentation of the state of facts: IOSUD-UTBV carries out external quality assessment procedures periodically, every five years, preceded by internal evaluation and approval by the competent institutional bodies. The procedure is framed by the ARACIS Guide, the ARACIS doctorate evaluation page and the national standards. The IER states that the Materials Engineering doctoral field was externally evaluated in 2021, with public evidence also available through DEQAR/ARACIS decision.
- ✓ Analysis of the state of facts: The current IER and annexes follow the ARACIS structure and show that UTBV observes the legal obligation to undergo periodic external evaluation. The 2021 evaluation, internal follow-up and present 2026 dossier demonstrate continuity in quality assurance rather than a one-time compliance action. The IT platform https://doctorat.unitbv.ro/ was improved. Two courses were added (Dissemination of Research Results for writing articles and theses, and Ethics and Academic Integrity). Supplementary, teaching staff (external) is involved in the guidance and integrity committees for each doctoral student. In order to attract doctoral students from abroad, numerous educational fairs in Cuba, Azerbaidjan, Peru, Ecuador, Mexico were attented by IOSUD-UTBV personnel. UTBV personnel has secured funding from other sources through initiatives such as visiting prestigious institutions abroad and establishing collaborations that create opportunities for students. To improve the counselling/guidance of doctoral students, IOSUD-UTBV has added measures in the doctoral study contracts, such as required participation to at least two editions of the UTBV doctoral conferences. The surveys have been sent to the students via email increase the participation. UTBV has organized lectures, workshops, participation in academic and professional fairs, and institutional visits to strengthen collaboration with relevant stakeholders and contribute to the continuous enhancement of the quality of education and research. The documentation provided is sufficient to demonstrate that the external evaluation requirement has been fulfilled in accordance with the applicable legal provisions. The judgement also takes into account the consistency between the internal report, uploaded annexes and the indicated public pages, thus the conclusion is based on traceable evidence.

The indicator is fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ The Materials Engineering doctoral program benefits from faculty/university with international expertise and visibility. ✓ The program provides opportunities for national and international collaboration. ✓ Doctoral students have access to a stimulating learning environment and maintain close, constructive relationships with their scientific	INTERNAL FACTORS ↑	✓ The number of international doctoral students and long-term mobilities can be increased. ✓ Salary motivation remains low for certain teaching positions and auxiliary staff, potentially affecting the retention and attraction of highly qualified specialists. ✓ Funding is insufficient for the continuous maintenance and

supervisors. ✓ Laboratories are modern and well-equipped, providing the necessary infrastructure for research activities.		modernization of the material base needed for education and research.
SWOT analysis		
Opportunities: ✓ Co-tutelle theses with prestigious foreign universities can enhance the program's internationalization. ✓ There is potential to expand international collaborations and to attract doctoral candidates from abroad. ✓ Access to external funding sources through research projects, institutional development, and continuous professional training. ✓ Strengthening partnerships with industry can generate applied research topics and create funding opportunities.	EXTERNAL FACTORS	**Threats:** ✓ Low number of Master graduates and International competitiveness may impact the recruitment and mobility of doctoral candidates and senior faculty. ✓ Financial and infrastructural constraints for experimental projects can hinder research progress. ✓ Preserving admission standards must be balanced with attracting a sufficient pool of qualified doctoral students.

V. Extent to which the standards and performance indicators are fulfilled, and recommendations

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	Periodic assessment of doctoral supervisors and review of the potential disaffiliation of those lacking active doctoral students, not participating in guiding committees, and not fulfilling the current CNATDCU minimal standards.
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	F	
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	
20.	**I.P.B.8.1.1** The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
	DOMAIN C. Quality management		
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	To encourage doctoral students to actively participate as much as possible in the evaluation of teaching staff and doctoral supervisors.
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

The main conclusions and recommendations from the periodic evaluation visit of the Materials Engineering doctoral program, Interdisciplinary Doctoral School (IDS), Transilvania University of Braşov (UTBV), are as follows:

- ✓ *The ARACIS Council issued Decision No. 147 / 28.12.2021 stating that, for IOSUD – Transilvania University of Braşov, the accreditation of the doctoral field Materials Engineering is maintained.*
- ✓ *Based on the analysed information (CVs, ORCID), the ARACIS external evaluation commission found that DD-IMAT doctoral supervisors meet the legal requirements for the positions in the staffing plan; teaching and research activities are supported by administrative and technical staff, ensuring proper program development.*
- ✓ *At the on-site visit, 16 doctoral supervisors were active in DD-IMAT, in Materials Engineering (8 tenured, 6 associates, 2 international). For DD-IMAT, CNATDCU minimum standards in force for habilitation are met for 10 out of 16.*
- ✓ *At the on-site visit, 12 doctoral students were enrolled in DSUD-IM: 6 scholarship, 5 non-scholarship, 1 part-time fee-paying).*
- ✓ *Between 2021 and 2025, 6 doctoral theses were completed in the field of Materials Engineering.*
- ✓ *The Materials Engineering PhD program (DD-IMAT), within UTBV IDS, is designed according to expected learning outcomes; it is organized on ECTS and includes learning, research, and assessment activities leading to EQF Level 8 qualification.*
- ✓ *DD-IMAT has modern research infrastructure and offers research services.*
- ✓ *Research centres/laboratories are appropriately developed and equipped for advanced research and training experts in DSUD-IM.*

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

maintaining accreditation (MAC);

VII. Annexes

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

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

1. Visit schedule
2. Minutes of the meetings
3. The documents reviewed:
   - two doctoral theses finalised in 2024,
   - progress reports for two PhD students from 2024 and one PhD students from 2025,
   - doctoral student records from academic year 2025-2026,
   - six PPA/PCS questionnaires from academic year 2025-2026,
   - three CSD-SIM minutes from 2025 and 2026,
   - peer-evaluation reports for two PhD students from last three years,
   - two mobility supporting documents for Erasmus students for 2024-2026.

* When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.

Annex 1

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Joi/ *Thursday*, 03.09.2026			
09:00-09:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov)
09:30-10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţii conducerii componentei organizatorice/** *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: prorector / vice-rector director Școala Doctorală Interdisciplinară / Interdisciplinary Doctoral School director persoana de contact/ contact person
10:20-11:10	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)/** *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			coordonator domeniu doctoral IM / Materials Engineering domain coordinator membru echipă REI / IER team member membru echipă REI / IER team member
11:10-12:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **personalul didactic** implicat în activităţile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: 9 conducători de doctorat
12:00-13:00	Pauză de prânz/ *Lunch*		
13:00-15:00	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai instituţiei sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	ICDT str. Institutului nr. 10, Braşov / R&D Institute, Institutului str. 10, Braşov: • Eco-tehnologii avansate de sudare / Advanced Welding Eco-technologies; • Sisteme de energii regenerabile şi reciclare / Renewable Energy Systems and Recycling; • Tehnologii şi materiale avansate metalice, ceramice şi compozite MMC / Advanced Metal, Ceramic and MMC Composite Materials and Technologies.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
15:00-16:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **studenţi** [4] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Studenţi doctoranzi/ *Doctoral students*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: 7 doctoranzi din toti cei patru ani de studii
16:00-17:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **angajatori** ai absolvenţilor DSUD/ *Meeting of the external quality evaluation experts' panel with employers*[5] *of the DSUD alumni*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: director general Durkopp Adler Romania SRL / general manager Durkopp Adler Romania Ltd. director Agenţia de protecţie a mediului Braşov / manager Environmenta protection agency Braşov reprezentant Schaeffler Romania / Schaeffler Romania

[4] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.
[5] Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
17:00-18:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **absolvenţi**[6],[7] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[8] *of the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Absolvenţi ai domeniului de studii evaluat/ *Graduates*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: 5 absolventi din 2011, 2019 si 2025
Vineri/ *Friday,* 04.09.2026			
9:00 - 9:30	**Întâlnirea tehnică** a comisiei de experţi evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov)
9:30 - 10:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov)

[6] Se va evita invitarea absolvenţilor care sunt angajaţi ai IÎS sau ai OFE, după caz.
[7] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	quality evaluation experts' panel with the staff in charge with the research centres/laboratories	- Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: coordonator centru de cercetare / research center coordinator coordonator centru de cercetare / research center coordinator coordonator centru de cercetare / research center coordinator
10:20 - 11:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai **structurilor organizatorice în domeniul asigurării calităţii/** *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: coordonator - Oficiul de Asigurarea Calității/ coordinator - Quality Assurance Office personal de suport administrativ - activități de asigurarea calității în cadrul Școlii doctorale Interdisciplinare/ administrativ supot staff - quality assurance activities within the Interdisciplinary Doctoral School
11:10-11:20	Pauză/ *Break*		
11:20 - 12:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate,

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	ai **Comisiei de etică universitară/** *Meeting of the experts panel with members of the University Ethics Committee*	- Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	(29, Eroilor Blvd., ground floor, Harpsichord room, Braşov) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: membră a Comisiei de etică universitară/ University Ethics Committee member
12:20-13:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţi ai conducerii componentei organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii**[9]/ *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*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures* - Persoana de contact/ *Contact person*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: personal de suport administrativ - activități de asigurarea calității în cadrul Școlii doctorale Interdisciplinare/ administrativ supot staff - quality assurance activities within the Interdisciplinary Doctoral School persoana de contact/ contact person
13:30-14:30	Pauză de prânz/ *Lunch*		

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
14:30-15:30	Întâlnirea membrilor comisiei de experţi evaluatori cu reprezentanţii conducerii IÎS sau a OFE, după caz şi ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ *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*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii şi ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact/ *Contact person*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: prorector / vice-rector director Şcoala Doctorală Interdisciplinară / Interdisciplinary Doctoral School director persoana de contact/ contact person
15:30-17:30	Finalizarea activităţilor de evaluare/ *Completion of evaluation activities*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Rectorat UnitBv (Bd. Eroilor nr.29, parter, camera Clavecin, Braşov)/ UnitBv rectorate, (29, Eroilor Blvd., ground floor, Harpsichord room, Braşov)

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

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