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. 17
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 17.1

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea de Medicină, Farmacie, Științe și Tehnologie „George Emil Palade“ din Târgu Mureș
Şcoala(ile) doctorală(e)	Litere, Științe Umaniste și Aplicate
Domeniul de studii universitare de doctorat (DSUD)	*Informatică*
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 Exacte și Științe ale Naturii (CPS_C1) din 05.10.2026, propunerea de decizie fiind consemnată în PV **nr.** 5069/05.10.2026**.**

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: 0	**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: 0 N: 0
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: 0	**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: 0 N: 0
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: 0	**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: 0 N: 0

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 îndeplinit și 0 neîndeplinit*
- *26l 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 maintaining accreditation of Doctoral Study Domain

Higher Education Institution/Education Provider Organization:	**GEORGE EMIL PALADE UNIVERSITY OF MEDICINE, PHARMACY, SCIENCE, AND TECHNOLOGY OF TARGU MURES**
Doctoral School:	**Letters, Humanities, and Applied Sciences**
Doctoral Domain:	**Informatics**
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.	**Zaharie Daniela**	Expert evaluator	
2.	**Perjan Andrei**	International Expert	
3.	**Ciobanu Tamara**	PhD Student Evaluator	

I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);

This report has been drafted according to the *procedure for maintaining accreditation* of the doctoral study domain of *Informatics* at "George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș". The evaluation corresponds to the period from the previous external evaluation (in 2021) to the submission of the Internal Evaluation Report (IER) (in March 2026). The process is conducted by the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

The members of the *External Quality Experts' Panel* are*:*

- **One expert evaluator (coordinator):** Prof. Daniela ZAHARIE, PhD supervisor from the National Register (RNE–CD).
- **One international expert:** Prof. Andrei PERJAN from the International Register (RNE–RI).
- **One doctoral student evaluator:** Tamara CIOBANU, member of the National Register of student evaluators (RNE–S).

- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied);

George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Targu Mures (G. E. Palade UMPhST of Targu Mures) is a multicultural higher education and research institution with academic programs at several levels (bachelor, master, doctoral level as well as other postgraduate programs) organized in Romanian, Hungarian, and English. The institution is integrated in the national higher education system, provides undergraduate and postgraduate training, scientific research, and national and international cooperation. The institution has been created in its current form in 2018 by Government Decision No. 735/2018, following the merger between *Petru Maior University of Targu Mures* and the *University of Medicine and Pharmacy of Targu Mures.* By Government Decision No. 707/2019, University of Medicine, Pharmacy, Science, and Technology of Targu Mures (UMPhST Targu Mures), becomes George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mures (G.E. Palade UMPhST).

According to the university charter, the mission of the university is to offer education and conduct advanced research and ensure knowledge transfer toward society through several well established directions, including a focus on entrepreneurship (as stated in the university strategic plan for 2024-2029).

The institution is organized in 7 faculties (*Faculty of Medicine, Faculty of Medicine in English, Faculty of Dentistry, Faculty of Pharmacy, Petru Maior Faculty of Science and Letters, Faculty of Engineering and Information Technology, and Faculty of Economics and Law*) and currently, the university offers 51 undergraduate programmes, 31 Master's programmes, and 8 doctoral

programmes. The university periodically undergoes external ARACIS quality assessments for all its study programs. The information on the accreditation/authorization is public on the corresponding web page. The last institutional ARACIS evaluation was on 2022. Since then the institution evolved in several directions, e.g. increasing the number of students and teaching staff, consolidating the material resources, diversification of study programmes, development of cooperation relations, and increasing degree of internationalisation through participation in sustainable European and global networks (Institutional evaluations). The university is part of the DIVERSE Alliance of European universities..

- general description of the doctoral study domain (why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

At G.E. Palade UMPhST, the doctoral studies are organized in two doctoral schools (the *Doctoral School of Medicine and Pharmacy*, and the *Doctoral School of Letters, Humanities, and Applied Sciences*) that are components of IOSUD. The *Informatics domain* belongs to the Doctoral School of Letters, Humanities, and Applied Sciences (DS-LHAS) that was established in 2007. The Informatics domain was accredited in 2018. Following the institutional evaluation organized in 2021, the decision NR. 122/ 16.12.2021 of the ARACIS Council was to maintain the accreditation. Since the last evaluation the number of doctoral supervisors remained the same (four supervisors) but the number of doctoral students increased from 4 to 10, and there are 4 theses successfully defended, out of which 2 are in international co-tutelle.

II. Methods used

- Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);

The evaluation was based on the **Internal Evaluation Report (IER)** finalized in March 2026 and additional documents accessible through the links included in the report and the ARACIS SharePoint Platform. These documents included:

- **Regulations, methodologies, strategies, reports and procedures** corresponding to**:** university (e.g. university charter, university strategic plan Restart IQ), IOSUD (e.g. regulations for functioning, regulations for habilitation, strategic plan, IOSUD report on 2025), and doctoral school (procedure for admission).
- **Curricular documents:** structure of the doctoral study program in Informatics (5 mandatory subjects scheduled in semester I, 2 elective subjects scheduled in semester II), and corresponding syllabi (UMFST - Fișele disciplinelor)
- **Human Resources:** individual CVs, scientific profiles, lists of papers, list of supervised PhD students, and CNATDCU verification sheets for the **4 doctoral supervisors**, including Hirsch indices **from Web of Science, Scopus, and Google Scholar.**
- **Student Activity Records:** Data on student enrollment evolution and a summary of research results for active PhD students (list containing more than 90 papers published and/or presented at conferences).
- **Scientific Output:** A list containing more than 80 papers published by doctoral supervisors.

- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);

The visit was organized in 3-4 September 2026 and included a series of meetings with representatives of the institution and the doctoral school (as specified in the annexed timetable of the evaluation visit).

The following locations were visited: Doctoral School office, rooms R31, R34 from the Faculty of Letters and History, labs of the Faculty of Engineering and Information Technology, the location of the libraries in the building of the former Petru Major University, the Center of Advanced Research in Medicine and Pharmacy.

The categories of persons involved in the meetings are: director of IOSUD, director of the doctoral school, doctoral supervisors in Informatics, doctoral students, graduates, employers and other stakeholders, representatives of the quality assessment department and committee, representatives of the committee of ethics and academic integrity.

- Other relevant methods or aspects.

The contact person and the director of the doctoral school provided additional information as requested by the evaluation team. All relevant aspects, including the conclusions of the visit and the recommendations have been discussed with the representatives of the doctoral school.

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

The *Informatics doctoral domain* operates within IOSUD and the *Doctoral School of Letters, Humanities and Applied Sciences* under a well-defined institutional regulatory framework. The IER refers to the institutional regulation on organising and conducting doctoral studies, procedures for admission, conduct and completion of doctoral studies, and states that these documents are monitored by IOSUD management together with the Quality Assurance Department and revised when legislation or institutional conditions change.

The management is regulated at each of the following levels:

- **University level:** the governance is ensured by the University Senate and the University Administrative Council, which establish the general administrative and academic directions.
- **IOSUD level:** The Council for Doctoral Studies (CSUD) oversees the strategic management of doctoral programs and includes representatives of both teaching staff and doctoral students.
- **Doctoral School level:** The Council of the Doctoral School (CSD) manages operational activities, including the approval of curricula and affiliations of PhD supervisors.

The operation of these components is based on a comprehensive set of methodologies, regulations, and procedures, including:

1. **UMFST Charter,** which defines the institution's mission as a comprehensive university of advanced research and education.
2. **Institutional Regulations for Doctoral Studies** (last updated in 2025), which provide the framework for organizing doctoral study programs in all fields.
3. **Regulations for Organisation and Functioning of** Doctoral Schools, which include specific rules for the activity of the Doctoral School of Letters, Humanities and Applied Sciences related to admission criteria, and including standards for acceptance of PhD theses in Informatics, and affiliation within the Informatics field, guidelines for thesis preparation.

Supporting documents and links. The documents are made available through the university website and the Doctoral School webpage. The list of supporting documents is presented in Annex 14 of IER.

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

The evidence demonstrates both the existence of appropriate organisational structures and a coherent regulatory framework, including mechanisms for periodical review. The regulations and procedures developed are continuously monitored by the IOSUD management and are updated in accordance with internal changes, legislative amendments, or external regulatory requirements. The IOSUD management collaborates with the Quality Assurance Department (DAC) to ensure ongoing control and updating of these documents. The regulations and procedures developed within the IOSUD are accessible to all interested parties through publication on the institutional website and are communicated to those directly involved in the described activities so as to be taken note of and be applied accordingly. The director of DAC emphasized the fact the all documents as well as the information that is public on the institutional web sites are annually audited and checked for consistency and coherence.

✓ Aspects that constitute best practice examples

- Particularly positive is the systematic involvement of the Quality Assurance Department in updating doctoral regulations rather than leaving regulatory review exclusively to IOSUD.
- The specific requirements of the *Informatics doctoral domain* (such as specific performance standards for research) are explicitly detailed and updated within all related documents (regulations and procedures).

✓ Recommendations

- It might be beneficial to create a consultative board (as support for the doctoral school council) of specialists from other national/ international institutions which could be involved in establishing the development strategy.

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[1] and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

[1] The faculty, department, subsidiary, extension - hereinafter “organisational components”

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

The doctoral students, supervisors and other stakeholders are consulted during the drafting and revision of methodologies and procedures. Annual questionnaires are used, and feedback is stated to have led to modifications of admission and doctoral-study procedures. IOSUD and the Doctoral School ensure the online publication of all necessary information concerning the regulations, methodologies and procedures. Consultations with members involved in the process are conducted through both formal and informal mechanisms. There are representatives of the doctoral students in CSD (Doctoral School Council) and CSUD (Council for Doctoral University Studies), but not from those in the Informatics domain.

Supporting documents. Annex 15 — *Feedback Questionnaire* is the main direct supporting document. The broader framework is supported by the University Charter, organisation regulations and the quality-assurance regulation.

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

The combination of questionnaires, formal representation and consultation provides adequate evidence that stakeholders participate in decision-making. What is less well documented is the exact relationship between feedback and concrete regulatory changes. Also, currently the doctoral students in Informatics do not have representatives in the doctoral school and IOSUD councils.

✓ Aspects that constitute best practice examples

- Usage of annual questionnaires to collect the opinions of doctoral students, doctoral supervisors, and other parties involved in the process during the drafting and review of methodologies, regulations, and procedures at the IOSUD level.

✓ Recommendations

- Enhance the involvement of external stakeholders (alumni, representatives of the IT companies) in the consultation process, organize periodical meetings and document these meetings/.
- Consider including doctoral students in Informatics at least as observers/invited members in the doctoral school council in order to facilitate the transfer of information between the students and the consultative and decision making structures.

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

UMFST owns buildings, land, research institutes, botanical gardens and experimental stations, university houses, university campuses, libraries, micro-production units, cultural and sports bases and complexes, radio and TV studios/stations, as well as other spaces dedicated to education, professional training, and scientific research processes.

- **Spaces for education.** The university has 62 lecture halls and amphitheatres with a total of 4,720 seats, computer rooms, teaching and research laboratories, research centres, libraries, IT equipment and access to scientific databases.
- **Spaces for research.** Doctoral students are guaranteed access to research infrastructure and institutional resources. Laboratories and research centres are listed on EERTIS (UMFST EERTIS Public Profile), and an online booking system is available for research infrastructure (however this is focused on the medical specialities). The laboratories are equipped with high-performance devices that operate on state-of-the-art technologies.
- **Access for students with special needs.** Some of the educational spaces are inclusive and are offered facilities for students with disabilities

Supporting documents and links. The list of all assets is in Annex 16 available on SharePoint. Additional sources of information are the UMFST website, UMFST EERTIS profile; the Scientific Research and Technological Development Unit. All facilities are described on the corresponding web page.

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

The university-level infrastructure appears adequate. The main weakness of the evidence is that the report does not provide an equally detailed inventory specifically for the Informatics doctoral domain—e.g., GPU servers, HPC equipment, storage, specialised software, cybersecurity laboratories or dedicated doctoral workstations. The information collected during the visit reveals that the computational infrastructure for doctoral students mainly consists of individual well-equipped computers. There is no HPC center but a data center is to be implemented in the near future. The wireless network infrastructure is not very reliable in all buildings. However, the doctoral students state that in the labs where they are working the communication facilities are functional. The visit also revealed that not all buildings are equipped with facilities for students with special needs (however, no such cases were at the Doctoral School of Letters, Humanities and Applied Sciences.

✓ Aspects that constitute best practice examples

- The combination of EERTIS registration and an online booking system is a strong mechanism for transparent and efficient use of shared research infrastructure.
- The institution has a sustainable development strategy of the educational and research infrastructure.

✓ Recommendations

- Strengthening the wireless network infrastructure, particularly in laboratories, teaching rooms and doctoral workspaces, would enhance the learning and research environment and contribute to a more efficient academic experience.
- Improve the accessibility of students with locomotor disabilities in all buildings of the institution.

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

The infrastructure is managed through the **Technical Service for Patrimony Maintenance** and the **Infrastructure Procurement Directorate** which are responsible for the infrastructure maintenance. Equipment is replaced according to technological developments; the new building projects address energy efficiency, accessibility and flexible learning spaces. Shared use of infrastructure among programmes is intended to optimise resource utilisation.

Supporting documents. Details on the material resources and their management are provided in Annex 16 and the broader UMFST strategy for a smart management and development of the infrastructure is included in the Restart-IQ Strategic Plan 2024–2029.

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

The university promotes the responsible use of resources, integrating digital technology into administrative and teaching activities through the Smart University concept, while spaces and equipment are shared among programmes to optimise costs.

✓ Aspects that constitute best practice examples

- Linking infrastructure renewal to energy efficiency, digitalisation and accessibility goes beyond simple corrective maintenance.

✓ Recommendations

- For the Informatics domain, it would be useful to define periodic computing-infrastructure renewal plans, since rapid technological evolution is particularly relevant in AI, data science and high-performance computing.

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

At the Informatics doctoral domain, there are currently four doctoral supervisors: three are part of the UMFST teaching staff, and another one is associated (affiliation at Sapienta University, Tg. Mures). All doctoral supervisors satisfy the CNATDCU standards and have relevant research results, reflected in publications (more than 80 papers published in 2021-2025) and their citations (GS h-indices larger than 20), as well as a good national and international visibility. In the last five years, the doctoral supervisors have been principal investigators or members in at least 2 HE projects and several COST projects.

Supporting documents and links. The data related to the CNATDCU standards are in Annex 17 — *Habilitation Files / Proof of Fulfilment of Habilitation Criteria*; Annex 18 — *List of Publications of PhD Supervisors*; Annex 19 — *Guidance Committees*. The list of doctoral supervisors is publicly available on the Doctoral School web page.

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

All doctoral supervisors have relevant expertise in their research field. The supervisors involved in teaching the specialized subjects (*Security of Complex Information Systems* and *Biologically Inspired Methods Based on Genetic Algorithms*) have expertise in these topics proved by scientific papers and research project. However, four supervisors constitute a relatively small critical mass, especially if the

number of doctoral students continues to grow. This is consistent with a recommendation from the previous external evaluation concerning habilitation and expansion of supervisory capacity.

✓ Aspects that constitute best practice examples

- The Guiding and Academic Integrity Committees include both researchers from the research group of the supervisor and researchers from other groups (particularly the Research Center in Medicine in Pharmacy) and other universities with which there are partnerships, from Romania and abroad.

✓ Recommendations

- Consider extending the group of doctoral supervisors by encouraging the teaching staff of the Faculty of Engineering and Information Technology to obtain the habilitation degree.

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

Professional development is explicitly included in Objective 6 of the strategic plan Restart-IQ. Staff may participate in training courses, workshops, conferences, academic mobility and research placements, and have access to infrastructure, databases and software platforms. The teaching staff is encouraged to participate annually in one mobility of 3 months.

Supporting document. Restart-IQ Strategic Plan 2024–2029.

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

The provided data clearly demonstrates that at UMFST there are opportunities and institutional policies oriented toward professional development of the teaching and research staff. More than half of the academic staff benefited from support for mobilities at international level.

✓ Aspects that constitute best practice examples

- The strategic plan establishes clear objectives for human resource development.

✓ Recommendations

No specific recommendation.

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

Recruitment and habilitation are governed by national legislation, IOSUD regulations, and the institutional methodology for teaching and research positions. Procedures are periodically revised to reflect legislative changes.

Supporting documents and links. IOSUD Regulation, Internal methodology for the recruitment of teaching and research positions, Internal methodology for habilitation

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

The university ensures a fair, rigorous and open selection process, based on objective academic and professional criteria, thus guaranteeing the recruitment of a competent academic staff in accordance with the assumed quality standards. Recruitment procedures apply to all categories of staff and are periodically reviewed in accordance with legislative changes and institutional policies regarding quality assurance. For affiliation at the doctoral school the CNATDCU standards for academic level of professor will be further used.

✓ Aspects that constitute best practice examples

- A uniform institutional approach to recruitment, recognition and habilitation supports transparency and equal treatment.

✓ Recommendations: no specific recommendation

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

At UMFST, the are used several software platforms (campus-wide licenses):

- **UMS (University Management System)**: the central application used for managing the academic records of all students at the university;
- **LMS Blackboard (Learning Management System)**: license for 10,000 users (academic staff and students). The professional e-learning platform Blackboard Learning, together with Microsoft Teams, serves as a working tool for teaching and administrative activities;
- **Microsoft 365 A3**: platform provides the University with access to the full Office 365 A3 suite (Word, Excel, PowerPoint, Outlook, OneNote, Publisher, Access, Teams) and associated productivity server services: Exchange Online, SharePoint Online, Microsoft Teams;

The doctoral school uses UMS for student records and academic progression. The teaching activities related to the advanced university programme managed by the doctoral school are supported by IT tools:

- The Blackboard platform: used to access teaching materials related to courses, facilitating hybrid learning.
- **SOLARIS Academic Portal**: used as an academic management platform for students.

For research management is used **ARENA,** a digital platform used for reporting research activity and evaluating scientific performance based on quantitative and qualitative indicators. It is used by the university and IOSUD to monitor indicators such as the number of submitted and awarded projects, publications, their impact, and the researchers involved.

For analysis of reports and thesis there is an antiplagiarism system used.

Supporting links. UMS; Blackboard; ARENA; sistemantiplagiat.ro; and Restart-IQ.

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

The level of digitalisation of teaching, research, and administrative activities is compatible with that of the European Higher Education Area. The leadership of the university is committed to the continuous digitalisation of administrative services and the teaching process. Digitalisation, AI, cybersecurity and the digital transformation are explicitly included in the strategic plan Restart-IQ Objective 8. Decision-making by the management structures of the University is supported by the implementation of information systems, which provide the necessary information in a timely manner. Particular attention

is given to encouraging the use of e-learning technologies and to the creation of laboratories that employ virtual learning environments.

✓ Aspects that constitute best practice examples

- ARENA and UMS provide a good foundation for data-informed institutional management.

✓ Recommendations: no specific recommendations

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s[2] 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, supported by documents and data (documents preferably included through links in the body of the IER)

The doctoral program in **Informatics** at the UMFST is a structured cycle of study designed to lead to an **EQF/NQF Level 8 qualification**. It is organized based on transferable study credits (ECTS), totaling **250 credits** for a standard four-year program. The structure of the program encompasses both a training component and a research component:

- **Advanced studies program:** this is organized during the first two semesters of the doctoral program and, according to the Curriculum consists of 5 subjects (first semester, 30 ECTS) that are related to research methodology, documentation in research, dissemination of research results, ethics and academic integrity and 2 specialization topics related to the Informatics domain (second semester, 25 ECTS). At the end of the first year, the students have to take an **Advanced Qualification Exam (ECA, 5 ECTS)**, which aims to assess the student's capacity to carry out high-level research and. is credited with 5 ECTS. After successfully completing the preparation programme and the qualification exam, the doctoral students present their **Individual Research Plan** to the Guidance and Academic Integrity Committee, with the addition of a chairperson representing either the CSUD or the CSD. This plan is based on the research topic agreed upon with the doctoral advisor. This presentation corresponds to 10 ECTS.

- **Individual research program:** the activity in this research program is coordinated by the doctoral supervisor in collaboration with the guiding and academic integrity committee. The results of the research conducted during the second and the third year should be included in

[2] 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.

two scientific reports that have to be presented in front of the supervisor and the guiding and academic integrity committee. For each of these reports 60 ECTS are allocated. The presentation of a third report and the preparation of the thesis correspond each to 30 ECTS.

Supporting documents. Annex 12 — *Curricula*; Annex 20 — *Study Plan*; Annex 21 — *Course Syllabi*; IOSUD Regulation.

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

The curriculum is structured so that the initial study of fundamental courses provides the theoretical and practical foundation necessary for the acquisition of specialised courses. Besides the significant number of subjects, the Advanced Qualification Examination is an useful instrument to motivate the students to prepare themselves in order to be well documented and proficient in the research activity.

The learning outcomes are presented as an annex of the curriculum, but they are not explicitly related to the subjects included in the study programme. However, the syllabi of the subjects included in the programs, present clearly the learning outcomes expressed as knowledge, skills, responsibility and autonomy.

The curriculum is updated periodically in line with developments in the relevant fields, national and European standards, and the requirements of the academic and research environment, and is approved by the university's governing bodies.

✓ Aspects that constitute best practice examples

- The Advanced Qualification Exam (ECA) allows to early assess the potential of the doctoral student to finalize the doctoral stage and to further reduce the risk of failure
- The Individual Research Plan combined with mandatory progress reports creates explicit doctoral milestones.

✓ Recommendations

- Consider defining standardized evaluation forms corresponding to progress reports and collect all these documents in the corresponding digital platform. This would facilitate monitoring the progress of the students.

The indicator is: fulfilled.

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

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

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

The IER identifies professional competencies in AI, data science, programming and databases and transversal competencies in information management, teamwork and continuous professional development. The curriculum includes components ensuring professional and transversal competencies:

- **Professional competencies:** Principles of artificial intelligence systems; Data science; Computer programming; Creation and use of databases;

- **Transversal competencies**:
  - Collection and management of information specific to solving complex tasks within a given context, allowing the students to gather problem-solving skills.
  - Coordination of efficient work techniques within a multidisciplinary team, allowing the students to experience different roles in the research activities (including leadership roles).
  - Objective self-assessment of the need for continuous professional training.

Supporting documents. Annex 12 — *Curricula* and Annex 21 — *Course Syllabi*.

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

The competencies themselves are appropriate with clear specification of the minimal performance standards, reflecting the adequacy of the program for EQF/NQF Level 8 qualification. The content of the program suggests that it aligned the learning outcomes with the professional requirements of the primary occupations targeted by the graduates, which include:

- Research, development, and innovation (R&D) positions in private IT companies.
- Academic careers in university education.
- Specialized research roles in computer science institutes and related interdisciplinary fields.

However, the report does not explicitly demonstrate the correlation between the competencies with identified ESCO occupations or ESCO competency descriptors.

✓ Aspects that constitute best practice examples

- The program of advanced studies offers a good balance between highly technical competencies and transferable research/teamwork competencies.

✓ Recommendations

There are no specific recommendations.

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

At the Informatics doctoral domain from UMFST are implemented student-centered learning principles both in the advanced studies program and the individual research program. The main directions of this approach are:

- **Personalization of training:** even if the curriculum does not include elective topics (because of the small number of doctoral students in the first year), the practical activity and project-based evaluation is related with the doctoral research topic
- **Flexible research planning:** The Individual Research Plan is tailored by the student, under the mentorship of the supervisor and .the guidance committee
- **Mentorship and feedback:** The activity of each student is closely monitored by a guidance and academic integrity committee which includes researchers from different research teams.
- **Early dissemination of the research results:** The doctoral students are encouraged to present preliminary results at the doctoral students conference organized annually by UMFST

Supporting documents. Annex 12 — *Curricula*; Annex 20 — *Study Plan*; Annex 21 — *Course Syllabi,* web page of the Doctoral School of Letters, Humanities and Applied Sciences.

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

The programme is individualised around the doctoral student's research topic and work progression. The doctoral student, supervisor, teaching staff and guidance and academic integrity committee share responsibility for learning and research outcomes. Individual research planning, personalised supervision and committee guidance provide convincing evidence of student-centred doctoral education.

Teaching activities during doctoral studies are conducted through student-centred methods, with a partnership among the doctoral student, the academic staff (during the first year of study), the doctoral supervisor, and the members of the guidance and academic integrity committee, with each party assuming responsibility for the learning outcomes. The syllabi of the subjects included in the study program explicitly specify **problem-based and project-based learning** that are learning strategies tailored to a student-centered education. The discussion with the students during the visit revealed that

the student benefit from support from the academic staff, particularly the doctoral supervisor, and those who have also teaching tasks are not overloaded

✓ Aspects that constitute best practice examples

- Supervision is not limited to a bilateral student-supervisor relationship but incorporates a broader guidance committee. The involvement of the guidance committee members not only in the evaluation process but also in the research process is beneficial for the students.

✓ Recommendations: no specific recommendations.

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

At UMFST, the doctoral students in Informatics have opportunities, including specific financial support, to participate to:

- Erasmus+ mobilities: UMFST is amongst the top four universities in Romania with respect to Erasmus+ activity; the Erasmus+ selection is continuous during the entire academic year
- Research stages: the Doctoral School has 9 international agreements with universities from several countries (e.g. Belgium, France, Italy, Moldova, Hungary) opening the opportunity to organized PhD in co-tutelle
- DIVERSE alliance activities: there are activities (e.g. BIP, COIL) where the doctoral students can participate
- Scientific conferences: the doctoral students in Informatics attended more than 20 national and international conferences (according to Annex 11).

Supporting documents and links. Annex 25 — *Internationalisation and Academic Mobility*; Annex 11 - *Publications*; International Relations regulations and reports; partner universities, DIVERSE - UMFST report.

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

The institution offers mobility opportunities for doctoral students having well established strategies, methodologies and procedures for internationalization, recognizing credits obtained during stages, offering financial support. Some doctoral students in Informatics attended international conferences, but specific evidence of participation to other events (e.g. training schools, research stages, DIVERSE alliance actions) are not explicitly mentioned in the IER. However, during the visit the doctoral students confirmed that they benefited from the support for mobilities and paper publications.

✓ Aspects that constitute best practice examples

- Financial support for participation in conferences represent a clear commitment of the institution to create appropriate opportunities for doctoral students
- Involvement and active participation in the DIVERSE alliance of European Universities

✓ Recommendations

- Encourage the doctoral students to benefit of all opportunities, particularly those offered through DIVERSE alliance
- Enhance the existing bilateral collaborations by conducting PhD theses in co-tutelle and extent the list of collaboration agreements

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

As stated in the UMFST charter and in the Restart-IQ strategic plan (particularly Objective 6 which states the aim of transforming UMFST into a **university for all** that relies on **equity** and **inclusion**), the university:

- promotes a **multicultural** and **multilingual** educational model,
- supports the inclusion of students from **diverse** ethnic and linguistic backgrounds through an open and tolerant academic climate
- provides **equal access to academic resources** (library services, e-learning platforms, and academic databases)

A specific action in this direction is represented by the project ”Equity, inclusion, and learning through extended reality technologies at UMPhST” (CNFIS-FDI-2022-0664) that led to the creation of an Extended Reality Learning Lab devoted particularly to medical students, but being also relevant for the Informatics students.

Supporting documents. UMFST charter; Restart-IQ;

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

The University provides an **anti-discrimination working framework** sustained by clear strategies, policies, resources and concrete institutional measures. The admission process and further activity

evaluation is solely based on professional merits. There is also support offered to the doctoral students with special needs (both during the admission process and later during the doctoral stage). However, not all buildings are prepared for students with locomotor impairments.UMFST has a Gender Equality Plan, which is particularly relevant to the STEM domains, including Informatics, where the gender balance is not usually reached.

✓ Aspects that constitute best practice examples

- Study programmes in several languages (Romanian, Hungarian and English)

✓ Recommendations: no specific recommendations

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

The institution provides access to all educational resources and services. For doctoral students in Informatics this includes access to:

- documentation resources and digital services (through institutional e-mail)
- computational infrastructure (through well equipped labs)
- customised educational support and counselling services through the Center of Counseling and Career Orientation

Supporting documents. *Guide of good practices regarding inclusion of students with disabilities* and university regulation on rights of persons with disabilities

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

UMFST is committed to ensure the inclusion of students with disabilities in the university environment and this is reflected by the continuous adaptation of academic policies and practices. The main actions consists of the elimination of physical and technological barriers through continuous assessments and adaptability for easy access to all educational resources. The institution provides customised educational support, counselling, and dedicated services, thus ensuring fair study conditions regardless of the field or cycle of education.

✓ Aspects that constitute best practice examples

- There is a guide of good practices and regulations stating the rights of students with special needs

✓ Recommendations

- Promote the support and counseling services and organize research support sessions for doctoral students and early-career researchers (focused on practical academic and research-related topics that are often perceived as complex or insufficiently explained, such as journal metrics, authorship, publication standards etc.); encourage the doctoral students in Informatics to access them in order to limit the risk of failure

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

The learning outcomes are explicitly stated in the curriculum of the doctoral studies in Informatics and in the syllabi of the 7 subjects included in the program of advanced doctoral studies. They are adequately structured in knowledge, skills, responsibilities and autonomy and for each subject are listed entries that link the taught topics and the learning outcomes.

Supporting documents. Annex 12 — *Curricula* and Annex 21 — *Course Syllabi*.

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

The learning outcomes cover advanced knowledge, research methodology, data analysis, ethics, original research design, critical analysis, scientific communication, publication, multidisciplinary teamwork, autonomy and responsibility. Listed knowledge and skills correspond to the highest level of education, i.e. being well aligned with qualification level 8.

✓ Aspects that constitute best practice examples

- the syllabi of all subjects include detailed descriptions of the learning outcomes organized as knowledge, skills, responsibility and autonomy.

✓ Recommendations: no specific recommendations

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

The learning outcomes are assessed through periodical examinations:

- **Study Program Examinations:** for each of the 7 mandatory subjects included in the study program there are specified corresponding evaluation instruments: written tests, oral examination, project presentation as well as continuous assessment of lab activity. These examinations are scheduled in the end of each semester. For each subject there is a specific number of ECTS credits awarded.
- **Advanced Qualification Examination (ECA):** it is scheduled at the end of the first year (after the examination on the subjects included in the study program) and aims to assess the student's capacity to conduct high-level research; passing this examination is awarded with 5 ECTS credits.
- **Research Plan Evaluation:** following the successful completion of the training programme and the ECA, the doctoral student presents their Individual Research Plan (based on the research topic agreed upon by the student and the supervisor) in front of a panel consisting of the guidance and academic integrity committee, presided over by a representative of the CSUD or the Doctoral School Council; passing this evaluation is awarded with 10 ECTS credits.
- **Periodical Reports Evaluation**: before PhD defense, the doctoral student should present 3 scientific reports (one corresponding to each of the three remaining years). The reports are evaluated by the doctoral supervisor and the members of the guiding committee. The first two reports have allocated 60 credits, while the third one 30 credits, the remaining ones being awarded for the PhD thesis preparation

Based on the evaluations conducted during the first year the students are reclassified, thus the financed places can be reallocated.

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

The doctoral student evaluation system is rigorous, phased, and well-regulated, covering the entire doctoral programme - from candidate-centred admission, evaluation of skills acquired in the first year,

leading to reclassification of doctoral students, to monitoring of scientific progress, and final thesis evaluation. With a variety of assessment tools (exams, tests, research papers, research project presentation, advanced qualification, and thesis defence), plus the involvement of specialised academic bodies, the process ensures that learning outcomes are assessed in an objective, consistent, and coherent way. This complex framework contributes to the formation of researchers capable of conducting high-level scientific activities and guarantees the quality and integrity of the doctoral programme.

✓ Aspects that constitute best practice examples

- The Advanced Qualification Examination after the first year stimulates the students to achieve high standards of preparation and allows an early identification of the drop-off risk.
- Reclassification of the students after the first year, based on the results obtained at all evaluation steps, allows to identify the students that have real potential to conduct scientific research and to successfully finalize the doctoral studies; this is a very good approach in ensuring an efficient allocation of resources.

✓ Recommendations: no specific recommendations

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission The admission procedures and principles ensure access to higher education.	
Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.

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

UMFST and the doctoral school have clear admission regulations and procedures. Detailed information for the candidates are provided on the IOSUD web page including the thematic areas corresponding to the doctoral school, the main steps of the admission process, the documents to be uploaded on the online portal, details concerning the examination and evaluation process, requirements concerning the language.

For Informatics domain, the doctoral admission competition comprises four components:

- *a proficiency test* (minimum B2 level) in a widely spoken international language;
- *a practical test* consisting of drafting a complete scientific summary/abstract within 60 minutes based on data/results/information from a previously published scientific paper;
- *an oral test* consisting of the presentation of the Statement of Purpose and an interview aiming to assess the candidate's orientation within the chosen research field;

- an *evaluation of professional and scientific activity* based on the application file and submitted evidence.

Supporting links. Admissions platform; IOSUD web page , Admission procedure for the Doctoral School of Letters, Humanities and Applied Sciences

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

UMFST and the Doctoral School apply well-regulated procedures for admission to doctoral studies, ensuring a transparent, fair, and performance-oriented selection process. By using clear criteria published in advance, the partial digitalisation of the registration and evaluation stages, and the diversity of assessment methods targeting language proficiency, scientific analysis skills, motivation for research, and previous professional activity, the IOSUD ensures the identification of the best prepared and most motivated candidates. Previous research results (including activity of UMST master graduates in the Junior Researcher Academy) are taken into account in the evaluation. Also, the mechanisms designed to stimulate excellence and internationalisation contribute to improving the quality of the doctoral body and to strengthening a competitive academic environment focused on advanced research. During the admission process the GDPR aspects are properly addressed. Excellent graduates (valedictorian) are particularly encouraged to apply to the doctoral program.

✓ Aspects that constitute best practice examples

- The practical test asking to draft a scientific summary represents a valuable instrument to assess the ability of candidates to understand scientific texts, to extract relevant information and express them in a clear an rigorous manner.
- Adding additional points in the evaluation of candidates for co-tutelle doctoral stages stimulates the internationalization process.
- The Junior Researcher Academy and the facilities offered to valedictorian graduate students allows the creation of a pool of promising candidates.

✓ Recommendations: no specific recommendations (just maintain the multi-dimensional assessment of candidates)

The indicator is: fulfilled.

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

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

The institution offers equal opportunities to all candidates, disregarding their gender, ethnicity, social background. Depending on the particularities of different vulnerable or disadvantaged groups the admission process includes various solutions, in line with legal regulations at the national level:

- the admission fee is reduced by 50% for candidates from low-income backgrounds,
- dedicated places are provided to Roma and other disadvantaged groups,
- accessibility is ensured for candidates with various disabilities

Supporting document. Annex 22 — *HCA – Vulnerable Backgrounds*.

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

There are concrete and well documented financial, access and inclusion mechanisms. The admission procedures for the Informatics doctoral domain demonstrate a clear commitment to inclusive excellence. By combining a highly standardized, performance-based selection process with institutionalized equality policies (as the guide of good practices and regulations stating the rights of students with special needs), the institution ensures that potential is recognized regardless of a candidate's background. The transparency provided through the digital admission portal ensures that all candidates, domestic or international, have equal access to the necessary steps and documentation requirements, which minimizes administrative barriers to entry. The institution offers financial support by covering the tuition fee for promising students that have not been admitted on budgeted positions.

✓ Aspects that constitute best practice examples

- Online admission platform
- Facilities for the candidates from vulnerable backgrounds.

✓ Recommendations: no specific recommendations

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

UMFST through **IOSUD** applies a comprehensive set of regulations that govern the professional and academic activity of doctoral students in the **Informatics** field. These regulations are designed to ensure a structured and successful progression from admission to the final thesis defense.

Key facts and regulatory documents include:

- **The Doctoral Study Contract:** defines progression requirements, deadlines and conditions for extension or interruption.
- **The Individual Research Path and Study Plan:** these documents act as a dynamic roadmap, specifying the required training courses, the timeline for research reports, and the expected milestones for the doctoral thesis.
- **Periodic Progress Monitoring:** the students are required to present research progress reports which are evaluated by the Guidance and Academic Integrity Committee; the evaluation results are stored in the individual records of the students. The operational procedure set some clear requirements (at least 50 ECTS credits) to progress in the second year. If the student does not obtain the missing credits in the second year she/he will be expelled
- **Credits Recognition:** the ECTS credits obtained during research stages or previous research oriented master programs are recognized according to national and institutional legal regulations

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Supporting documents. Annex 20 — *Study Plan*; Annex 23 — *Doctoral Study Contract*; IOSUD operating procedures.

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

The academic progress of doctoral students is closely monitored by the doctoral supervisor, the guidance and academic integrity committee and all milestones are recorded. The doctoral supervisor monitors the stages of scientific research, ensuring the guidance necessary for completing the studies. Together with the guidance and academic integrity committee, the supervisor periodically evaluates academic progress through the analysis of research reports provided in the Doctoral Study Plan. All evaluation requirements and the possibilities to resit an exam are clearly stated in the IOSUD operating procedures.

✓ Aspects that constitute best practice examples

- Clearly stated requirements for progressing in the doctoral program increase the student awareness on the standards to be attained and create a competitive environment
- The progress monitoring involves several actors, not only the doctoral supervisor, ensuring the process robustness

✓ Recommendations: no specific recommendations

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

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

At UMFST, including the Doctoral Schools, internationalisation is a strategic priority, a fact that is explicitly stated in the *Restart IQ strategic plan*. The university supports various directions towards internationalisation:

- **International Academic Partnerships:** Erasmus+, CEEPUS, affiliations to international organizations (e.g. Informatics Europe), other international partnerships and collaborations implemented through the International Relations Department (as illustrated in Annex 24)
- **European University Alliance:** UMFST is since 2024 an active member of the DIVERSE alliance and participated in the design of joint study programmes, academic mobility, development of master's programmes, and working groups dedicated to interoperability and innovation in education.universities both within and outside the European Union.
- **Financial support for mobilities**: the doctoral students benefit from explicit financial support for participation in international training programmes and conferences; this is particularly relevant for students in the Informatics domain, as the conferences represent the main dissemination channels of the scientific results.

Some specific key facts that should be mentioned are:

- in 2024, are reported €4,969,441 in Erasmus+ KA131 funding, that let UMFST to be ranked first nationally.
- two PhD theses in Informatics have been conducted and finalized in co-tutelle since the last evaluation
- the admission to the Informatics requires a B2 level in a foreign language

Supporting links. International Relations; partner universities; DIVERSE European University Alliance; Annex 24 - Memorandum of Understanding, Annex 25 — Internationalisation and Academic Mobility.

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

Internationalisation is one of the priorities through which UMFST seeks to leverage its strengths and become a European university within a borderless Europe. Given the involvement of the Doctoral School of Informatics in improving the quality of doctoral research, a modern language elimination test was introduced in the admissions process to recruit students proficient in field-specific terminology in an international language.

UMFT maintains international partnerships and encourages mobility, co-tutelle doctorates and staff exchanges. The participation in the DIVERSE alliance strengthens the university's international profile and facilitates integration into advanced European teaching and research networks.

The institution is committed to offer mobility opportunities both to doctoral students and to the doctoral supervisors. i.e. IOSUD encourages staff mobility for teaching, academic development, and scientific research in prestigious centres and research institutes.

✓ Aspects that constitute best practice examples

- Two out of the four theses defended in the last 5 years have been supervised in co-tutelle.
- Active participation in the DIVERSE alliance.

✓ Recommendations

- Continue the collaboration with international institutions to offer doctoral programs in co-tutelle
- Consider offering the advances studies program in English, in order to attract international students
- Consider including more international researchers in the guiding and academic integrity committees

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

Doctoral research is central to the educational process and the results dissemination through publication in journals and conference volumes is one of the key quality indicators of the learning outcomes in the Informatics doctoral field. Some of the key fact, as follows from the IER and Annex 26 are:

- the results included in the four PhD theses that were already defended were published in 56 journal papers (out of which 17 are WOS/Scopus indeed) and have been presented at 31 conferences
- a total number of 98 papers were published and/or presented by the doctoral students in Informatics in the period 2021-2025
- UMFST offer awards (corresponding to publication fees or to costs for participation to related conferences) to the authors of papers published in well-ranked journals; in 2023 two of the doctoral students in Informatics (Biro Attila and Teri Lenard) received such awards and in 2025 another student (Moldovan Sorin) has been awarded.

Supporting documents. Annex 26 — *Doctoral Student Publications and Defences*; Annex 27 — *HCA Awards*; Annex 11 — *Published Articles*.

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

The research results obtained by the PhD students in Informatics are usually published in internationally indexed journals and presented at various national and international conferences. The first year students are encouraged to present their results at the annual International Conference of Doctoral Students and Young PhDs organized by IOSUD-UMFST. In order to stimulate academic performance, high-impact publications are specifically recognised and awarded. The scientific output of the doctoral students, particularly the venues where the results are presented and/or published illustrates the fact that they have the required skills necessary to ensure the dissemination of the research activity.

✓ Aspects that constitute best practice examples

- The International Conference of Doctoral Students and Young PhDs represent a very good framework for PhD students to present their initial results and to receive constructive feedback.
- Awarding the authors of the papers published in highly ranked journals represent a very good incentive for PhD students to conduct high quality research and aim publishing in top journals of the field.

✓ Recommendations: no specific recommendations (just continue organizing the conference International Conference of Doctoral Students and Young PhDs and awarding the excellence in research)

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

Regarding the international visibility of doctoral supervisors, within the vision of IOSUD of George Emil Palade University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș, an essential aspect of the credibility of doctoral research offerings is the relevance of the research strategy centered on the performance of doctoral supervisors, which forms part of the strategy to increase the attractiveness of the doctoral programs offered by IOSUD. Considerable importance is therefore given to the exposure and visibility of those who define the strategic directions of doctoral research, based on the premise that a senior researcher connected to relevant professional bodies or organizations possesses the vision necessary to guide an early-career doctoral researcher.

The evaluation of doctoral supervisors' performance in terms of relevance and international visibility shows an upward trend, illustrated by several aspects:

- the increasing number of Highly Cited Papers published by doctoral supervisors within IOSUD of UMFST, evidenced through various scientometric indicators (for example, over 20 citations of the same article in the Web of Science portal); in the field of Informatics all doctoral supervisors have a GS h-index larger than 20.
- a growing number of IOSUD members of UMFST serving on the scientific editorial boards of prestigious journals; this trend is observed also in Informatics domain.
- participation in the scientific committees of international congresses and conferences, as well as positions on the boards of prestigious professional organizations at the European or international level.
- participation as invited experts in working groups of renowned professional organizations supervision of doctoral theses in cotutelle with foreign universities; the supervisors in the Informatics doctoral field are member in Program Committees of 12 international conferences and associate/guest editor of 9 international journals (Annex 28)

Supporting documents. Annex 11 — *Published Articles*; Annex 26 — *Doctoral Student Publications and Defences*; Annex 27 — *Awards*; Annex 28 — *International Visibility*

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

The evidence justifies a judgment that research results in the Informatics doctoral domain are effectively capitalized upon and visible to the global scientific community. The substantial volume of journal publications (44 papers in 2021-2025) and the high rate of conference participation (over 50 events) indicate that research is not merely internal but is actively benchmarked against international standards. The fact that publications of doctoral students and of doctoral supervisors are indexed in international databases and cited by peers confirms that the research produced is relevant and contributes to the advancement of the field.

✓ Aspects that constitute best practice examples

- Guaranteed multi-year doctoral research support and institutional reimbursement of publication costs are notable strengths.

✓ Recommendations

- Further encourage students to aim for high-impact journals and category A/A* conferences to ensure the continued elite status of the domain's research output.
- Recommend the doctoral students to make the scientific profiles public (e.g. Google Scholar)

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

UMFST operates under a clear institutional policy for implementing procedures and actions designed to maintain and improve quality across teaching, research, innovation, and development. The main components of the quality assurance framework are:

- **Certified management System (SMC):** a quality management system (implemented in 2013) which is certified according to SR EN ISO 9001:2015. SMC requirements for all processes, including those carried out within Doctoral Schools, are correlated with ARACIS requirements, as well as with other specific regulations for ensuring the quality of education
- **Quality evaluation structures:** Quality Assurance Department (DAC), Evaluation and Quality Assurance Committees (CEAC) at university and faculty level
- **Policies:** quality assurance policies that are integrated in the Quality manual, Quality assurance regulation , Multiannual strategic plans, Annual operational plans .
- **Long-term objectives related to quality assurance:** The Multiannual strategic plan “Restart IQ” includes clear objectives regarding quality assurance, stipulating:
    - periodic evaluations of study programmes based on internal and external indicators (student satisfaction, employment rate, financial performance per programme), with a view to adapting the educational offer to the labour market demands;
    - students’ involvement in the process of programme evaluation and their revision based on collected feedback; revision of curricular content, including the integration of educational technologies and virtual reality for a modern and interactive teaching process;
    - diversifying teaching and assessment methods;
    - rigorous monitoring of the results of the educational process through specialised departments (CEIPSCU, DAC);
    - standardisation and ethics in student assessment, with explicit measures to prevent fraud and ensure transparency;
    - continuous training of faculty through internal programmes and international collaborations

Supporting links. ISO certificate; Quality Assurance Department; Quality Manual; 2025 Operational Plan.

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

The Quality Management System promotes the quality of culture in line with the institutional mission and national regulations, ensuring the continuous improvement of all teaching, research, and administrative processes. The quality system is mature and formalised. The methodologies and procedures are periodically updated and all the public documents are audited.

✓ Aspects that constitute best practice examples

- Integration of doctoral quality assurance within an institution-wide ISO-certified management system.
- The involvement of students in the decision making processes, and the organization of consultations and feedback sessions.

✓ Recommendations: no specific recommendations (just continue the systematic monitoring of teaching activities within the advanced study program and prioritize the implementation of feedback received from doctoral students)

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

At Informatics doctoral domain, all relevant stakeholders are involved in the quality assessment process through:

- **Consultation and feedback collection:** teaching staff, students, graduates and socio-economic partners are periodically consulted; at the Doctoral School there is a specific evaluation form (Annex 15) which contains 11 questions with four evaluation levels (very good, good, satisfactory, not satisfactory).
- **Involvement:** the stakeholders are part of the CEAC structures, the collected feedback are analyzed, synthesized and made public and it is used in managerial decisions..
- **Reporting and corrective measures**: at the institutional level, there is an annual report that contains the analysis of the state of facts as well as proposals for improvement; the report specifies which are the stakeholders (e.g. CEAC committees, deans, student representatives etc) involved in the activities.

Supporting links and documents. University CEAC, Quality Assurance regulations, Synthetic reports on the evaluation of teaching staff by the students, Annex 15 - Feedback questionnaire, CEAC annual reports

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

At the institutional level the stakeholders are actively involved in the quality assessment process. The stakeholders involved in the process of evaluation of study programmes are: *students* – by filling out satisfaction questionnaires; *employers* – through regular consultations, providing feedback on skills needed on the labour market; *teaching staff* – through involvement in evaluation committees, *quality committees, continuing training sessions*; other stakeholders – quality committees, professional organisations, graduates, educational authorities providing feedback and recommendations for study programme improvement.

The annual CEAC report contains information on the process of updating the curricula, the process of evaluating the learning outcomes and that of evaluating the teaching staff. The results of the evaluation process are synthesized and made public. It should be mentioned that the opinions of graduates (at least for bachelor and master studies) are also collected and analyzed. However, except for the evaluation form that is specifically designed for doctoral students, there are no other specific aspects related to the doctoral studies.

✓ Aspects that constitute best practice examples

- There is an evaluation form specific for the doctoral students which includes relevant questions
- The results of the evaluation process are synthesized and included in annual reports

✓ Recommendations

- Consider involving in the quality assessment process also representatives of employers for the Informatics domain (e.g. research, development and innovation departments of IT companies)

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

The ethics and academic integrity aspects are addressed at UMFST, particularly for the Doctoral School through:

- **University Ethics Committee (CEU)**: the committee is organized according to the UMFST Charter and operates independently with respect to any other structure or position in the university. CEU. The annual reports of CEU, which summarize the activity of the committee and the resolutions of complains, is publicly available
- **Research Ethics Subcommittee**: it is organized and operates on the same normative acts as CEU and focuses on overviewing the ethical aspects related to scientific research.
- **Ethics-oriented Education:** UMFST integrates into the curricula of all bachelor's, master's, and doctoral study programs the course Ethics and Academic Integrity / Ethics of Scientific Research, with the aim of promoting responsibility among students in this regard.

Supporting links and documents. University Ethics Committees;Ethics Reports; Code of Ethics.; CEU Regulations

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

The management of the Informatics doctoral field demonstrates that the ethical aspects are addressed in an independent, and proactive manner. The independence of CEU with respect to the other structures of the university is clearly stated and ensured. The existence of a specialized *Research Ethics Subcommittee* is particularly relevant for Informatics doctoral domains, as aspects such as data management, authorship in industrial collaborations are of particular importance. The inclusion of the ethics and academic integrity aspects not only in the Ethics and Academic Integrity course but also in the syllabi of other subjects related to conducting research activities and dissemination of the results of the research. The doctoral students confirmed the fact that these courses presented useful aspects related to ethics and academic integrity. However, the aspects related to the usage of generative AI are not yet specifically addressed.

✓ Aspects that constitute best practice examples

- The functioning of a subcommittee of CEU that focuses on the ethical aspects in research; it is particularly relevant for doctoral studies

✓ Recommendations

- Consider including specific aspects and guidelines related to the usage of generative Artificial Intelligence in the research process and preparation of scientific reports and papers.

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

UMFST has procedures governing initiation, monitoring and periodic review. Inputs include labour-market needs, student/graduate/employer feedback and annual internal evaluation. Activities illustrating the consistent application of quality assurance procedures are:

- **Annual reviewing:** the study programs, including the doctoral programs in Informatics are reviewed annually to ensure the curriculum remains aligned with the latest scientific advancements.
- **Feedback incorporation:** the feedback collected from doctoral students and doctoral supervisors, as well as from the annual internal evaluations is analyzed by the relevant structures (e.g. CEAC) and incorporated into updated policies and procedures. The courses offered in the advanced training program are proposed by the doctoral supervisors who enroll students in that specific year, ensuring that the educational component directly supports the specific research topics of the new doctoral theses.

Supporting links. UMFST-REG-26;

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

The institution demonstrates a consistent application of quality assurance procedures The periodical update of the study programmes is particularly critical in a dynamic field as Informatics. By linking course offerings directly to the enrollment needs of supervisors and their students' research topics, the institution ensures that the curriculum is always relevant.This systematic approach justifies a judgment of fulfillment as it operationalizes continuous improvement through a closed feedback loop between research requirements and educational delivery.

There is institutional support that provides the technical and administrative backbone to facilitate these internal evaluation and review activities.

✓ Aspects that constitute best practice examples

- The doctoral supervisors propose the subjects to be included in the advanced studies doctoral program

✓ Recommendations: no specific recommendations (just continue to periodically review and update based on the stakeholders feedback the policies and procedures related to quality assurance in the doctoral education in Informatics)

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

The stakeholders, particularly the members of the teaching staff and the students, are not only consulted but also involved, directly or through their representatives, in the periodical updates. The main aspects involving the stakeholders are:

- **Quality improvement planning:** There are annual action plans for quality improvement in which are clearly specified the strategic and operational objectives, the actions to be taken, the involved stakeholders and institutional structures, deadlines.
- **Periodical curriculum revision:** the content of the study program is annually analyzed and updated according to the latest progresses in the IT field and to the research topics proposed from the newly admitted students.

Supporting documents. Regulation on Quality Assurance; Regulation on initiation, approval, monitoring and periodic evaluation; internal evaluation reports and quality-improvement action plans.

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

UMFST put in practice strategies for involving stakeholders from different levels in the implementation of the quality management. There is an entity (Department for Internal Evaluation of University Study Programs) that supervises the quality assurance of study programs by verifying and validating course syllabi, identifying overlapping elements in course topics, monitoring the conduct of teaching and examination activities in compliance with quality standards, developing the methodologies related to these processes, and evaluating the student examination process.

✓ Aspects that constitute best practice examples

- The are annual action plans for quality improvement provide clear objectives, guidelines and deadlines

✓ Recommendations

- Ensure that doctoral students in Informatics are represented (even if only as observers) in the consultative and decision-making structures at the level of the IOSUD and doctoral school.

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

At UMFST, including the Doctoral School of Letters, Humanities and Applied Science, there are mechanisms for periodic evaluation of the teaching and administrative staff. The specific elements of these mechanisms are:

- **Different types of evaluation:** self-assessment, peer evaluation, evaluation by the university management, and evaluation by students (based on the Internal methodology for the annual evaluation of teaching and research staff)
- **A unified digital platform:** the institution uses the ARENA digital platform for research activity reporting and scientific performance evaluation, based on quantitative and qualitative indicators. It is used for the evaluation of research centres and laboratories
- **Various evaluation indicators:** UMFST and IOSUD annually monitor indicators such as the number of submitted and winning projects, publications, impact, and researchers involved.

Supporting links. ARENA; internal methodology for annual evaluation of teaching/research staff; Quality Assurance documents.

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

The institution has well established procedures for a multi-dimensional evaluation of teaching, research and administrative activities. In the context of doctoral studies in Informatics, the teaching staff and the doctoral supervisors are evaluated by doctoral students, in relation to the subject taught/ supervision. The evaluation of teaching staff by doctoral students in the first year is carried out throughout the year, after each exam session. Data reported in ARENA are used for internal reports, for decisions regarding internal rankings, contributing to the strategic management of research. The platform also enables national reporting ensuring transparency and efficient centralisation of results.

✓ Aspects that constitute best practice examples

- The digital platform ARENA represents an integrated tool useful for internal and external evaluation and reporting

✓ Recommendations: no specific recommendations (just maintain the digital platform ARENA and generate summaries and public reports that reflect the main achievements of the institution)

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

The institution collects different types of data related to the quality assurance process:

- **Students and graduates feedback:** the feedback of all students (including the doctoral students) is collected periodically through evaluation forms; the graduates are also asked to fill in a form when they receive the diploma
- **Research results:** the data related to the research activities of the academic staff, research laboratories and research centers are collected through the digital platform ARENA
- **Reports:** the reports of various institutional committees are collected and made public on the university website

Supporting links. UMS; ARENA; Quality Assurance Department.

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

The institution collects various categories of data through different platforms and stores them either in internal databases associated to the digital platforms (e.g. UMS, ARENA) or makes them available on the UMFST website. For doctoral studies, the data collection is organized by the Doctoral School under the coordination of the Department of Quality Assurance (DAC).

✓ Aspects that constitute best practice examples

- The digital platform ARENA represents a valuable source of information that can be used to provide documented evidence relevant for quality assessment and policies design

✓ Recommendations

- Consider including in ARENA a component corresponding to the activity of doctoral students aiming to collect information about publications, mobility, progress reports, feedback of the guiding committee etc.

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

At UMFST the transparency of data and information is ensured through:

- **UMFST website and the Doctoral School webpage:** it contains a large number of official documents in electronic format, related to quality policies of the academic activity, strategic and operational plans of the University and Faculties, qualifications, study programmes, teaching and research staff, facilities offered to students.
- **University management system (UMS):** it offers to the students access to all information regarding the educational trajectory,
- **University brochure:** edited in Romanian and in English, the brochure presents the educational offer, the facilities for students and the main strong points of the university
- **Information and Public Relations Department (CIRP)**: it provides information to the academic community and those interested in the activities of the University; it also handles:
    - The UMFST Newsletter, UMFST Live, press releases
    - UMFST presence on social networks

Supporting links. Doctoral studies; UMFST official website; University Brochure; Study in Romania, **Information and Public Relations Department**, UMS.

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

The university has a transparent information and communication system (internet, portals, e-mails, etc.) with students, staff, and all stakeholders (www.umfst.ro) and publishes a monthly Newsletter. The institutional website contains quality documents, strategic and operational plans, study programmes, staff information and facilities. The Doctoral School publishes programme-specific information. The university also maintains an English/Romanian institutional brochure and uses Study in Romania to promote the study programmes. Overall, the information is in place but there are some minor inconsistencies or wrong links in the web page corresponding to the Doctoral School of Letters, History and Applied Sciences.

✓ Aspects that constitute best practice examples

- Providing institutional materials in both Romanian and English supports international transparency.

✓ Recommendations

- Periodically audit links and ensure that all Informatics-specific information (supervisors, curricula, outcomes, publications, admission and infrastructure) is directly reachable from one doctoral-domain page.

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

The regulations, methodologies, procedures and reports are publicly available on the institutional website. The documents related to the Informatics doctoral domain are posted on the webpage of the Doctoral School of Letters, Humanities and Applied Sciences.

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

The evidence confirms that decision-making within the Informatics doctoral domain is a **t**ransparent and participatory process By making the decisions of high-level bodies like the CSUD and the Senate publicly available, the institution ensures that all stakeholders (supervisors, researchers, and students) can track the evolution of institutional policies and resource management.

✓ Aspects that constitute best practice examples

- The UMFST website has pages containing lists of documents available in electronic format

✓ Recommendations:

- Keep updated the web pages containing information relevant to the doctoral students in the Informatics domain

The indicator is: fulfilled.

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

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

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

The IER and the UMFST websites provide information on the institutional actions aiming to ensure the external quality evaluation process.

The **Computer Science** doctoral field within the **Doctoral School of Exact and Natural Sciences (SDSESN)** at the West University of Timișoara (UVT) fully complies with the legal obligations regarding external quality evaluation. The program has undergone the following documented procedures:

- **2021 External Evaluation:** The domain was evaluated by **ARACIS** between October 11 and 15, 2021. This process resulted in **ARACIS Council Decision No. 100 of November 25, 2021**, which maintained the accreditation for the doctoral field of Computer Science.
- **2024 Progress Report:** In accordance with follow-up regulations, the institution submitted a progress report in 2024 describing the status of the implementation of recommendations formulated by the 2021 external evaluation committee.
- **Regulatory Compliance:** All procedures are carried out in line with the **Law on Higher Education No. 199/2023** and the **ARACIS Guide** for maintaining accreditation, which mandates periodic evaluations every five years.
- **Documentation Accessibility:** The results and reports from these external evaluations are publicly referenced and archived, notably as **Annex IPC 8.1.1** in the current evaluation cycle.

Supporting links. Institutional evaluations; ARACIS Decision No. 122/16.12.2021.

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

UMFST participates in periodic ARACIS evaluation and the Quality Assurance Department coordinates external-evaluation activities. Results and follow-up measures are published on the UMFST website. Concerning the accreditation of the Informatics doctoral domain, the IER refers to ARACIS Decision No. 122/16.12.2021 and explicitly discusses the six recommendations arising from the previous evaluation and subsequent actions.

✓ Aspects that constitute best practice examples

- The IER explicitly revisits previous recommendations and documents actions concerning supervisors, infrastructure, research funding, internationalisation and interdisciplinarity.

✓ Recommendations: no specific recommendations (just maintain the **rigorous five-year periodic evaluation schedule** to ensure that accreditation is maintained without interruption)

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ Scientifically active doctoral supervisors, engaged in ongoing research activity and maintaining active international collaborations. ✓ Submission of research project proposals by doctoral supervisors within a series of recent national and international funding calls, demonstrating sustained involvement in competitive research environments. ✓ Increasing trend in the number of doctoral students, compared to the date of the previous external evaluation, reflecting enhanced attractiveness and consolidation of the doctoral domain. ✓ Demonstrated interest in interdisciplinary doctoral research topics, particularly in collaboration with the medical fields, contributing to the development of cross-disciplinary research directions and increased institutional research relevance.	**INTERNAL FACTORS**	**Weaknesses:** ✓ Unbalanced distribution of doctoral students per doctoral supervisors. ✓ Limited access of doctoral students to high performance computing resources.
SWOT analysis		
Opportunities: ✓ A number of doctoral students are also employed within IT companies in Targu Mures, where they carry out research and development activities. This reflects the private sector's support for research and its positive perception of the opportunities generated by doctoral studies, as well as the relevance of the doctoral field to the regional socio-economic environment. ✓ The University leadership supports the employment of doctoral students in fixed-term Teaching Assistant	**EXTERNAL FACTORS**	**Threats:** ✓ The very limited number of national research funding calls, combined with the very low success rate, makes it extremely difficult to secure a sufficient number of funded projects to ensure alternative funding sources for doctoral students. ✓ Frequent changes and lack of predictability related to the minimal standards for these defenses. ✓ Improper usage of generative AI

positions. This measure facilitates their integration into the academic environment and creates the premises for potential long-term academic career development through subsequent permanent appointments. ✓ The collaboration with the Center of Advanced Research in Medicine and Pharmacy offers the opportunity for conducting high-quality interdisciplinary research with a focus on applications of informatics in medicine		tools in the research activity might have an impact on the competences gained by the students during the doctoral stage.

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	• It might be beneficial to create a consultative board (as support for the doctoral school council) of specialists from other national/ international institutions which could be involved in establishing the development strategy.
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	• Facilitate the transfer of information between the doctoral students and the consultative and decision making structures either by student representatives or dedicated communication channels (e-mail, web pages).
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	• Strengthening the wireless network infrastructure, particularly in laboratories, teaching rooms and doctoral workspaces, would enhance the learning and research environment and contribute to a more efficient academic experience. • Improve the accessibility of students with locomotor disabilities in all buildings of the institution.
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	• For the Informatics domain, it it would be useful to define periodic renewal plans of the computational infrastructure.
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	F	• Consider extending the group of doctoral supervisors by encouraging the teaching staff of the Faculty of Engineering

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.		and Information Technology to obtain the habilitation degree.
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	-
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	• Encourage the doctoral students to benefit of all opportunities, particularly those offered through DIVERSE alliance.
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	F	• Promote the support and counseling services and organize research support sessions for doctoral students and early-career researchers

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.		(focused on practical academic and research-related topics that are often perceived as complex or insufficiently explained, such as journal metrics, authorship, publication standards etc.); encourage the doctoral students in Informatics to access them in order to limit the risk of failure.
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	• Continue the collaboration with international institutions to offer doctoral programs in co-tutelle and consider offering the advanced studies program in English, in order to attract international students
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	F	• Recommend the doctoral students to make the scientific profiles public (e.g. Google Scholar).

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	domain, and capitalised upon in an adequate manner.		
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	-
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	• Consider including specific aspects and guidelines related to the usage of generative Artificial Intelligence in the research process and preparation of scientific reports and papers.
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	-
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	-
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	• Consider including in ARENA a component corresponding to the activity of doctoral students aiming to collect information about publications, mobility, progress reports, feedback of the guiding committee etc.
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	• Periodically audit links and ensure that all Informatics-specific information (supervisors, curricula, outcomes, publications, admission and infrastructure) is directly reachable from one doctoral-domain page.
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	-	-
Domain B. Educational efficacy	14	-	-
Domain C. Quality management	10	-	-
Total	32	-	-

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.
Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

Based on the IER, the additional documents and the meetings organized during the visit it followed that all indicators are fulfilled. Several recommendations have been made aiming to improve the quality of the activity in the Doctoral School. The most relevant recommendations are summarized as follows:

- Extend the teaching staff.
- Ensure a periodic update of the computational infrastructure (including the wireless network infrastructure) and prioritize the access of doctoral students.
- Ensure the representativeness of doctoral students in Informatics in the council of the doctoral school, even if it is only as an observer position.
- Define more specific regulations referring to the usage of generative AI during the doctoral stage and the preparation of the progress reports and of the thesis.
- Ensure the information on the doctoral school webpages are continuously updated.
- It might be beneficial to create a consultative board (as support for the doctoral school council) of specialists from other national/international institutions who could be involved in establishing the development strategy.

VI. Conclusions

A number of important aspects noted during the evaluation are reiterated here, and general conclusions are made about the quality of education delivered within the evaluated doctoral study domain.

The doctoral domain Informatics from the Doctoral School in Letters, Humanities and Applied Sciences demonstrates a good level of compliance with national and international quality standards. The recommendations specified during the previous visit have been properly addressed and mentioned in the progress report.

The main conclusions which followed the external evaluation process are:

- A small but active group of doctoral supervisors who are also leading research groups organized in a research center accredited at the level of university.
- Good international visibility of the doctoral supervisors reflected through international collaborations and theses organized in international co-tutelle.
- A very good collaboration with researchers from the research centers in Medicine and Pharmacy, as well as with IT companies.
- A significant institutional support for doctoral students reflected through financed doctoral positions, support for mobility and publication, awards for best papers etc.
- Active doctoral students with a significant number of publications in the last 5 years.

Propose and substantiate a decision.

Following the completion of the accreditation[3]/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:

a) **maintaining accreditation** (MAC);

II. Annexes

Enclose the schedule of the on-site visit, the list of the documents reviewed, as well as any other documents that are relevant for the evaluation procedure, which are referred to in the EER and cannot be accessed through links.

1. Program of the evaluation visit.
2. Minutes of the mandatory meetings scheduled during visit at the G.E. Palade University of Medicine, Pharmacy, Science and Technology from Târgu Mureș, Doctoral School of Letters, Humanities and Applied Sciences, doctoral domain Informatics

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

Intervalul orar/ *Hour*	**Activități de evaluare/ *Evaluation activities***	**Participanți/ *Participants***	**Locație/*Location* /Listă participanți/*List of Participants***
Joi/ *Thursday*, 3.09.2026			
9:00-9:30	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***	Sala/**Room** R31/Locația/**Location Str.** Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș
9:30-10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanții 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***	Sala/Room R31/Locația/Location Str. Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. R. B. – Vicerector, director CSUD - Prof. univ. dr. I. B. – Director CSDLS - Prof. univ. dr. G. B. – Contact person DSUD Informatics
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***	Sala/**Room** R31/Locația/**Location Str.** Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. I. B. – Director CSDLS - Prof. univ. dr. G. B. – Contact person DSUD Informatics

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
11:10-12:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ ***Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Cadre didactice conducători de doctorat/ ***Teaching staff who are PhD supervisors***	Sala/**Room** R31/Locația/**Location Str.** Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. G. B. - Prof. univ. dr. I. B. - Prof. univ. dr. S. S.
12:00 -12:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare /** ***Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Responsabilii centrelor/laboratoarelor de cercetare/ ***Staff in charge with research centres/laboratories***	Sala/Locația/ **Room/Location** R31/Locația/**Location Str.** Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. G. B. - Prof. univ. dr. I. B.
12:50-14:00	Pauză de prânz/ ***Lunch***		
14:00-14:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ ***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***	Sala/**Room** R31/Locația/**Location Str.** Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. C. T. - Director DAC si membru CEACU

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
			- Prof. univ. dr. A. R. - membru DAC
14:30-15:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității**[1]/ ***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***	Sala/**Room** R31/Locația/**Location Str.** Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. I. B. – Director CSDLS - Prof. univ. dr. G. B. - contact person
15:00-16:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți**[2] **doctoranzi** din cadrul DSUD/ ***Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Studenți doctoranzi/ ***Doctoral students***	Sala/**Room** R33/Locația/**Location Str.** Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Drd. P I – year I - Drd. M F – year I - Drd. M M – yearl II

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

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

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
			- Drd. G A – year II - Drd. C D – year III - Drd. M S-C – year III - Drd. S Z – year III - Drd. C A M – year IV - Drd. G F
16:00-16:10	Pauză/ ***Break***		
16:10-17:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți**[3],[4] ai DSUD/ ***Meeting of the external quality evaluation experts' panel with alumni***[5] ***of the DSUD***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Absolvenți ai domeniului de studii evaluat/ ***Graduates***	Sala/**Room** R33/Locația/**Location Str.** Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Dr. L T – an absolvire/ year of graduation 2024 - Dr. R A– an absolvire/ year of graduation 2025
17:00-18:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ ***Meeting of the external quality evaluation experts' panel with employers***[6] ***of the DSUD alumni***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Angajatori/ ***Employers***	Sala/**Room** R33/Locația/**Location Str.** Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș

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

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

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

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

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
			Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - S H – Project Manager, Delivery Lead, Accenture - J Z – Head of Client Architecture, 3 Screen Solutions GmbH & Co. KG - S B – Senior Engineering Manager, Bitdefender
18:00-19:00	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ ***Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members***	Sala/Room R31/Locația/Location Str. Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș
Vineri/ *Friday*, 4.09.2026			
8:30 -10:30	Vizitarea bazei materiale/ ***Visiting the material resources***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Reprezentanți ai instituției sau Academiei Române, după caz/ ***Representatives of the HEI or the Romanian Academy, as applicable***	Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. I B – Director CSDLS - Prof. univ. dr. G B – Responsabil DSUD Informatică

Intervalul orar/ ***Hour***	**Activități de evaluare/** ***Evaluation activities***	**Participanți/** ***Participants***	**Locație/*Location* /Listă participanți/*List of Participants***
10:30-11:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară/** ***Meeting of the experts panel with members of the University Ethics Committee***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Membri ai Comisiei de etică universitară/ ***Members of the University Ethics Committee***	Sala/**Room** R31/Locația**/Location Str.** Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. dr. S M, member of the Ethics Committee - Prof. dr. C R, member of the Ethics Committee - Șef lucr. M O S, member of the Ethics Committee
11:00-13.00	Finalizarea activităților de evaluare/ ***Completion of evaluation activities***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members***	Sala/Room R31/Locația/Location Str. Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș
13:00-14:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz și 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 experți evaluatori ai ARACIS/ ***Panel members*** - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ ***Representatives of the management*** - Persoana de contact***/ Contact person***	Sala/Room R31/Locația/Location Str. Nicolae Iorga Nr. 1, etaj 2, loc. Tg. Mureș Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. R B – Prorector, director CSUD - Prof. univ. dr. I B – Director CSDLS - Prof. univ. dr. G B – Responsabil DSUD Informatică