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. 7
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 7.3

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea „Babeş-Bolyai“ din Cluj-Napoca
Şcoala(ile) doctorală(e)	Filosofie
Domeniul de studii universitare de doctorat (DSUD)	*Filosofie*
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 şedinţa Comisiei permanente de specialitate Ştiinţe Umaniste şi Teologie (CPS_C2) din 12.10.2026, propunerea de decizie fiind consemnată în PV nr. 5217/12.10.2026.
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/ 20.10.2026.

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

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

Motivarea deciziei

Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

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

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

Decizia	Menținerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Babeş-Bolyai University, Cluj-Napoca
Doctoral School:	Philosophy
Doctoral Domain:	Philosophy
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
	POPOVENIUC BOGDAN	Expert evaluator	
	ȘLEAHTIȚCHI MIHAI	International Expert	
	ONIEA CĂLIN-MĂDĂLIN	PhD Student Evaluator	

Introduction

- ✓ ***Context:*** This external evaluation report concerns the procedure for maintaining accreditation (MAC) of the Philosophy doctoral study domain at Babeş-Bolyai University, Cluj-Napoca. It covers developments since the 2021 external evaluation, the 2025 progress review, and current evidence for the 2026-2027 academic year. The evaluation panel is listed in the official panel table above.
- ✓ ***Institution:*** Babeş-Bolyai University is a comprehensive, multicultural and multilingual public university whose doctoral studies are coordinated by ISD and CSUD. The Philosophy domain is organised within the Faculty of History and Philosophy, which combines education and research across Romanian, Hungarian, and international-language provision (IER, pp. 4-6).
- ✓ ***Doctoral domain:*** Doctoral education in Philosophy at UBB dates from 1966 and has operated through the unified Doctoral School of Philosophy since 2012. The current programme lasts four years and totals 240 ECTS, combining advanced studies with individual research. It is supported by qualified supervisors, guidance and academic-integrity committees, two research centres of excellence, and a multilingual curriculum (IER, pp. 6-8).

Methods used

- ✓ ***Documents analysed:*** Internal Evaluation Report for Maintaining Accreditation of the Philosophy Doctoral Study Domain (2026, 46 pages); Staffing Plan DSP 2025–2026 (6 pages); Curriculum DSP 2025–2026 (1 page); the official REE template; and the UBB Calendar of the External Evaluation Visit for DSUD. Evidence was cross-checked across the IER and annexes.
- ✓ ***Evaluation scope:*** Documentary analysis was complemented by an on-site visit, inspection of material resources, and discussions with the participants listed in the timetable: institutional and doctoral-school management, the IER team, PhD supervisors and teaching staff, research-centre/laboratory coordinators, quality-assurance and CEAC representatives, University Ethics Committee members, doctoral students, graduates/alumni, employers, and the contact person. The visit concluded with a meeting to communicate the evaluation findings.
- ✓ ***Method:*** Each indicator was assessed by triangulating documentary evidence, on-site observations, and information obtained during discussions; testing the evidence against the indicator wording; checking consistency with the staffing and curriculum annexes; distinguishing compliance from best practice; and formulating a proportionate recommendation.

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. Organizational components and institutional processes The HEI has organizational 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 organizational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

✓ **State of facts:** UBB, the Institute for Doctoral Studies (ISD), the Council for Doctoral Studies (CSUD), the Faculty of History and Philosophy (FHP), and the Doctoral School of Philosophy (DSP) have defined responsibilities under the UBB Charter and specific regulations. DSP is managed by an elected Council and Director, includes two doctoral-student representatives, meets at least three times annually, records decisions in minutes, and revised its regulations most recently on 22 February 2026 (IER, pp. 10-11).

✓ **Evaluation:** The governance chain, allocation of responsibilities, electoral arrangements, student representation, meeting procedures, and periodic regulatory review form an adequate and operational management system for the Philosophy doctoral domain. The documentary evidence is consistent with the indicator requirements.

✓ **Best-practice aspects:** The integration of doctoral-student representatives in the DSP Council and the circulation of draft methodologies to members before meetings support participatory governance.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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.

✓ **State of facts:** Academic staff, researchers, doctoral students, research-centre representatives, and invited participants may contribute to DSP Council deliberations. Two doctoral students sit on the Council; meeting notices and documents are circulated in advance; and feedback is also collected through annual self-evaluation forms and cooperation with CAMP and CAP (IER, p. 12).

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

- ✓ **Evaluation:** The mechanisms described allow internal and relevant external stakeholders to express views before regulations and procedures are adopted or revised. The presence of voting and non-voting participation routes supports compliance.
- ✓ **Best-practice aspects:** The standing link between DSP and the two research centres creates a regular channel for research-informed stakeholder input.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

The indicator is: **fulfilled.**

Criterion A.2. The material resources and optimization 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.

- ✓ **State of facts:** UBB manages extensive educational, research, accommodation, library, and student-support infrastructure. For Philosophy, FHP reports 34 teaching rooms, including four lecture rooms and four seminar rooms available to the doctoral domain, five research laboratories, dedicated DSP and research-centre spaces, and specialised physical and electronic libraries. Disability support is provided institutionally through the Centre for Students with Disabilities (IER, pp. 12-14).
- ✓ **Evaluation:** The facilities and services described cover teaching, research, administration, accommodation, documentation, and accessibility. The domain-specific spaces and specialised collections provide an enabling environment proportionate to the programme.
- ✓ **Best-practice aspects:** Doctoral students have access not only to central UBB facilities but also to specialised CAMP, CAP, Philosophy, and digital-humanities resources through institutional agreements.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

The indicator is: **fulfilled.**

Standard S.A.2.2. Management of material resources The organizational 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.

- ✓ **State of facts:** FHP is responsible for maintaining teaching and administrative premises, while departments, CAMP, CAP, DSP leadership, and users share responsibility for collections and equipment. Infrastructure planning, UBB Goes Green measures, doctoral-

grant purchases, and clearance checks provide mechanisms for maintenance, renewal, and accountability (IER, p. 14).

✓ **Evaluation:** Responsibilities for movable and immovable assets are allocated, and operational controls exist for acquisition, use, and return of research resources. The arrangements are adequate for maintaining study and working conditions.

✓ **Best-practice aspects:** The linkage between doctoral-grant purchases and the formal clearance process is a useful accountability mechanism for research assets.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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 organize and deliver the evaluated study programme/domain.	
Indicator I.P.A.3.1.1	The human resources of the organizational 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.

✓ **State of facts:** The detailed IER records nine active doctoral supervisors in 2025-2026, all habilitated in Philosophy, supported by affiliated and external committee members. The 37 doctoral students are assisted by 33 staff members in guidance and academic-integrity committees, the student-supervisor ratio is approximately 4:1, and no active supervisor exceeds the normal limit of eight students. Supervisors exceed the CNATDCU minimum score by about four times on average. The staffing-plan annex corroborates the allocation of supervisors, committee members, teaching, and supervision activities (IER, pp. 15-17; Staffing Plan DSP 2025-2026, pp. 1-6).

✓ **Evaluation:** No supervisor exceeds the maximum permitted load of eight doctoral students. The variation in supervisory load is generally consistent with differences in seniority and supervisory experience. Qualifications, research performance, workload distribution, subject coverage, and the match between course instructors and assigned disciplines demonstrate that the human resources are adequate in both quantitative and qualitative terms.

✓ **Best-practice aspects:** The combination of a low student-supervisor ratio, substantial performance above national minima, trilingual course provision, and external committee participation is a notable strength.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

The indicator is: **fulfilled.**

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

- ✓ **State of facts:** UBB uses Individual Career/Academic Development Plans, management and peer evaluation, institutional training, Erasmus staff mobility, and continuing-education structures. Philosophy staff also benefit from CAMP and CAP projects and international networks such as EGSAMP, SIEPM, FIDEM, IRHT, and CNRS (IER, p. 17).
- ✓ **Evaluation:** The available institutional and research-centre mechanisms provide credible opportunities for pedagogical, research, administrative, and international professional development.
- ✓ **Best-practice aspects:** The integration of staff development with the international networks of two research centres creates field-specific development opportunities beyond generic university training.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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.

- ✓ **State of facts:** UBB applies published methodologies for academic recruitment, promotion, habilitation, recognition, and co-option. Doctoral-supervisor recruitment involves habilitation followed by multi-level approval for co-option. Between 2021 and 2026, DSP reports four habilitation procedures and the co-option of three new tenured supervisors under additional field-specific research criteria (IER, pp. 18-19).
- ✓ **Evaluation:** The procedures identify eligibility criteria, decision stages, appeal routes, publication requirements, and responsible bodies. Their documented application in Philosophy demonstrates transparent and lawful recruitment.
- ✓ **Best-practice aspects:** DSP supplements university-wide requirements with explicit scientific and thematic criteria for co-option (at least two-thirds of publications within the prospective specific subdomain for supervising), supporting strategic renewal rather than purely administrative recruitment.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

The indicator is: **fulfilled.**

Criterion A.4. Digitalization of institutional processes

Standard S.A.4.1. Digital transformation The digital transformation process in the organizational 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 organizational 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.

✓ **State of facts:** UBB provides integrated digital services through DTIC, including AcademicInfo, Online Admission, institutional email, Microsoft Teams, doctoral requests, appointments, clearance, public-defence platforms, cloud services, and research-management applications. DSP uses these tools throughout admission, study, communication, reporting, and thesis defence, and maintains a public website covering regulations, staff, resources, events, habilitations, and defences (IER, pp. 20-21).

✓ **Evaluation:** Digital tools support the full doctoral lifecycle and improve access for students, staff, and external beneficiaries. The multiplicity of platforms is functional, although the IER itself identifies integration as an area for improvement.

✓ **Best-practice aspects:** End-to-end digital support from admission to public defence, combined with public information on DSP activities, constitutes a strong institutional practice.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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.

✓ **State of facts:** The Philosophy doctorate totals 240 ECTS: a 12-week advanced studies programme comprising at least three courses of 10 ECTS each, including mandatory research methodology, ethics, and academic integrity, followed by a 210-ECTS individual research programme. The 2025-2026 curriculum lists 11 courses in Romanian, Hungarian, and English, taught by qualified supervisors; annual research presentations and the individual study plan structure progression (IER, pp. 22-23; Curriculum DSP 2025-2026, p. 1).

✓ **Evaluation:** The curriculum, course syllabi, individual study plan, research project, and annual reports jointly cover learning, teaching, research, assessment, and doctoral-thesis preparation at EQF/NQF Level 8. The ECTS architecture is coherent and complete.

[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.

- ✓ **Best-practice aspects:** The curriculum combines a mandatory methodology-and-integrity core with a multilingual elective offer that can be tailored to each doctoral research project.
- ✓ **Recommendation:** Given the breadth of the co ntent covered by the course Philosophy; Ethics and Academic Integrity (Research Methodology in Philosophy; Ethics and Academic Integrity), it would be advisable to consider dividing it into two distinct disciplines: Research Methodology in Philosophy and Ethics and Academic Integrity, in order to allow sufficient depth and appropriate coverage of both areas.

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 organizational 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).

- ✓ **State of facts:** Programme and course outcomes are formulated at EQF/NQF Level 8 and mapped to occupations including philosopher (ESCO 2633.2), higher-education philosophy teacher (ESCO 2310.1.32), researcher, expert, and related professional roles. Syllabi connect advanced knowledge, research methods, ethics, communication, project management, autonomy, and dissemination to these occupations (IER, p. 23).
- ✓ **Evaluation:** The stated outcomes correspond to the knowledge, skills, responsibility, and autonomy expected at doctoral level and to the competence profiles of the identified occupations.
- ✓ **Best-practice aspects:** The explicit use of ESCO codes and Level 8 descriptors makes the qualification-to-occupation relationship visible and auditable.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

The indicator is: **fulfilled.**

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

Standard S.B.3.1 Principles The organizational component implements the principles of student-centred learning.	
Indicator I.P.B.3.1.1	The organizational 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.

- ✓ **State of facts:** Doctoral students participate in designing their individual curriculum, selecting courses relevant to their projects, and shaping guidance committees after consultation. Continuous feedback is provided by the supervisor and three-member guidance and academic-integrity committee, with formal annual presentation minutes.

Teaching, consultation, digital resources, mobility, conferences, and doctoral-grant use are adapted to individual research needs (IER, pp. 24-25).

✓ **Evaluation:** The individualised study plan, collaborative supervision, flexible course selection, and repeated formative feedback demonstrate implementation of student-centred learning rather than a uniform programme model.

✓ **Best-practice aspects:** The four-person supervision and integrity structure, combined with annual documented feedback and student input into committee composition, is a strong support mechanism.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

The indicator is: **fulfilled.**

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

✓ **State of facts:** UBB and DSP provide Erasmus/Erasmus+, EUTOPIA, Blended Intensive Programmes, European Doctorate, cotutelle, project-funded, and doctoral-grant mobility routes. Documented examples include research stays at Sorbonne, LUMSA/Sapienza, Oxford, and IRHT-CNRS Paris, with recognition mechanisms for study periods and credits (IER, pp. 25-26).

✓ **Evaluation:** Both physical and blended/remote mobility frameworks are available and have been used by Philosophy doctoral students. Institutional partnerships and research projects diversify access beyond a single programme.

✓ **Best-practice aspects:** The use of doctoral grants and research-centre projects to finance targeted research mobility closely aligns mobility with individual thesis needs.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

The indicator is: **fulfilled.**

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

✓ **State of facts:** UBB applies gender-equality, anti-discrimination, multilingual, inclusion, and mental-health policies. DSP communicates rights and obligations, offers courses and academic events in Romanian, Hungarian, and English, uses digital and hybrid formats, adapts assessment to research topics and learning needs, and can seek specialist support for disability accommodations (IER, pp. 26-27).

✓ **Evaluation:** The combination of institutional safeguards and programme-level flexibility provides fair opportunities while maintaining doctoral performance standards.

- ✓ **Best-practice aspects:** Trilingual delivery and hybrid participation in the annual doctoral conference materially widen access to learning and scholarly exchange.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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 organizational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organizational 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.

- ✓ **State of facts:** Doctoral students have access to the Lucian Blaga Central University Library and major databases, the Philosophy Library, CAMP and CAP collections, specialised digital-humanities tools, journals and publication channels, Microsoft services, scientific-secretariat counselling, similarity checks, and disability support. The Philosophy Library alone reports about 23,000 volumes and 1,900 periodicals (IER, pp. 27-28).
- ✓ **Evaluation:** The resource portfolio is appropriate to doctoral-level philosophical research and combines general, field-specific, digital, methodological, administrative, and accessibility support.
- ✓ **Best-practice aspects:** The locally developed tools Breviter, NexQuaest, DH Editor, and Collexy provide advanced, discipline-specific digital support for manuscript and critical-edition research.
- ✓ **Recommendation:** UBB should further strengthen the research resources and facilities available to doctoral students in Philosophy, particularly by expanding the specialised bibliographic collections in contemporary philosophy, ensuring broader access to relevant international academic databases, and improving access to dedicated workspaces for doctoral research activities.

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.

- ✓ **State of facts:** Course syllabi describe programme-level and course-specific learning outcomes in terms of knowledge, skills, responsibility, autonomy, research ethics, advanced writing, project management, and disciplinary methods. Outcomes are aligned with EQF/NQF Level 8 and the national criteria for awarding the PhD in Philosophy (IER, pp. 28-29).
- ✓ **Evaluation:** The formulation of outcomes is sufficiently clear to guide student and teacher expectations and links course activity to completion of original doctoral research.
- ✓ **Best-practice aspects:** The mandatory methodology, ethics, and academic-integrity course brings together research design, writing, project management, and integrity outcomes in a coherent core.
- ✓ **Recommendation:** Standardize the phrasing and assessment mapping of learning outcomes across all syllabi for a better coherence of the programmeand review alignment annually.

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.

- ✓ **State of facts:** Learning outcomes are assessed through course examinations, a first-year research project, annual research reports and oral presentations in years II-IV, similarity analysis, pre-defence review, the public-transparency period, and final thesis defence. Minutes record pass/fail decisions and recommendations; unsuccessful work must be revised. Forty-nine doctoral theses were successfully defended in 2021-2026 (IER, pp. 29-30).
- ✓ **Evaluation:** Assessment is continuous, staged, documented, and completed through an independent defence process. The combination of course, progression, integrity, and final assessments adequately tests achievement of the intended outcomes.
- ✓ **Best-practice aspects:** The sequence of annual presentations with written minutes and mandatory remediation provides a clear, cumulative quality-control mechanism.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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 organizational component applies the admission procedures.

- ✓ **State of facts:** Admission is organised in summer and autumn under UBB and DSP regulations published with calendars, places, topics, bibliographies, examination

components, grading, tie-break rules, and results. Candidates submit a research proposal and complete a written specialist test and interview; the minimum average is 7.00. DSP admitted 55 doctoral students between 2021 and 2025, averaging 11 per year (IER, pp. 30-31).

✓ **Evaluation:** The documented procedure is transparent, selective, aligned with the research nature of the programme, and consistently implemented through the university admissions platform and DSP governance.

✓ **Best-practice aspects:** Requiring a structured doctoral research proposal at admission helps assess both disciplinary preparation and project feasibility.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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.

✓ **State of facts:** Admission rules exclude discriminatory criteria, provide special places for legally recognised disadvantaged categories, and allow adapted conditions for candidates with special educational needs or disabilities. Candidates can disclose support needs in the accessible application platform, may request online examination in exceptional cases, and can obtain assistance from the DSP Secretariat (IER, p. 31).

✓ **Evaluation:** The regulatory guarantees, disclosure route, accessible platform, and case-specific accommodations provide a credible equal-opportunity framework.

✓ **Best-practice aspects:** The possibility of adapting both the application and examination stages offers continuity of support through the entire admission process.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

The indicator is: **fulfilled.**

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

✓ **State of facts:** Doctoral-student activity is governed by ECTS regulations, the Student Rights and Responsibilities Code, study contracts, and DSP regulations. Students may hold fixed-term university or research-assistant posts, undertake 2-6 teaching hours weekly when scholarship-funded, join research projects, and serve as elected representatives. The staffing-plan annex identifies teaching, supervision, and committee allocations for enrolled students (IER, pp. 32-33; Staffing Plan DSP 2025-2026, pp. 4-6).

- ✓ **Evaluation:** Academic, teaching, research, and representative activities are regulated and integrated into the doctoral journey, providing professional experience while preserving institutional oversight.
- ✓ **Best-practice aspects:** Doctoral-student participation in research projects and in the DSP Council connects professional development with programme governance.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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

- ✓ **State of facts:** DSP participates in Erasmus and EUTOPIA networks, research-centre partnerships, international projects, cotutelle arrangements, and the European Doctorate. During the reporting period, two theses were completed under international cotutelle, two through the European Doctorate, and six in international languages. The annual DSP doctoral conference has had an international format since 2021 and reached its sixth edition in 2026 (IER, pp. 33-35).
- ✓ **Evaluation:** International cooperation supports mobility, joint research, thesis production, and scholarly events. The evidence demonstrates both institutional opportunity and accomplished outcomes.
- ✓ **Best-practice aspects:** The combined use of formal alliances, research-centre networks, cotutelle, European Doctorate pathways, and an international doctoral conference creates multiple levels of internationalisation.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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.

- ✓ **State of facts:** Course syllabi integrate research outcomes; supervisors and doctoral students participate in CAMP and CAP projects; doctoral students report publications and conference activity annually; DSP coordinates recurring conferences and special issues of

Studia UBB Philosophia; and all 49 theses defended in 2021-2026 were successfully completed (IER, p. 35).

- ✓ **Evaluation:** Research is not ancillary to the programme: it structures courses, annual progression, project participation, publication, scholarly events, and the doctoral thesis. This directly supports the targeted learning outcomes.
- ✓ **Best-practice aspects:** The annual International Conference for Doctoral Students in Philosophy and recurring journal special issues provide a sustained research-to-dissemination pathway.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

The indicator is: **fulfilled.**

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

- ✓ **State of facts:** DSP publishes staff and student outputs, CNATDCU verification sheets, grants, and conference activity. Supervisors exceed national minimum standards substantially; doctoral research is visible through indexed publications, international conferences, and projects led by graduates. The IER nevertheless records a decline in doctoral publication counts and a reduction from 55 to 44 budgeted positions between the two evaluation periods (IER, pp. 35-36).
- ✓ **Evaluation:** The volume, diversity, and international venues of research outputs demonstrate national and international visibility. The downward student-output trend does not negate fulfilment, but it is a material development risk requiring active management.
- ✓ **Best-practice aspects:** Public annual output reporting and the progression of former doctoral students into competitively funded project leadership show effective capitalisation of research results.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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 organizational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

✓ **State of facts:** UBB applies a Quality Assurance Policy, a 2024-2029 Strategic Plan, annual operational and quality programmes, and published quality procedures. FHP's CEAC prepares annual quality plans and evaluations. DSP adds local procedures and guides for research projects, writing thesis, similarity analysis, and plagiarism prevention (IER, p. 38).

✓ **Evaluation:** Quality assurance operates at university, faculty, and doctoral-school levels, with recurring planning, implementation, review, and local adaptation. The procedures have a direct relationship to doctoral education and integrity.

✓ **Best-practice aspects:** The concentric quality model connects central policy to field-specific tools that doctoral students and supervisors can apply directly.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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.

✓

✓ **Evaluation:** The combination of formal representation, surveys, evaluation procedures, and research partnerships enables community and stakeholder views to influence implementation.

✓ **Best-practice aspects:** Research-centre and project links bring labour-market and international research expectations into doctoral-school discussions.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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 organizational 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.

✓ **State of facts:** The UBB Ethics Committee operates under Senate-approved regulations and the applicable national framework, is independent from the Senate and Rector's Office,

and includes at least 25% students. DSP has routes for referring matters to it and a local integrity mechanism that analysed 48 doctoral theses between 2022 and 2025 (IER, p. 39).

✓ **Evaluation:** The documented legal basis, independence, composition, and evidence of activity demonstrate a functional ethics structure with domain-level access mechanisms. While student representatives are included in these structures, establishing transparent and clearly documented procedures for their selection would strengthen student participation and institutional transparency.

✓ **Best-practice aspects:** The systematic review of legacy doctoral theses shows proactive use of integrity structures beyond case-by-case complaints.

✓ **Recommendation:** UBB should formalise and publicly communicate clear procedures for the election or appointment of student representatives to the Faculty Commission for Evaluation and Quality Assurance (CEAC) and the Faculty Ethics Commission.

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 organizational component consistently applies the procedures, and proves their impact on quality assurance.

✓ **State of facts:** The Senate Curriculum Committee, CSUD, FHP, and DSP apply procedures for accreditation, annual curriculum approval, admission, study progression, course syllabi, similarity reports, thesis defence, staffing, and annual self-evaluation. DSP curricula are updated annually, approved through the governance chain, published, and incorporated into individual study plans (IER, p. 40).

✓ **Evaluation:** The procedures cover initiation, monitoring, periodic review, and core operational activities, and their repeated application is visible in current curricula, study plans, and public information.

✓ **Best-practice aspects:** Annual curriculum revision links programme monitoring to the current research needs of doctoral students.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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.

✓ **State of facts:** Evaluation and monitoring files originate at DSP, are endorsed by the DSP and Faculty Councils, reviewed by ISD and CSUD, endorsed by the Administrative Council, and approved by the Senate after Curriculum Committee review. Local monitoring begins

with reports from doctoral students and supervisors that are centralised by the DSP Secretariat (IER, p. 40).

✓ **Evaluation:** Community participation is embedded at the initial reporting and Council stages, while multi-level review provides institutional accountability. The process meets the indicator, although external stakeholder participation could be more systematically evidenced.

✓ **Best-practice aspects:** The bottom-up reporting chain gives both doctoral students and supervisors a direct role in the evidence used for programme monitoring.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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 organizational component analyses the results of the students' biannual evaluation of teachers.

✓ **State of facts:** UBB applies management, peer, teaching, and doctoral-stage evaluation procedures, with Qualitas producing annual reports. In 2024-2025, Philosophy achieved a 78.8% doctoral-student response rate, an overall score of 4.41/5, and 4.61 for the supervisory relationship, compared with 26.5% participation and 4.1/5 in 2023-2024. DSP reports that the Council considers the results (IER, pp. 40-41).

✓ **Evaluation:** The evaluation mechanism is operational, participation is high, results are analysed, and year-to-year improvement is visible. The evidence supports fulfilment of the requirement to analyse student evaluations.

✓ **Best-practice aspects:** The sharp improvement in response rate and the publication of a domain-level score provide a strong basis for evidence-informed quality enhancement.

✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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 organizational component systematically collects and analyses data required for the internal quality assurance process.

✓ **State of facts:** AcademicInfo, ManageAsist, and the UBB Academic/Research Activity Management system collect academic, financial, evaluation, and research data and generate reports at multiple organizational levels. DSP supplements these systems with annual self-evaluation data on doctoral students, graduates, publications, programme satisfaction, and supervisor performance (IER, pp. 41-42).

- ✓ **Evaluation:** The systems support systematic data collection and analysis for internal quality assurance. The IER identifies fragmented information management at DSP Secretariat level as a remaining operational issue.
- ✓ **Best-practice aspects:** Combining university-wide administrative and research databases with a doctoral-school self-evaluation process provides both standardised and field-specific evidence.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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

- ✓ **State of facts:** The DSP website publishes regulations, admission rules and results, governance, staff profiles and contacts, course syllabi, supervisors, committees, doctoral-student lists, study plans, schedules, learning resources, defences, habilitations, publications, self-evaluation information, events, and office hours. It is connected to Study in Romania and complemented by PhDnews (IER, pp. 42-43).
- ✓ **Evaluation:** The range of information described covers the principal public-interest needs of applicants, students, staff, partners, and the public. Accessibility through a dedicated site supports transparency.
- ✓ **Best-practice aspects:** Publishing staff profiles together with course syllabi, research themes, CVs, publication lists, and CNATDCU sheets provides unusually rich academic transparency.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

The indicator is: **fulfilled.**

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

- ✓ **State of facts:** UBB publishes Senate and Administrative Council decisions and provides an INFOUBB route for public information. DSP communicates meeting notices, regulatory changes, decisions, and actions to its community. The IER notes that DSP Council decisions themselves are not publicly posted, although their effects are reflected in published regulations, guides, and organizational information (IER, p. 43).

- ✓ **Evaluation:** The university-level framework and direct communication within DSP provide sufficient transparency for fulfilment. Public traceability at doctoral-school level would nevertheless be strengthened by publishing decision summaries.
- ✓ **Best-practice aspects:** No separate best-practice example is identified for this indicator beyond the established public-information and internal-communication framework.
- ✓ **Recommendation:** No specific recommendation is considered necessary at this stage.

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 organizational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

- ✓ **State of facts:** UBB has undergone national and international quality evaluations, receiving ARACIS institutional ratings of High Degree of Confidence in 2009, 2014, and 2020. The Philosophy doctoral domain was externally evaluated in 2021 and maintained accreditation; the 2025 external progress report concluded that all recommendations from 2021 had been implemented (IER, pp. 43-44).
- ✓ **Evaluation:** The institution and doctoral domain participate in external evaluation at the legally required intervals and demonstrate documented follow-up to recommendations. Although the request for periodic evaluation was submitted within the five-year accreditation period, it was submitted later than the 9-12-month lead time recommended by the ARACIS Guide to allow the evaluation procedure to be completed before the expiry of the accreditation term. ARACIS therefore indicated that the procedural timeline had been exceeded.
- ✓ **Best-practice aspects:** The explicit 2025 follow-up confirming implementation of all 2021 recommendations demonstrates a complete evaluation-improvement cycle.
- ✓ **Recommendation:** For future evaluations, submit the request within the 9–12-month timeframe recommended by ARACIS, to allow the evaluation procedure to be completed before the applicable deadline.

The indicator is: **fulfilled.**

IV. SWOT Analysis

Strengths		Weaknesses
The Doctoral School of Philosophy (DSP) and the Philosophy Doctoral Study Domain (DSUD) operate within a clearly defined regulatory framework and apply the institutional regulations required for the proper organization and implementation of doctoral studies. *Doctoral study domain benefits from a well-developed material and research infrastructure, including research centres, traditional library resources, and access to specialized digital databases relevant to advanced research in Philosophy.* *The academic community includes experienced and active doctoral supervisors and researchers, several of whom have significant national and international academic visibility.* *The Doctoral School maintains cooperation with the national and international academic community through institutional partnerships, research projects, academic mobility, conferences, workshops, and other scientific events.* *There is a clear commitment to the internationalization of doctoral education and research, reflected in international collaborations, academic exchanges, and participation in international research networks.* *The scientific activity of doctoral supervisors and students, the successful completion of doctoral theses, and the subsequent academic or research careers of a number of graduates provide evidence of the research capacity and continuity of the doctoral study domain.*	INTERNAL FACTORS	*The gradual reduction in the number of publicly funded doctoral positions may limit the capacity of the Doctoral School to attract and support high-quality doctoral candidates.* *Differences in the interpretation and implementation of legislative and procedural requirements may generate administrative uncertainty and additional workload.* *The management of increasingly large volumes of academic, administrative, and quality-assurance data remains demanding in the absence of fully integrated specialized digital tools.* *The Doctoral School continues to depend to a significant extent on institutional and public resources, while opportunities for attracting additional external or extra-budgetary funding remain insufficiently exploited.* *The increasing administrative and regulatory workload may place additional pressure on the available human resources and may reduce the time devoted to research, supervision, and academic development.*
SWOT analysis		

Opportunities	EXTERNAL FACTORS	Threats
Further development of partnerships with universities, research institutes, and academic networks at European and international level may strengthen research collaboration, mobility, joint projects, and international visibility. *Cooperation with public institutions, cultural organizations, NGOs, and relevant private-sector actors may create additional opportunities for applied research, knowledge transfer, and societal impact.* *Supporting younger academics in obtaining habilitation and subsequently becoming doctoral supervisors may contribute to the long-term renewal and sustainability of the Doctoral School.* *There is potential for a stronger orientation of doctoral research toward applied philosophical topics and contemporary social, ethical, technological, political, and cultural challenges requiring philosophical expertise.* *The Doctoral School may further develop its role as a platform for interdisciplinary dialogue, public engagement, knowledge transfer, and cooperation with other doctoral study domains.* *Emerging European research and education initiatives provide opportunities for increased participation in international projects, doctoral networks, joint academic activities, and mobility schemes.*		*Frequent legislative changes, regulatory instability, or inconsistent implementation of regulations concerning doctoral education may affect long-term institutional planning and predictability.* *Continued reduction or insufficient growth of public funding for doctoral education and research may affect the quality, accessibility, and sustainability of doctoral programmes.* *Limited financial incentives and uncertain career prospects may make it increasingly difficult to attract and retain high-performing young researchers and prospective doctoral supervisors.* *A declining interest among younger generations in Philosophy and, more generally, in pursuing doctoral-level studies may negatively affect future recruitment.* *Rapid technological developments, particularly in artificial intelligence and digital research environments, may create academic, ethical, and quality-assurance challenges that are not yet fully addressed by existing regulations and institutional procedures.* *Excessive bureaucratisation and increasing administrative requirements may divert academic staff from their core responsibilities in research, doctoral supervision, and teaching.* *Decisions taken at national or institutional level without sufficient consultation with academic communities may reduce the capacity of doctoral schools to respond effectively to discipline-specific needs.*

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 organizational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	No specific recommendation is considered necessary at this stage
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	No specific recommendation is considered necessary at this stage
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	No specific recommendation is considered necessary at this stage
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	No specific recommendation is considered necessary at this stage
5.	I.P.A.3.1.1 The human resources of the organizational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	No specific recommendation is considered necessary at this stage
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	No specific recommendation is considered necessary at this stage.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	No specific recommendation is considered necessary at this stage

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
8.	I.P.A.4.1.1 The organizational 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	No specific recommendation is considered necessary at this stage.
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	Given the breadth of the content covered by the course Philosophy; Ethics and Academic Integrity (Research Methodology in Philosophy; Ethics and Academic Integrity), it would be advisable to consider dividing it into two distinct disciplines: Research Methodology in Philosophy and Ethics and Academic Integrity, in order to allow sufficient depth and appropriate coverage of both areas
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	No specific recommendation is considered necessary at this stage.
11.	I.P.B.3.1.1 The organizational 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	No specific recommendation is considered necessary at this stage.
12.	I.P.B.3.1.2 The organizational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	No specific recommendation is considered necessary at this stage.
13.	I.P.B.3.2.1 The organizational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	No specific recommendation is considered necessary at this stage.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
14.	I.P.B.4.1.1 The organizational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	UBB should further strengthen the research resources and facilities available to doctoral students in Philosophy, particularly by expanding the specialised bibliographic collections in contemporary philosophy, ensuring broader access to relevant international academic databases, and improving access to dedicated workspaces for doctoral research activities.
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	Standardize the phrasing and assessment mapping of learning outcomes across all syllabi for a better coherence of the programmeand review alignment annually.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	No specific recommendation is considered necessary at this stage.
17.	I.P.B.7.1.1 The organizational component applies the admission procedures.	F	No specific recommendation is considered necessary at this stage.
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	No specific recommendation is considered necessary at this stage.
19.	I.P.B.7.2.1 The organizational component applies the regulations concerning the students' professional activity.	F	No specific recommendation is considered necessary at this stage.
20.	I.P.B.8.1.1 The organizational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	No specific recommendation is considered necessary at this stage.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	No specific recommendation is considered necessary at this stage.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	No specific recommendation is considered necessary at this stage.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organizational component consistently applies the procedures, and proves their impact on quality assurance.	F	No specific recommendation is considered necessary at this stage.
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	No specific recommendation is considered necessary at this stage.
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	UBB should formalise and publicly communicate clear procedures for the election or appointment of student representatives to the Faculty Commission for Evaluation and Quality Assurance (CEAC) and the Faculty Ethics Commission.
26.	I.P.C.3.1.1 The organizational component consistently applies the procedures, and proves their impact on quality assurance.	F	No specific recommendation is considered necessary at this stage.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	No specific recommendation is considered necessary at this stage.
28.	I.P.C.4.1.1 The organizational component analyses the results of the students' biannual evaluation of teachers.	F	No specific recommendation is considered necessary at this stage.
29.	I.P.C.5.1.1 The organizational component systematically collects and analyses data required for the internal quality assurance process.	F	No specific recommendation is considered necessary at this stage.
30.	I.P.C.6.1.1 The organizational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	No specific recommendation is considered necessary at this stage.
31.	I.P.C.6.1.2 The organizational component ensures transparent decision-making processes.	F	No specific recommendation is considered necessary at this stage.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
32.	**I.P.C.8.1.1** The organizational 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	For future evaluations, submit the request within the 9–12-month timeframe recommended by ARACIS, to allow the evaluation procedure to be completed before the applicable deadline.

Summary Table of Performance Indicators – Degree of Fulfillment

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

General recommendations: improve platform interoperability and DSP-level information access; strengthen curriculum coherence, including clearer learning-outcome mapping and appropriate course structuring; expand the effective use of international mobility, cotutelle and European Doctorate opportunities; support sustained doctoral publication activity; make systematic use of evaluation feedback for documented improvement; and ensure timely submission for future external evaluations.

UBB should ensure the appropriate formalisation and remuneration of teaching activities performed by doctoral students, in accordance with Article 67(3) of Law no. 199/2023, which provides that doctoral students may carry out remunerated teaching activities within the workload of an assistant professor. Where such activities are performed, the corresponding contractual arrangements should be established or amended accordingly.

A total of 32 performance indicators were assessed: 32 fulfilled, 0 partially fulfilled, and 0 unfulfilled.

VI. Conclusions

The IER describes a mature Philosophy doctoral domain supported by qualified supervisors, a coherent 240-ECTS programme, substantial university resources, public regulatory information, research activity and established quality structures. On the supplied documentary record, all 32 indicators are fulfilled.

The documentary evidence demonstrates continued compliance with the standards for the Philosophy doctoral study domain, while the 2025 follow-up confirms implementation of the recommendations from the 2021 evaluation. The evaluation panel therefore proposes maintaining accreditation (MAC).

Decision of the evaluation panel:

1. MAINTAINING ACCREDITATION (MAC)

VII. Annexes

Documents reviewed and referred to in this report: (1) Internal Evaluation Report for Maintaining Accreditation of the Philosophy Doctoral Study Domain, Babeş-Bolyai University, 2026; (2) Staffing Plan DSP 2025-2026; (3) Curriculum DSP 2026-2027; (4) On-site visit schedule.

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

Instituţia de învăţământ superior/Organizaţia furnizoare de educaţie/ Higher Education Institution / Education Provider Organization: *Babeș-Bolyai University, Cluj-Napoca*
Şcoala doctorală/ Doctoral School: *Școala Doctorală de Filosofie / Doctoral School of Philosophy*
Domeniul de doctorat/ Doctoral Domain: *Filosofie / Philosophy*
Obiectivul evaluării externe/ The objective of the external evaluation: *(autorizare de funcționare provizorie/acreditare/menținerea acreditării domeniului de doctorat) Maintaining the Accreditation of the Doctoral Study Field*
Perioada vizitei de evaluare/ The evaluation period: *21-22 September 2026*

Comisia de experţi evaluatori ai ARACIS/Evaluation panel:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
2.	*Popoveniuc Bogdan*	*Membru - Cadru didactic RNE*
3.	*Șleahtițchi Mihai*	*Membru - Evaluator internațional RNE-I*
4.	*Oniea Călin-Mădălin*	*Membru - Student doctorand RNE-S*

Reprezentantul IÎS/OFE:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	***Baumgarten Alexander***	*Persoană de contact/Contact person*

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
Luni/ *Monday*, 21.09.2026			
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 139 (UBB headquarter, M. Kogălniceanu nr. 1 Street, 1st floor)
9:30-10:30	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 139 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -
10.30-11.30	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 139 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -
11.30-12.30	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*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality*	Sala/Room 139 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
	representatives of the quality assurance organisational structures (CEAC)	*assurance organisational structures (CEAC)*	
12:30-13:30	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 139 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -
13:30-14:30	*Pauză de masă/Lunch Break*		
14:30-15:30	Vizitarea bazei materiale/ ***Visiting the material resources***	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabili de baza materială/ *Material Resources Managers*	Sala/Room Centrul FAM/Biblioteca Centrului FAM, Sala 140-138, etaj 1, Sediul central UBB, str. Mihail Kogălniceanu nr. 1 Biblioteca de filosofie, Parter, Sediul central UBB, str. Mihail Kogălniceanu nr. 1 CFA/Biblioteca CFA, sala 130, etaj 1, Sediul central UBB, str. Mihail Kogălniceanu nr. 1 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -
15:30-16:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți**[3] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	Sala/Room 139

[3] 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*
	evaluation experts' panel with doctoral students of the DSUD		Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -
16:30-17:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers[4] of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Angajatori/ ***Employers***	Sala/Room 139 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -
17:30-18:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți[5],[6]** ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni[7] of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala/Room 139 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - - Dr. (absolvire 2025) - Dr. (absolvire 2025) - Dr. (absolvire 2026)
Marți/ *Tuesday*, 22.09.2026			
9:00 - 9:30	**Întâlnirea tehnică** a comisiei de experți evaluatori	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Room 139

[4] Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.
[5] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[6] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat
[7] Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	(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)*		
9:30 - 10:30	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/Room 139 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -
10:30 - 11:30	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 139 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -
11:30 - 12:20	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Room 139
12:30- 13:30	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz şi ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii şi ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact*/ Contact person*	Sala/Room 139 Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
	HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process		
13:30-14:30	Pauză de prânz/ *Lunch*		

1. If deemed necessary, and depending on the type of doctoral program being evaluated, additional meetings may also take place, for example with representatives of:
2. • departments providing IT support, for instance regarding the organization of online activities
3. • departments for international relations and student mobility
4. • the Counseling and Career Guidance Center, etc.

Prepared by,
Lect. dr. Ile Vlad-Lucian
Secretary of the Doctoral School of Philosophy