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. 3
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 3.2

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Şcoala Naţională de Studii Politice şi Administrative din Bucureşti
Şcoala(ile) doctorală(e)	Multidisciplinară
Domeniul de studii universitare de doctorat (DSUD)	*Ştiinţe ale comunicării*
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 Sociale, Politice și ale Comunicării (CPS_C4) din 02.10.2026, propunerea de decizie fiind consemnată în PV nr.4994/02.10.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/20.10.2026.	
Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei *(se indică cifrele care stau la baza luării deciziei Consiliului ARACIS)*	

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.4.1.1 PÎ: I.P.A.3.2.1 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.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.5.1.2, 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: I.P.B.1.1.1, I.P.B.5.1.1 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.3.1.2, 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: I.P.C.3.1.1 N: -

Motivarea deciziei

Consiliul ARACIS în şedinţa din 22.10.2026 analizează şi validează propunerea comisiei de experţi în evaluarea externă a calităţii, constatând că din:

- *32 total indicatori: 28 sunt îndepliniţi, 4 parţial îndepliniţi şi 0 neîndepliniţi*
- *26 total standarde: 26 sunt îndeplinite, 0 neîndeplinite,*

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

Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	ȘCOALA NAȚIONALĂ DE STUDII POLITICE ÇI ADMINISTRATIVE (NATIONAL UNIVERSITY OF POLITICAL STUDIES AND PUBLIC ADMINISTRATION)
Doctoral School:	MULTIDISCIPLINARY DOCTORAL SCHOOL
Doctoral Domain:	COMMUNICATION SCIENCES
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.	*MEZA RADU MIHAI*	Expert evaluator	
2.	*POPESCU-JOURDY DANA*	International Expert	
3.	*ZVÎNCĂ GABRIEL*	PhD Student Evaluator	

I. Introduction

The external evaluation report was prepared by a panel of three external evaluators on before, during and after the on-site evaluation at the National University of Political Studies and Public Administration's Multidisciplinary Doctoral School's field of Communication Sciences: Professor Radu Meza from Babeș-Bolyai University, Professor Ingrid Dana Popescu Jourdy from University of Lyon 2, and Ph.D. candidate Gabriel Zvîncă from Babeș-Bolyai University. The on-site evaluation took place on 07.09.2026-08.09.2026, according to the schedule presented in this report's annexed file.

The National University of Political Studies and Public Administration (SNSPA) is a public institution of higher education, advanced scientific research and academic and professional training of the highest national and international standard, offering all three levels of study (undergraduate, master's and doctoral). SNSPA operates based on university autonomy, understood as a specific form of self-governance and the exercise of academic freedoms in accordance with the provisions of the Romanian Constitution, the Higher Education Law, other national regulations, as well as its own regulations. The institution was established in 1991 by Government Decision No. 183/1991, and was subsequently reorganized by Government Decision No. 542/1995. Modelled on Western schools of government, SNSPA has developed as a public institution of higher education, scientific research and professional training at national and international level, encompassing all three university cycles: bachelor's, master's and doctoral degrees.

SNSPA offers study programs in the following fields:

- Undergraduate programs: Political Science, Public Administration, International Relations, Management, Communication Studies.
- Master's degree programs: In all of the university's fields of specialization, including part- time programs and programs taught in English.
- Doctoral programs: In Political Science, Sociology, Administrative Sciences, Management and Communication Sciences.

SNSPA is a member of prestigious European organizations and consortia and a participant in programs such as the EUA (European University Association), Erasmus+ and, since 2019, a founding member of the CIVICA consortium – the European University of Social Sciences. SNSPA's mission integrates education, research and the application of results in professional life, in the spirit of international cooperation. The main responsibilities, as set out in the SNSPA Charter, include the organization of teaching and research, the publication of academic materials, national and international cooperation, and the support of extra-curricular activities.

Quality assurance is a central aspect of SNSPA's operations. The university has an internal quality assessment and assurance system, coordinated by the Quality Assessment and Assurance Committee, a body reporting directly to the University Senate. Regarding external quality assurance procedures for education, SNSPA was awarded the rating 'high level of confidence' in 2010, 2015 and 2021 following the external evaluation by ARACIS (Romanian Agency for Quality Assurance in Higher Education). At national level, SNSPA is classified as a research and education university.

Doctoral studies at SNSPA began in 2000, when the institution was granted the status of a doctoral-awarding body in the field of Political Science. SNSPA is the first university to have organized doctoral studies in the field of Political Science in Romania. In 2001, SNSPA became the first institution to offer doctoral programs in the field of Administrative Sciences. In 2008, two new doctoral fields were added: Sociology and Communication Sciences. Since 2019, the SNSPA Doctoral School has been offering doctoral programs in the field of Management. The status of Organizing Institution for Doctoral Studies (IOSUD) in the fields specified above is validated by the National Council for the Accreditation of Academic Titles, Diplomas and Certificates and certified by orders of the Minister of Education No. 4212/20 July 2000, for the field of political science, No. 4816 of 23 October 2001 for the field of administrative sciences, No. 3304 of 28 February 2008 for the fields of sociology and communication sciences, and No. 3100 of 28 January 2019 for the field of management.

The field of Communication Sciences operates within the Faculty of Communication and Public Relations. The faculty's activities are organized into departments (the Department of Communication, the Department of Public Relations and the Department of Digital Communication and Emerging Media) and research centers: the Centre for Communication Research and the Centre for EU Communication Studies – all of which support the teaching and research activities of the programs managed The previous evaluation of the doctoral school and fields of doctoral studies at the National University of Political Studies and Public Administration was validated by the ARACIS Council in 30.09.2021.

II. Methods used

The external evaluation report is based on the analysis of the internal evaluation report and its annexes and additional documents requested during the on-site visit.
During the on-site evaluation visit, the panel of external evaluation experts visited the following:

- Research laboratories
- Seminar/course rooms
- Office spaces
- Doctoral School Office
- Secretariat
- Conference/Meeting rooms
- University library

Furthermore, the panel of external evaluation experts participated in meetings with:

- Management of the College of Communication;
- Management of the Doctoral School;
- Doctoral supervisors in the field of communication sciences;
- Ph.D. Candidates in the field of communication sciences;
- Ph.D. Graduates in the field of communication sciences;
- Employers of Ph.D. Graduates in the field of communication;
- Representatives of Research Centers and Laboratories;
- Representatives of Quality Assurance Structures;
- Representatives of Ethics Committee.

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

DOMAIN A. Institutional capacity

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

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

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

SNSPA's organisational structure and management system are regulated by Law no. 199/2023, the SNSPA Charter, and the Rules of Organisation and Functioning, which define the academic, auxiliary, and administrative structures, as well as the academic and administrative management framework.
Key governance structures include: University Senate (Art. 46 of the Charter): 37 members — 26 tenured teaching/research staff and 11 student representatives; main decision-making body at university level, Administrative Council (Art. 51): rector, pro-rectors (including the CSUD director), deans, department

directors, administrative directors, and a student representative; ensures operational management under the rector's leadership, Faculty Council (FCRP): teaching staff, researchers, and students, chaired by the dean, Department Council: decision-making body of the department, led by the department director, CSUD: IOSUD's organisational and administrative structure, responsible for doctoral strategy and regulation, led by a director assimilated to pro-rector level.
Elections to management structures follow the institutional electoral legislation. Student representation is guaranteed in all consultative, deliberative, and management bodies (Art. 126 of the Charter). The 5 doctoral fields are integrated into a multidisciplinary doctoral school.
All regulations, procedures, composition of management structures, and election results for the 2024–2029 mandate are published and accessible on the SNSPA website (https://snspa.ro/snspa/informatii-publice/documente-interne/).

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

IOSUD at SNSPA presents all organisational elements required by the indicator. The management system is comprehensively regulated, aligned with the current legal framework, and structured across clearly defined governance levels with specified composition, attributions, and interrelations. Student representation is systematically ensured across all deliberative and decision-making bodies. The CSUD, as the dedicated IOSUD structure, is appropriately positioned within the institutional hierarchy through the assimilation of its director to pro-rector level. Regulations are periodically reviewed and approved by the Senate, with full public disclosure on the institutional website.

Recommendations: No recommendations

The indicator is: FULFILLED

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

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

SNSPA has established clear and transparent mechanisms for involving internal and external stakeholders in drafting, consulting, adopting, and revising strategic documents, regulations, methodologies, and procedures at institutional and faculty level. Internal stakeholders (students, teaching staff, administrative staff) and external stakeholders (employers, socio-economic partners, professional organisations, graduates) are consulted through direct representation in decision-making bodies (Senate, Faculty Councils, Departmental Councils), as well as through specific tools such as focus groups, questionnaires, and dedicated meetings.
At SNSPA level, the adoption and revision of methodologies, regulations, and implementation procedures follow the SNSPA Charter and the Regulations on the initiation, approval, monitoring, and periodic evaluation of study programmes.
At Doctoral School level, academic and administrative decisions are adopted by the Council for Doctoral Studies (CSUD). Procedures for approving study plans, admissions, doctoral research activities, and doctoral student assessment are regulated by official documents and applied uniformly.
International consultation takes place through the CIVICA alliance: within Work Package 5 (doctoral studies), regular meetings are organised to monitor progress on objectives such as joint programmes, co-

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

supervision, and supplementary diplomas. Consultations also occurred during the CIVICA PhD Summer School, held in 2025 in Bucharest.

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 institutional framework provides formalised and functional mechanisms for stakeholder involvement in decision-making, regulation adoption, and strategic document revision. Internal stakeholders are represented through governance structures, while external stakeholders are consulted through dedicated tools and international platforms such as CIVICA. The procedures are applied consistently and have contributed to the regular updating of key documents based on stakeholder feedback.

However, the self-evaluation report acknowledges that the involvement of external stakeholders — particularly employers and professional organisations — remains largely ad hoc. While this does not undermine the fulfilment of the indicator, formalising this engagement through permanent consultative structures and institutionalised dialogue platforms would represent a welcome direction for improvement, ensuring more systematic and sustained employer input into the development of methodologies, regulations, and procedures.

Recommendations: No recommendations

The indicator is: FULFILLED

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

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

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

As per the internal evaluation report, SNSPA provides students with 323 accommodation places in two of its own halls of residence. The two halls are arranged into 4-bed rooms with suitable furniture for study and rest, and a fridge in each room. The halls of residence are equipped with internet access, reading rooms, kitchens, a dedicated laundry area with washing machines and tumble dryers, private bathrooms (Hall B2) or shared bathrooms (Hall B1).

The SNSPA Library has the status of a public university library and is part of the network of university libraries in Romania, with its catalogue available online both via the website and through the dedicated university library app. The library compromise of a reading room covering 401 square metres with 52 seats, offering open access to 424 linear metres of shelving, the European Documentation Centre, inaugurated in 2008, covering 70 square metres and seating 12, which offers materials dedicated to European Union policies, as well as a publications repository covering 374 square metres, equipped with compact shelving organised by subject area, totalling 1,248 linear metres.

The SNSPA Library provides electronic access, both on-site and remotely, via the ANELIS PLUS consortium, to international scientific databases such as PROQUEST Central, ScienceDirect, Scopus and Web of Science, as well as to JSTOR, via a direct subscription. Access to these resources is explained on the library's website and on the faculty's website in the section dedicated to learning resources for students.

At university level, there are mechanisms in place to ensure equal opportunities for students. These are underpinned by the SNSPA Charter and the Regulations on Students' Professional Activities, and in recent years have been the focus of several projects implemented at university level aimed at integrating students with disabilities into the university environment.

At the Multidisciplinary Doctoral School, activities take place in modern lecture theatres and seminar rooms, equipped with multimedia systems, high-speed internet, digital educational platforms and facilities for group activities and interactive debates. Spaces designated for administrative activities are suitably equipped.
At the College of Communication and Public Relations, the current infrastructure supports and facilitates the transition to digital and hybrid learning, providing students with access to modern educational platforms and digital resources integrated into teaching and assessment processes (Webex, Google Classroom, Virtual Campus).

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

During the on-site visit and the discussions with students, professors, and administrative staff, students have access to the facilities detailed above, showing a great satisfaction towards them and ensuring their proper tools in order to pursue their academic objectives. Specifically, the external evaluation committee visited the following locations: 803b Office of the CSUD Director; P07 SNSPA Library Reading Room with 51 computers (new), 5 computers with software licenses (IBM SPSS, STATA, Atlas.Ti, SmartPLS), online library catalogue, ANELIS+ access to more than 10 international databases, Open access resources, Institutional archives, SNSPA Research Hub, P08.

Recommendations: No recommendations

The indicator is: FULFILLED

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

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

SNSPA has a structured system for the management and maintenance of its facilities, in accordance with current legislation. SNSPA's immovable and movable assets consist of the main building located at 30A Expoziției Boulevard, Bucharest, equipped with lecture halls, amphitheatres, laboratories, administrative spaces, a library, multimedia rooms and conference centres, as well as the movable assets required for teaching, research and administrative activities (furniture, IT equipment, multimedia equipment, laboratory equipment, library equipment and student facilities).
The management of the physical infrastructure is carried out by a dedicated unit within the SNSPA's Administrative Directorate, which ensures maintenance, repairs, day-to-day upkeep, periodic inspections and the logistical management of equipment and premises, based on internal procedures approved at institutional level and in accordance with national regulations.
The physical infrastructure is regularly monitored in terms of technical, health, safety and accessibility standards, based on an annual maintenance plan approved by the SNSPA Board of Directors.

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

The analysis of the state of facts, based on the internal evaluation report, and, especially, the observations made by the evaluating committee during the evaluation visit noted that the management of material resources is well maintained, students have the needed facilities to pursue their academic endeavours.

Aspects that constitute best practice examples

SNSPA pays close attention to students with special requirements and assures that the material base is equipped and properly fulfils their needs.

Recommendations: No recommendations

The indicator is: FULFILLED

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

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

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

According to the internal evaluation report, the Multidisciplinary Doctoral School has 39 doctoral supervisors, of whom 11 are doctoral supervisors in the field of Communication Sciences. PhD supervisors in the field of Communication Sciences carry out relevant and consistent research within the discipline's area of expertise, as demonstrated by publications in scientific journals indexed in recognised international databases, books and book chapters published by prestigious academic presses, as well as through active participation in national and international research projects.

According to annexes of the internal report, the 11 supervisors meet the current minimum criteria put forward by the National Council for the Accreditation of Academic Degrees, Diplomas, and Certificates (CNATDCU) Commission 25, as follows:

Supervisor	CI ≥ 10	C2 ≥ 8	C3 ≥ 1A1/2A2	C4 ≥ 100	C5 ≥ 10	C6 ≥ 150	C7 ≥ 100
S1	73.34	41	3	203.28	555.48	**825.6**	819.59
S2	21.61	28	4	153.86	249.1	**163.86**	160.69
S3	77.46	32	2	2131.48	1771.97	**2163.48**	2155.69
S4	29.84	63	3	217.97	637.92	**959.72**	952.22
S5	225.5	50	2	1074.2	647	**1240**	886.6
S6	39.44	23	2	165.8	648.4	**920.9**	865.3
S7	25.49	21	2	123.3	73.82	**292.1**	288.3
S8	156.99	75	2	322.53	2145.49	**2620.35**	2613.35
S9	27.83	37	15	402.45	94.92	**545.37**	700.2
S10	16.92	22	2	126.21	21.6	**386.35**	386.35
S11	65.9	30	5	194.45	755.81	**1055.76**	1029

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 supervisors in Communication Sciences fulfil the total score criterion, according to the annexes of the internal evaluation report. Recent contributions in Q1 and Q2 journals are noteworthy. Ph.D. supervisors in Communication Sciences have published relevant scientific works in major international journals and publishers. During the on-site visit, the external evaluators clarified initial minor inconsistencies in the reporting of criterion C3 (regarding published books as sole author or as first author) in a small number of cases. Courses in the advanced studies program are offered by staff of the College of Communication, Public Relations and Advertising, and members of the Multidisciplinary Doctoral School habilitated in Communication Sciences respectively.

Aspects that constitute best practice examples

A significant increase in publication of articles in journals in Q1 and Q2 of Communication Sciences.

Recommendations: No recommendations

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)

According to the IER, professional development of teaching staff is supported through access to internal and external continuing professional development programs, participation in national and international scientific conferences through dedicated budgetary allocations, encouraging involvement in research projects and national and European grants, the regular organization of internal pedagogical training and digital skills development sessions, as well as through access to international academic mobility programs, e.g. Erasmus+ and CIVICA – European University of Social Sciences. In the College of Communication, these facilities have been implemented through the organization of workshops on relevant topics (for example, the Romanian-American Workshop) as well as through the active participation of teaching staff in training programs and international conferences. Several institutional projects have been carried out in this respect: in 2022, the project '*Excellence in Scientific Research. Development of the interdisciplinary research infrastructure at SNSPA*', and in 2023, the project 'Valorisation of research results and increasing the impact of scientific publications at SNSPA'. Projects such as AI Ethics: the ethical use of emerging technologies in the university aim to develop and implement regulations regarding the use of artificial intelligence in teaching and research activities at SNSPA. According to the IER and meetings during the on-site evaluation, PhD supervisors in the field of Communication Sciences are involved in various CIVICA projects, with SNSPA, together with its partner universities, recently winning one of the four CIVICA Research Hub projects funded by the alliance, Transconnect.

During the on-site meeting, Ph.D. supervisors / teaching staff confirmed they are satisfied with the opportunities offered by the institution in terms of professional development, conference and project participation, international mobilities, research and administrative support, according to the on-site evaluation meetings.

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

SNSPA offers appropriate support and opportunities for staff involved in the Doctoral School, in the field of Communication sciences to access professional development opportunities, to participate in conferences, national and European grants, international mobilities, as well as other opportunities through the CIVICA Consortium or national funding for university development.

Aspects that constitute best practice examples

SNSPA manages a large number of projects, funding and offers significant development opportunities for staff.

Recommendations: No recommendations

The indicator is: FULFILLED

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

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

The National University of Political Studies and Public Administration applies and adheres to clear and transparent procedures for the recruitment and selection of teaching, research, auxiliary teaching and administrative staff, in accordance with the provisions of the Higher Education Act No. 199/2023 and labor legislation. The procedures for the recruitment, selection and promotion of teaching and research staff are

governed by the Methodology for filling vacant teaching and research posts and the Methodology on the organisation and conduct of the promotion examination for the teaching career of tenured teaching staff at SNSPA, drawn up and applied in accordance with legal provisions, with due regard for transparency, competitiveness and equal opportunities. These procedures are published on the SNSPA's official website and are open to internal and external participation. Competitions for teaching and administrative posts are publicly announced in accordance with the requirements of the Ministry of Education and are published on the SNSPA website.

University year	Number of Ph.D. supervisors	Number of Ph.D. Students
2021-2022	10	73
2022-2023	10	66
2023-2024	12	71
2024-2025	11	57
2025-2026	11	60

The 5-year period since the last external evaluation has been one of relative stability, with small variations in terms of doctoral supervisors and number of Ph.D. students enrolled in Ph.D. program in Communication Sciences. The Ph.D. student to supervisor ratio is varied from 7,3:1 to 5.45:1, with a decrease in number of students coordinated by each supervisor, in accordance with national provisions and ARACIS standards. According to the IER, the recruitment process for PhD supervisors takes place in two stages: obtaining the habilitation, followed by the procedure for admission to the SNSPA Multidisciplinary Doctoral School. The habilitation procedure is conducted in accordance with the legislation in force and the application of the Regulations on the organisation and conduct of the process for obtaining the accreditation certificate within SNSPA, drawn up in accordance with Ministerial Order 3994/2024. In accordance with Ministerial Order No. 5.956 of 13 August 2024, as well as the Methodology regarding the automatic recognition by The National University of Political Studies and Public Administration of the status of doctoral supervisor obtained at accredited higher education institutions abroad, SNSPA ensures the recognition of the status of doctoral supervisor. All information regarding this procedure is available online.
SNSPA has a general regulation for the organization of Doctoral Studies in the Multidisciplinary Doctoral School, which is published on the website for doctoral studies. The Regulation specifies (art.18) that it should specify procedures and criteria for accepting new members in the Doctoral School, but no further details are provided. The recruitment process of new Ph.D. supervisors as members in the Multidisciplinary Doctoral school will be specified in a Procedure for affiliation or disaffiliation at the Multidisciplinary Doctoral School which was presented at the on-site visit in draft form, in the last stages of institutional approval, but not yet in force. At the time of the on-site evaluation visit, the institution had no provisions for recruitment (affiliation) of new members in the Multidisciplinary Doctoral School.

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

The process of obtaining the habilitation to supervise Ph.D. theses takes place according to a well-defined internal regulation, in accordance with national norms. SNSPA has defined and applies recruitment procedures for teaching staff and researchers compliant with current Romanian legislation. Affiliation and disaffiliation procedures for members of the Doctoral School are in the final stages of institutional approval, but had not yet been approved and published as per the provisions of the institution's extant regulations concerning the functioning of the Doctoral School.

Recommendations:

Approval and publication of the recruitment/affiliation (and disaffiliation) procedure for Ph.D. supervisors as members in the Multidisciplinary Doctoral School.

The indicator is: PARTIALLY 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)

SNSPA has strategically committed, in accordance with its Strategic Plan (2021–2025), institutional objective no. 3, to accelerate the process of digital transformation at the institutional level, with the aim of simplifying administrative processes and improving the quality of services offered to members of the university community and indirect beneficiaries of education. To this end, the university utilises an integrated suite of IT tools and digital platforms that support all institutional processes, in the administrative, educational and research spheres. Specifically, SNSPA and the Faculty of Communication and Public Relations utilize a set of digital sources and tools, such as:

- The online academic and administrative management platform for enrolment and registration processes (https://admitere.snspa.ro/)
- The Cisco Webex platform – for administrative, teaching, and research activities;
- Google Classroom platform, for e-learning activities.

Students and teaching staff have access to the digital library platform and the international academic databases, such as ProQuest, EBSCO, Emerald, Springer, ScienceDirect, Sage, Wiley Online, Taylor & Francis, Scopus, and Clarivate Web of Science, through the Anelis Plus consortium.

At the same time, SNSPA uses the Campus Platform, developed in-house, which allows access to the virtual catalogue, the uploading of final dissertations in digital format and the management of other academic services.

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

During the evaluation visit, the committee discussed with the students and professors, which confirmed that the Faculty and university assures the use of IT tools in its procedures , and that the quality of services is kept at a high standard because of them. Moreover, during the visit on the material base, the committee noted that the library is properly equipped and offers access to students to international databases.

Aspects that constitute best practice examples

High level of digitalization and good access of students to relevant international databases.

Recommendations: No recommendations

The indicator is: FULFILLED

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s* The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

* 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.

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

The study program is structured as a level 8 EQF/CNC doctoral program, totalling 240 ECTS credits. The advanced study program of the Multidisciplinary Doctoral School of SNSPA and associated syllabi as well as the individual program based on scientific research are described through publicly available documents. The advanced studies program takes places in the first year of the doctoral program. The course titled Ethics and integrity in research and innovation is mandatory for all doctoral students. The doctoral students may choose any other course, according to their field of study and topic of Ph.D. thesis. In the field of Communication Sciences, there are 9 optional/elective courses offered, each with a credit allocation of 10 ECTS credits.

The individual program includes defense of the scientific research program (30 ETCS credits) and defense of three annual research reports (20 ECTS credits/each). Other activities include: scientific publications, conference presentation, other activities, each credited according to the ECTS regulation of SNSPA.

The Annex of the SNSPA ECTS regulation lists the following activities with corresponding credit allocations:

Specific activity	Number of ECTS credits
Taking a course in the Doctoral School program (exclusively in the 1st year)	10
Teaching seminars during a semester, up to 6 hours/semester	20
Defense of the scientific research project	30
Defense of a research report	20
Book (as author/co-author or editor/co-editor) under a nationally recognized publisher	40
Book (as author/co-author or editor/co-editor) under an internationally recognized publisher	60
Article published in journal indexed in international databases	15
Article published in a journal indexed in Web of knowledge with impact factor smaller than 0.1 / in the field of doctoral studies	20
Article published in a journal indexed in Web of knowledge with impact factor smaller greater than or equal to 0.1 / in the field of doctoral studies	25
Chapter in a book under a nationally recognized publisher	20
Chapter in a book under an internationally recognized publisher	30
Participation in national academic conference	10
Participation in an international academic conference	15
Other activities (with the supervisor's approval)	maximum 15/activity

The study plan of the doctoral program features a list of professional and transversal competence and a formulation of learning outcomes, as well as corresponding knowledge, skills, responsibility and autonomy, in accordance with the level of doctoral studies EQF/CNC 8, but the study plan does not clearly specify a qualification profile. The Multidisciplinary Doctoral School study program does not specify all learning, teaching, practical training, research and evaluation experiences, but defers to an Annex of the University's ECTS regulations. Teaching seminars is a paid activity an also an activity that allows Ph.D. students to gain ECTS credits.

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 study plan of the doctoral program includes the total number of allocated ECTS credits (240), in accordance with national and European level provisions, for a 4-year graduate program. It includes courses, which are part of an advanced studies program, by field of doctoral studies, for each field of study covered by the Multidisciplinary Doctoral School. All courses are electives, except *Ethics and integrity in research and innovation*, which is mandatory, in accordance with national legal provisions. The doctoral

students may take up additional courses for 10 credits each, during their first year. Furthermore, 30 credits are allocated for defense of a research project, and 20 credits for each of maximum 3 research report. The remaining credits are to be accumulated through activities listed in an annex of the general ECTS regulation of SNSPA. As a result, not all learning, teaching, practical training, research and evaluation experiences are included in the study plan explicitly, since the document references the annex of a different document (the institution's Regulation for student activities in accordance with the ECTS).

Aspects that constitute best practice examples

The activities offered by the Doctoral program are diverse, offer flexibility and potential for personalization as well as encourage activities that contribute to the development of Ph.D. students as independent researchers.

Recommendations

Inclusion of all learning, teaching, practical training, research and evaluation experiences in the study plan explicitly. Details should be provided about the structure of each academic year, number of weeks, number of hours expected for the accumulation of the ECTS credits in the program, as per national provisions.
Clarification of the qualification profile, through the occupational group(s) targeted and correlation of all credited activities in the study plan with learning outcomes connected with competences deemed essential for the qualification profile / occupations.

The indicator is: PARTIALLY 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 learning outcomes are consistent with EQF/CNC level 8 across all three of its components: knowledge, skills and autonomy, both at subject level and at program level. According to the IER (p. 23), the occupations identified for the doctoral program relevant at European level, in accordance with the ESCO classification, are*: university lecturer, research assistant in higher education, and,* specifically for the field of Communication Sciences*, lecturer in higher education in the field of Communication Sciences, but no* codes from the ESCO or ISCO classification are provided in the IER. Discussions with the management of the Doctoral School and coordinators of the Doctoral field of Communication Sciences, the expected learning outcomes were defined with respect to the targeted occupations profiles as well as in accordance with the level 8 EQF and ARACIS recommended learning outcomes defined for lower levels.

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

Competences and learning outcomes listed in the study program of the Multidisciplinary Doctoral School of SNSPA are consistent with EQF/CNC level 8 and relevant for the occupations mentioned in the internal evaluation report. Annex 6 of the IER includes a correlation matrix between the 33 learning outcomes defined and the 9 courses offered in the field of Communication Sciences for Ph.D. students of the Multidisciplinary Doctoral School.

Recommendations: No 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)

Student activities at SNSPA are governed by the Regulations on Students' Professional Activities, the Regulations on the Initiation, Approval, Monitoring and Periodic Evaluation of Study Programmes, and the ECTS/SECT Regulations, which provide mechanisms for continuous feedback and emphasise student involvement.

Student-centred learning is a core component of the doctoral programme, reflected in both curriculum design and teaching strategies. It is pursued through interaction between students and lecturers, cooperation among students, active learning, feedback during assessment, clear communication of expectations and assessment criteria, and respect for learning styles.

Interaction is promoted through supervisory committees, individual and group feedback sessions, and thematic workshops. Students are encouraged to attend any course offered by the Doctoral School regardless of specialisation, and are involved in collaborative research, scientific papers, and institutional development projects led by supervisors. Assessment is periodic (research programme presentation, research reports, final examinations), and individual counselling supports realistic planning aligned with each student's pace of progress. Expected learning outcomes and assessment criteria are detailed in course descriptions, and the thesis writing guide sets quality standards. Optional modules allow academic training to be tailored to students' interests and goals.

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 self-evaluation report presents a coherent and consistent approach to implementing student-centred learning principles, in which teaching strategies, curriculum structure, and assessment mechanisms are aligned with the intended learning outcomes. The findings of the site visit confirm this alignment: the mechanisms described — supervisory committees, feedback sessions, interdisciplinary course access, periodic assessment, and individual counselling — are operational and functional.

The combination of structured guidance (supervisory committees, thesis writing guide, course descriptions) and flexible, student-driven elements (optional modules, cross-specialisation course attendance, involvement in research projects) supports a genuinely student-centred approach at doctoral level. The planned directions for action — exploring new interactive methods, adapting practical activities to new contexts and digital tools, and better integration of student feedback into curriculum and teaching revision — are appropriate and aligned with the observed state of facts.

Aspects that constitute best practice examples

Individual counselling aligned with pace of progress supports realistic planning of each student's objectives, a particularly relevant practice at doctoral level.

Recommendations: No 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)

SNSPA is a member of CIVICA, the European University of Social Sciences, together with Sciences Po (France), Bocconi University (Italy), Central European University (Austria), European University Institute, Hertie School (Germany), Stockholm School of Economics (Sweden), IE University (Spain), SGH – Warsaw School of Economics (Poland), and the London School of Political Science and Economics (UK). Within

CIVICA, PhD students can participate in dedicated activities such as summer schools, summer courses, and conferences. The CIVICA PhD Clinic enables PhD students and early-career researchers to identify and contact professors from partner universities. CIVICA has also organised postdoctoral research programmes in which SNSPA students have participated. Students have undertaken research placements at CEU, SGH, Sciences Po, and Bocconi University.
Doctoral students also have the opportunity to take part in academic mobility through the Erasmus+ programme, with information publicly available on the SNSPA website. Each semester, events are organised to highlight the benefits of mobility (with direct participation of recently returned students), as well as eligibility criteria and selection timelines. Information is also available on the dedicated Erasmus website and Instagram page, supported by annually selected Erasmus ambassadors.

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 programme benefits from a functional and coherent organisational framework supporting academic mobility, both in person and virtually. Membership in CIVICA provides doctoral students with significant international engagement opportunities — summer schools, conferences, the PhD Clinic platform, research placements, and postdoctoral programmes — representing a notable success in the involvement of doctoral students and members of the Doctoral School in international projects. Erasmus+ mobility is complemented by institutional financial support for conference participation.
The self-evaluation report honestly acknowledges that the number of PhD students participating in Erasmus+ mobility remains relatively small, while participation in international conferences is notably higher. This does not undermine the fulfilment of the indicator but indicates that CIVICA and conference-based mobility currently constitute the primary channels for international engagement, while Erasmus+ uptake among doctoral students has room for growth.

Aspects that constitute best practice examples

CIVICA integration: the breadth of doctoral-specific opportunities within CIVICA — summer schools, PhD Clinic, research placements, and postdoctoral programmes — provides a distinctive and substantial international mobility framework.

Recommendations: No recommendations

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)

SNSPA promotes access for students from disadvantaged groups and supports their academic and social integration. Ethical and professional conduct rules are set out in the SNSPA Charter, the Code of Academic Ethics and Professional Conduct, the University Code of Students' Rights and Obligations, and the Regulations on Students' Professional Activities.
The university has implemented projects aimed at reducing disparities and integrating students with disabilities. Admissions include state-funded places for students with special educational needs. Social, cultural, sporting, and mobility opportunities are communicated through university and faculty websites, alongside organised student camps.
At FCRP level, the Centre for Guidance and Practice in Communication and Public Relations fosters awareness of diverse learning styles and abilities. At Doctoral School level, equity is ensured through universal access to educational resources, digital infrastructure, teaching staff support, adapted teaching activities, and fair assessment conditions.

Starting from the 2025–2026 academic year, the AccesEdu project has been implemented, ensuring continuity of support measures. One outcome — a guide to adapting content for different learning styles — will be presented to the teaching community.

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 programme benefits from a consistent institutional framework and specific mechanisms supporting student equity and inclusion. The combination of clear regulations, dedicated structures (Centre for Guidance and Practice in Communication and Public Relations), admission support for students with special educational needs, and universal access to resources at doctoral level provides a coherent approach to equitable opportunities aligned with students' potential, aspirations, and diversity of learning styles and abilities.

The planned continuation through the AccesEdu project (2025–2026) and the development of a guide for adapting content to different learning styles demonstrate a sustained institutional commitment to consolidating equity principles.

Recommendations: No 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)

SNSPA assures the access to resources and support services appropriate to the learning process of students, in line with individual needs, the field of study, the level of study and the structure of the programme.

Access for doctoral school students to learning resources is ensured through a series of mechanisms, including: individual access to an institutional email address (with the @drd.snspa.ro extension), remote access to the SNSPA library resources and access to the reading room in accordance with the timetable. All this information is communicated via social media and email at the start of the academic year.

At Faculty level, the Career Guidance and Internship Centre provides support regarding access to learning resources and those designed to support the learning process.

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

Analysis performed on the internal evaluation report, as well as the on-site discussions with relevant stakeholders, including students, showed that SNSPA offers the proper conditions for students, and, especially with special educational needs/disabilities, to pursue their academic goals.

Recommendations: No recommendations

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)

According to the IER, the principles underpinning the definition and assessment of learning outcomes at the evaluated institution are included in the SNSPA Charter, as well as in the Code of Ethics. The assessment of learning outcomes is carried out at subject level throughout the semester and upon completion of the course, using assessment methods specified in the Curriculum and in the course descriptions. Expected learning outcomes are presented to students from the perspective of their relevance to their development as independent researchers.

Syllabi include information about the number of hours, individual study, competences, objectives, course contents, references and recommended readings, evaluation criteria, but no explicit formulation of learning outcomes matching the program-level definition of learning outcomes, knowledge, skills, elements of responsibility and autonomy.

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

Learning outcomes are adequately described in the Study Plan, at the level of the program, and the correlation matrix in the Annexes of the Internal Evaluation Report illustrates the intended distribution of learning outcomes by course, but the course syllabi published on the website did not include the learning outcomes at the time of the on-site visit. Learning outcomes attached to other activities, which were defined outside the Study Plan, in the Annex of the University's ECTS regulations, are not yet explicitly presented.

Recommendations

Inclusion of learning outcomes in the course syllabi for the advanced study programs as well as explicit description of learning outcomes attached to credited activities in the doctoral program.

The indicator is: PARTIALLY 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)

According to the IER and meetings during the on-site visit, at the Doctoral School level, assessment is carried out through continuous assessment, projects and examinations. These details are included in the curriculum and in the syllabi. The doctoral programme comprises: a training programme based on advanced university studies and an individual scientific research programme, within which a research programme is undertaken in the first year, worth 30 credits, and a research report is submitted every 12 months in subsequent years, each worth 20 credits. Remaining credits are to be accumulated through activities such as preparation and publication of research articles, conference participations, teaching seminars, and other relevant activities provisioned in an Annex of the Institution's ECTS regulation. As part of the Individual Scientific Research Programme, the PhD student presents, at least once every 12 months, the progress made on their doctoral thesis to the Supervision and Academic Integrity Committee through an oral presentation. Following each presentation, minutes are drawn up recording the grade (Very Good, Good, Satisfactory, Unsatisfactory) and the main observations and recommendations made by the doctoral supervisor and the members of the supervision and academic integrity committee. The completion of doctoral studies is achieved through the public defense of the doctoral thesis before the doctoral thesis defense committee. The procedure for the completion of doctoral studies is set out in a website section dedicated to the doctoral journey.

Data provided by the management of the Doctoral School and Doctoral Domain of Communication Sciences indicates the number of successful Ph.D. candidates who graduated each year in the past 5 years. On-site discussions revealed that no thesis successfully defended in the field of Communication Sciences, with a defense committee decision to award the title of "Doctor in Communication Sciences" has been overturned by the National Council for the Accreditation of Academic Degrees, Diplomas, and Certificates (CNATDCU).

	Ph.D. Graduates				
Ph.D. Supervisor	**University year 2021-2022**	**University year 2022-2023**	**University year 2023-2024**	**University year 2024-2025**	**University year 2025-2026**
S1	1	2	5	1	0
S2	0	0	0	0	0
S3	0	0	0	0	0
S4	1	0	0	1	1
S5	0	0	0	1	0
S6	0	0	1	2	0
S7	0	0	0	0	0
S8	1	0	3	0	0
S9	1	1	2	0	0
S10	0	0	1	0	0
S11	0	0	0	1	1
S12	1	1	3	0	0
S13	0	1	2	0	0

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 Ph.D. candidates in Communication Sciences are assessed through examinations and evaluations described in the syllabi of the courses in the advanced studies program, as well as continuously, in accordance with their individual study plan. The existing institutional framework ensures the consistent and transparent verification of learning outcomes. The applicable regulations contribute to the transparency and clarity of assessment requirements and to their uniform application.

Recommendations: No 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)

The team that drafted the internal evaluation report, noted that the enrolment in doctoral studies is made by competitive examination. The Regulations on the organisation of the doctoral admission examination at SNSPA set out the procedure for organising the examination. The regulations detail information regarding the conditions and documents required for enrolment; the admission session periods; the manner in which the competition is conducted; enrolment fees, etc.

The Doctoral School applies procedures for admission to doctoral studies, ensuring access for interested candidates. The admission regulations are publicly available on the SNSPA and Doctoral School websites. The section of the Doctoral School's website relating to admission details the procedure, the admission timetable, the components required to compile the application, the number of places, fees, the guide to drafting the admission proposal, the number of supervisors and the topics they propose.

	Ph.D. Students				
Ph.D. Supervisor	**University year 2021-2022**	**University year 2022-2023**	**University year 2023-2024**	**University year 2024-2025**	**University year 2025-2026**
S1	13	14	10	5	7
S2	0	0	1	2	4
S3	0	0	0	0	1
S4	10	9	9	7	8
S5	2	4	8	8	7
S6	4	4	7	8	9
S7	0	0	0	2	3
S8	8	5	9	7	6
S9	12	12	12	8	6
S10	4	3	2	1	1
S11	2	4	6	7	8
S12	9	5	3	0	0
S13	9	6	4	2	0

Data provided by the management of the Doctoral School shows the evolution of number of Ph.D. students coordinated by each supervisor. 1 out of 11 (9%) doctoral supervisors had more than 8 (9) Ph.D. students enrolled in supervision at the time of the visit.

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 evaluation made on the procedures and practices regarding the admission process are in accordance with national laws, interested persons in becoming doctoral students at the Faculty of Communication have the needed information and detailed procedures on how to be admitted. The process also respects the national standards and is aligned with assuring fair access to students from all backgrounds to doctoral studies, as well as is rigorous and merit based. The discussions with students and graduates have underlined the fact that the admission process was merit-based and that the procedure was clearly specified beforehand. The institution is compliant with national provisions and ARACIS recommendation with respect to the number of Ph.D. candidates coordinated by each supervisor.

Recommendations: No recommendations

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)

As detailed in the internal evaluation report, documents governing admission to SNSPA programmes comply with the principles of fairness and equal opportunities, as set out in the Admission Regulations approved by the University Senate, and support measures (facilities, fee waivers), including the number of places for students with special needs, students who have graduated from rural secondary schools,

students from the social care system and those in situations of socio-economic risk, are presented on the SNSPA website in a section dedicated to inclusion.

The doctoral school respects the principles of fairness and equal opportunities in the admissions process, ensuring access to doctoral studies for all candidates, including those from vulnerable groups and those in situations of social and educational risk. The admissions process is organised transparently, and the regulations are available on the website. Equal access is ensured, regardless of candidates' socio-economic status, background or special needs.

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

Evaluation of the internal report, and discussions with staff and students have presented the fact that, indeed, the organisational component assures access to opportunities based on the principles of fairness and equal opportunities.

Recommendations: No 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)

The organizational component has in places regulations that concern the students' professional activity and carries out actions to support their academic journey. In this regard, there exists rules and actions which are taken to support students' academic progress, regulated at university level (through general regulations), and at the Doctoral School level these are implemented throughout the years of study, being communicated via all available communication channels (website, social media, email) and through face-to-face meetings, such as:

- Regulation on the professional activities of students at SNSPA;
- Assessment and the awarding of credits are governed by specific regulations (at SNSPA level: the Student Assessment Regulation, the Regulation on the Application of ECTS Credits; at Doctoral School level: the Procedure for the Completion of Doctoral Studies).
- Aspects relating to the recognition of periods of international mobility are also included in the Regulations on Students' Academic Activities, as well as in the Regulations on the Application of ECTS Credits.

The Doctoral School applies the regulations on students' professional activities, ensuring a clear and structured academic pathway. Through specific regulations and course descriptions, doctoral students receive detailed information on the requirements of doctoral studies, the structure of the academic year, assessment methods and promotion criteria. The consistent application of the rules governing academic activity is ensured by the Doctoral Office, in coordination with the doctoral supervisor.

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 evaluation committee noted that the organisational component has in place regulations that assure the well development of students' academic journey, constantly informing them on the procedures and rules that apply to them. These are available online and brought to them by the representatives of the College of Communication and Public Relations and university. On-site discussions confirmed these details.

Recommendations: No 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)

Internationalisation activities at SNSPA and FCRP support international projects and the mobility of teaching staff and students through CIVICA schemes, Erasmus+ teaching/training/study/placement mobility, and institutional cooperation projects where SNSPA acts as coordinator (e.g. Digipeda 2023–2025, E-Net-COM 2024–2027). In 2025, SNSPA organised the fourth edition of the CIVICA Summer School ("Challenges of Democracy in a Digital World"), bringing together PhD students and researchers from all CIVICA partner universities.

Research collaboration includes European-funded projects coordinated or participated in by PhD supervisors: COST Actions (Eupoplink, AlertHub, OPINION), European Digital Media Observatory (BROD 2025–2027), Horizon 2020 (City & Co), EACEA (EU-Truth 2024–2027), and CIVICA research grants.

SNSPA is an institutional member of ECREA. The international visibility of PhD supervisors is demonstrated through editorial board memberships in international journals, leadership roles in European associations (Vice-President of ECREA Political Communication Section, President of ENAS), coordination of international projects (EU-Truth, Strategy CCUS, 4P-CAN, City&Co, What-If), and membership in expert groups, including the European Commission's expert group on countering disinformation and the European Centre of Excellence for Countering Hybrid Threats.

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 coherently integrated into the academic life of the doctoral programme and contributes to improving the quality of education and research. The diversity of mobility schemes and international projects — with a strong European component — facilitates exchange of experience, development of academic skills, and strengthening of collaborations with international partners.

The international visibility of the members of the Doctoral School is particularly noteworthy. PhD supervisors hold editorial board positions in prestigious international journals, leadership roles in European professional associations, and coordinate projects funded through competitive mechanisms (Horizon, COST, EACEA, Jean Monnet). Their involvement in high-level expert groups confirms a sustained and recognised international profile that directly benefits the doctoral programme.

Aspects that constitute best practice examples

International visibility of PhD supervisors: demonstrated through editorial board memberships, leadership roles in European associations, coordination of Horizon/COST/EACEA projects, and participation in high-level expert groups.

CIVICA Summer School 2025: SNSPA organised the fourth edition, bringing together PhD students and researchers from all partner universities, strengthening CIVICA's doctoral dimension.

Recommendations: No recommendations

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)

SNSPA encourages the improvement of scientific research quality in the programmes of the Multidisciplinary Doctoral School. PhD students are encouraged to spend a period at a higher education institution abroad through Erasmus+ and to participate in international conferences, as well as to complete their individual training programme and public defence in a language of international circulation. Doctoral students' participation in conferences is documented in Annex 9.
Learning based on scientific inquiry and research findings is pursued throughout the doctoral programme. The curriculum includes subjects such as Research Methods in the European Administrative Space, Data Analysis Methods, Qualitative and Quantitative Research Methods in the Social Sciences, and Social Processes in Global Contexts, providing in-depth understanding of research methods. Scientific inquiry is encouraged throughout the programme, both in course projects and in the preparation of research reports. Student involvement in research is also supported by a conference dedicated to doctoral students in Communication Sciences, organised in collaboration with the doctoral schools of Babeș-Bolyai University, the University of Bucharest, Alexandru Ioan Cuza University of Iași, and the West University of Timișoara.
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 integration of scientific inquiry into the curriculum and teaching activities contributes to the development of students' research skills and supports the achievement of learning outcomes. The methodological subjects in the curriculum provide a solid foundation, while their application in course projects and research reports ensures the relevance and applicability of the learning process.
The involvement of doctoral students in research activities is demonstrated by concrete examples: participation in international conferences (documented in Annex 9), the possibility of completing training and public defence in a language of international circulation, and the active participation in the dedicated conference for doctoral students in Communication Sciences organised jointly with four major Romanian universities. These examples confirm that research-based learning is not limited to theoretical training but is translated into dissemination and scientific communication experiences.
Recommendations: No recommendations
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)
The scientific research activities of PhD supervisors support the objectives of the study programme and contribute to the creation of collaborative networks, the acquisition of advanced research skills, and the transfer of know-how to PhD students.
At FCRP level, two research structures operate — the Centre for Communication Research and the Centre for EU Communication Studies — facilitating interdisciplinary collaboration. Research dissemination is supported by the Romanian Journal of Communication and Public Relations, edited by FCRP and indexed in Web of Science ESCI since 2020. Academic staff participate in projects funded through Erasmus+, COST Action, Horizon 2020, UEFISCDI, CNFIS-FDI, and SIPOCA. Biennial CNATDCU reports reflect strong bibliometric performance: the latest report shows 46 articles in ISI Q1 and 40 in ISI Q2 journals.
PhD student publications in Communication Sciences have increased significantly between 2021–2025, in both quantity and quality, complemented by collective volumes such as Răducu & Nastasiu (eds.) (2025). A summary is included in Annex 10.

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

Research activity is coherently structured and aligned with the programme's objectives. The quantitative and qualitative data confirm the visibility and capitalisation of research results at national and international level: 46 ISI Q1 and 40 ISI Q2 articles, a faculty-edited journal indexed in Web of Science ESCI, participation in prestigious European-funded projects, and a significant increase in PhD student publications.

As particularly relevant aspects, we note: (i) the Romanian Journal of Communication and Public Relations, a faculty-edited journal indexed in Web of Science ESCI since 2020, which provides a visible dissemination platform for research in the field; and (ii) the significant increase in PhD student publications (2021–2025), in both quantity and quality, complemented by the publication of collective volumes from doctoral student conferences.

Recommendations: No recommendations

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)

Quality assurance strategies and procedures, including academic ethics and deontology, are defined within SNSPA's institutional framework based on strategic documents and dedicated structures. The SNSPA Charter (including the Code of Ethics), the Quality Assessment Committee, and the Ethics Committee at university level establish the regulatory and operational framework. This is complemented by the Institutional Development Plan and the Strategic Plan for Evaluation and Quality Assurance.

Implementation is demonstrated through annual reports of the responsible bodies, published on the SNSPA website, ensuring transparency and continuity. At FCRP level, the Scientific Ethics Committee and the Quality Assessment and Assurance Committee (CEAC) apply these procedures at programme level. CEAC members regularly participate in departmental working meetings (e.g. on employer input, curriculum development), while the Scientific Ethics Committee contributes to a better understanding of ethical issues in research.

The quality assurance system includes periodic evaluations, student feedback, and teaching staff involvement in optimising the educational process. At Doctoral School level, curriculum implementation follows regulations in force, ensuring alignment with ARACIS standards and integration of institutional best practices.

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 organisation possesses the necessary structures for quality assurance. Existing structures and procedures provide a coherent and functional framework for the implementation of quality assurance strategies and ethical principles. The combination of university-level bodies (Quality Assessment Committee, Ethics Committee), faculty-level bodies (FCRP CEAC, Scientific Ethics Committee), and doctoral-level alignment with ARACIS standards ensures a multi-layered and consistent approach.

It is worth noting that the new leadership of the Quality Assessment and Assurance Committee is currently engaged in reinvigorating procedures, aiming to enhance their dynamism and effectiveness. This renewed

impetus is expected to strengthen the impact of quality assurance mechanisms on the continuous improvement of education at the study programme level.

Recommendations: No recommendations

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 the level of the College of Communication and Public Relations (FCRP), curricula and syllabi are discussed within departments, with CEAC members participating as guests. Student feedback is collected via an anonymous form at the end of each semester, with results discussed in departmental meetings and evaluation processes. Annual meetings are held between faculty management and students from each year group.

Teaching staff are evaluated annually via the evaluare.snspa.ro platform, based on self-evaluation forms covering teaching, research, and institutional development. PhD supervisors are evaluated every two years via self-assessment and field coordinator forms, submitted to CEAC SNSPA, which draws up an Internal Evaluation Report of the Doctoral School (Annex 5). The latest evaluation took place in 2025 (covering 2023–2024). In 2025, progress reports were also submitted to ARACIS (Annex 12).

PhD students complete course evaluation forms each semester, with responses archived at the Doctoral School. Graduates are consulted via a questionnaire on employability and learning experience. Of 84 respondents, 79.8% consider the programme provided theoretical knowledge, 83.4% research skills, 60.9% soft skills, 58.3% practical skills, and 38.1% managerial skills. 86.9% would recommend the SNSPA Doctoral School, 55.9% are interested in a postdoctoral programme, 85.5% in attending courses as guests, and 74.4% in participating in curriculum development discussions.

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 integration of the academic community's views reflects a functional consultation framework, and the involvement of students and graduates supports the adaptation of the curriculum and procedures to the current requirements of the field. Formal instruments enhance transparency and trust, supporting a participatory decision-making process and the continuous improvement of the programme. The graduate survey results — particularly the high recommendation rate (86.9%) and interest in maintaining contact (85.5%) — confirm a strong relationship between the Doctoral School and its alumni.

However, there are limits regarding the use of collected data in the implementation process. While student and graduate feedback is gathered and discussed, the mechanisms for systematically translating this input into concrete, traceable improvements are not sufficiently formalised.

Recommendations: No recommendations

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)

As specified in the internal evaluation report, the SNSPA University Ethics Committee oversees the university ethics and deontology, operating on the basis of Rules of Organisation and Functioning approved by the University Senate. The Committee carries out its activities independently of any other structure or person within the university, in compliance with legal provisions. There is also a Code of Ethics, a document included in the SNSPA Charter, which refers to the Ethics Committee. The Code of Ethics includes provisions for research ethics. The regulation stipulates the existence of a research ethics subcommittee, its structure decided by the Ethics Committee, but the structure of the subcommittee was not available on the website section dedicated to the Ethics Committee. Discussions with the chair of the Ethics Committee at the on-site visit revealed that no ethics breach cases regarding students or staff involved in Doctoral Domain have been reported during their mandate and that institutional research ethics approval is part of their activity as Chair of the Ethics Committee.

At the level of the College of Communication and Public Relations (FCRP), there is also a Research Ethics Committee, which provides advice on the application of ethical principles and standards in research.

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

Analysis on the documents specified in the internal evaluation report, as well as discussions with representatives of the Ethics' Committee, both at university, and Faculty level, showcased that Committee works on regulation approved by the University's Senate and is independent in its activity. The Chair of the Ethics Committee may issue research ethics approvals at institutional level, when required, complemented by a research ethics advisory role is also fulfilled by a Research Ethics Committee at the level of the College of Communication and Public Relations (FCRP).

Recommendations: No recommendations

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)

According to the internal report, at SNSPA, there is a Regulation on the initiation, monitoring and periodic review of study programs and fields of study (not updated since 2018), a framework document applicable to all study programs which set out the procedures and stages required for the periodic evaluation of study programs, including doctoral study programs, whilst also providing framework for monitoring and self-evaluation processes.

In the SNSPA Regulation for Doctoral Studies (updated in 2026) there are specific provisions regarding the internal evaluation of Doctoral Schools and Doctoral programs, as well as evaluation of Ph.D. supervisors every two years according to criteria defined by CNATDCU. The regulation mentions ensuring the compatibility of doctoral degree programs with the qualification description registered in the national registry (RNCIS), but the qualification is not yet registered in the national registry.

According to the internal report and meetings during the on-site visit, the curriculum is developed in accordance with the objective needs related to the academic progression of doctoral students as the individual doctoral study plan comprises the subjects chosen by the doctoral student.

According to the meetings with the coordinators of the doctoral program, the doctoral program study plan was recently revised. In this process, the plan was submitted to the members of the Council for Doctoral Studies for feedback, before approval by the Board and the University Senate.

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

SNSPA has an outdated general Regulation on the initiation, monitoring and periodic review of study programs and fields of study, but a new 2026 SNSPA Regulation for Doctoral Studies, which specifies procedures for monitoring, and periodically evaluating the doctoral programs and doctoral study domains. The provisions of the new 2026 SNSPA Regulation for Doctoral Studies regarding initiating, monitoring, and periodically reviewing the study programs and domains and the performed activities, as well as using evaluations as part of the quality assurance processes and follow-up activities for Ph.D. graduates.

Recommendations

Updating the Regulation on the initiation, monitoring and periodic review of study programs and fields of study in accordance with current provisions.

Increased formal involvement of stakeholders such as potential employers, Ph.D. graduates, internationally recognized researchers in the internal evaluation and monitoring processes of Ph.D. programs.

The indicator is: PARTUALLY 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)

According to the internal evaluation report, as part of the periodic evaluation of university programs, including doctoral programs, reports are drawn up for each program and endorsed by the Council for Doctoral Studies (CSUD); they are then forwarded to the institution's Administrative Board for endorsement and submitted to the SNSPA Senate for approval. The specific provisions in the SNSPA Regulation for Doctoral Studies regarding the internal evaluation of Doctoral Schools and Doctoral programs, as well as evaluation of Ph.D. supervisors every two years according to criteria defined by CNATDCU

Most of the Ph.D. supervisors have proposed and teach courses in the advanced studies program, covering diverse topics. Courses and teaching staff in the advanced studies program are evaluated by Ph.D. students and their feedback is used in quality assurance procedures. The coordinators of the field of Communication Sciences in the Multidisciplinary Doctoral School have provided aggregated results to the external evaluation team during the on-site visit.

Ph.D. graduates are involved as invited speakers, partners for practical training of undergraduate studies. They mainly maintain informal relations and contact with their former supervisors, members of guidance committees and other graduates. Ph.D. graduates contribute with feedback, as professionals, to improving the quality of the University's study programs.

Employers and industry stakeholders appreciate the competencies developed by the Ph.D program in quantitative and qualitative research methods for developing strategies in communication, public relations and advertising, human resources and employer branding, behavioral marketing or UX design in the IT industry, but involvement in program development is mostly indirect or informal. Only some Ph.D. graduates and employers / industry representatives have direct contact with members of the Doctoral School in the context of research projects that involve both Ph.D. students and Ph.D. graduates. In the discussions at the on-site visit, employers and industry representatives supported that the doctoral program should emphasize work ethics, research competencies, evidence-based decision-making, obtaining clarity, understanding contemporary society, open-mindedness and adaptability.

✓ 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 procedures for initiating, monitoring, and periodically reviewing the study programs and domains involve mostly members of the Doctoral School, supervisors / teaching staff and Ph.D. students. Some of the graduates, employers or industry representatives are directly involved with the doctoral school, and offer mostly informal feedback, which is generally positive.

Recommendations: No recommendations

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)

The periodic evaluation of the quality of teaching staff activities is carried out through institutional mechanisms that include the bi-annual evaluation of teaching performance by students. The feedback collected through these evaluations is aggregated and used in reporting and for improving the quality of education. A feedback questionnaire is used specifically for evaluating courses in the Doctoral School. The students and graduates confirmed during the meetings organized in the on-site visit that they have filled in questionnaires.

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 of the activity of supervisors in the field of Communication Sciences who teach courses in the advanced study program is evaluated by students every semester through a specifically designed questionnaire for the Doctoral level. The aggregated results are employed in quality assurance mechanisms.

Recommendations: No recommendations

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)

As per the evaluation report, the organisational unit collects and analyses data relevant to the internal quality assurance process (analytics tools related to the use of the Google Classroom platform, archives containing data from feedback questionnaires completed by students, and data on scientific research activity, available via the institutional platform evaluare.snspa.ro). At the Doctoral School level, there is an archive containing data from feedback questionnaires completed by doctoral students.

Currently, doctoral students' enrolment and personal data are recorded in the Doctoral Office's database. Although this database does not allow for advanced data processing or queries, its continuous updating by the Doctoral Office improves the management of doctoral students' enrolment. Updates are visible in real time, as the database is stored on a secure drive. The information can be easily updated, as it is structured by codes and has access to the electronic version of the data entered by candidates on the SNSPA online admissions platform. Using the current database, various reports can be generated, such as: number of students by field, number of students per supervisor, number of credits per student, etc. It is also possible to manage information relating to special enrolment situations, such as extensions of study periods,

interruptions or expulsions. Graduates of doctoral programmes can be grouped according to year of graduation, field of study, year of enrolment, etc.

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

During the on-site visit, the evaluation committee analysed the data regarding feedback questionnaires by doctoral students, which have details regarding their satisfaction with the studies, the material base, the relation with the coordinating professor, and so on.

Recommendations: No recommendations

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)

In the internal evaluation report there are details regarding the publication and access to information of public interest. Specifically, the organisational unit ensures the publication of and access to information of public interest regarding the evaluated study programme, both at SNSPA level and at the level of the Faculty of Communication and Public Relations (FCRP). At university level, public information is communicated by the Communication and Media Directorate via the SNSPA website, where there is a dedicated section – Public Information Bulletin – which includes documents that must be disclosed ex officio, in accordance with legal provisions, such as the budget, balance sheet and other information of public interest. Furthermore, relevant news is published via the website, including information on events, admissions, etc. (Info SNSPA). The SNSPA website contains a section dedicated to the Doctoral School.

IOSUD-SNSPA has made efforts to improve the online experience for both external users of the www.doctorat.snspa.ro website and internal users, by publishing all information on in accordance with current regulations. The Doctoral School's website provides information in Romanian and English.

IOSUD-SNSPA is committed to regularly updating the information published on the website www.doctorat.snspa.ro, recognising that this updating forms part of a clear, well-structured and transparently presented legal framework designed to ensure the proper organisation and conduct of doctoral studies. There is also a Facebook page for the Doctoral School, where relevant information is posted.

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

The analysis of the websites of SNSPA, Faculty and Doctoral School, has shown that public information is access to everyone interested. The discussions with the students also highlighted that relevant information is easily accessible to them, and there are informed of any changes via the website, social media pages, and emails.

Recommendations: No recommendations

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 internal evaluation report specified that the organisational component ensures the transparency of decision-making processes through the application of institutional procedures, both at the level of the Faculty of Communication and Public Relations (FCRP) Council and at departmental level.
At the level of the FCRP Council, meetings are organised on the basis of an agenda communicated in advance via electronic means, and the decisions adopted are subsequently communicated centrally. At departmental level, the transparency of decision-making processes is ensured by the drafting of minutes and reports that reflect the work carried out, the discussions held and the conclusions adopted.
At the Doctoral School level, the CSUD's work is recorded in resolutions which are subsequently submitted to the Board of Directors and the Senate.

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 external evaluation committee discussed with interested stakeholders, such as students and professors, on the transparency of decision-making processes, with their opinion confirming that the organisational component assures easy access to the specified information.

Recommendations: No recommendations

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 previous evaluation of the doctoral school and fields of doctoral studies at the National University of Political Studies and Public Administration was validated by the ARACIS Council in 30.09.2021.

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

The institution carried out the periodical procedures pertaining to the external quality evaluation process every five years and has submitted the internal evaluation report to initiate external evaluation within the recommended time frame.

Recommendations: No recommendations

The indicator is: FULFILLED

IV. SWOT Analysis

Strengths: ✓ Attention for special requirements of students< ✓ High competence of staff with extensive professional experience; ✓ Diverse research topics and a multidisciplinary and interdisciplinary approach; ✓ Increasing international visibility of research work by students and Ph.D. supervisors; ✓ High level of digitalization and good access of students to relevant international databases; ✓ Flexibility in obtaining credits during the doctoral program; ✓ Updated research infrastructure; ✓ Recently updated regulations clarifying provisions for the operation of the doctoral programs;	INTERNAL FACTORS	Weaknesses: ✓ Insufficient monitoring of the progress of Ph.D. students and Ph.D. graduates; ✓ Limited resources for Ph.D. candidates, depending on funding type; ✓ Difficulty in procuring perennial or long-term data processing software licenses;
SWOT analysis		
Opportunities: ✓ diversity of disciplines offered by the Doctoral School within the advanced training programme; ✓ Opportunities for internationalisation offered by participation in the CIVICA consortium ✓ Social science research projects carried out within the faculty that integrate young PhD students into the team ✓ Interdisciplinary approaches that enable collaborations beyond traditional ones; ✓ The integration of a professional perspective with research-based approaches.	EXTERNAL FACTORS	Threats: ✓ Lack of receptiveness of the local, national, international political environment to the factors that ensure societal progress, as identified in the doctoral research carried out by doctoral students ✓ Low ability of the academic/research institutions to absorb Ph.D. graduates at national level ✓ The gradual departure of a significant number of senior staff approaching retirement age ✓ The declining appeal of doctoral studies in the social sciences due to a lack of research funding at national level

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	No recommendations
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 recommendations
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	No recommendations
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 recommendations
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	No recommendations
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	No recommendations
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	PF	Approval and publication of the recruitment/affiliation (and disaffiliation) procedure for Ph.D. supervisors as members in the Multidisciplinary Doctoral School.
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	No recommendations
DOMAIN B. Educational efficacy			

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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.	PF	Inclusion of all learning, teaching, practical training, research and evaluation experiences in the study plan explicitly. Details should be provided about the structure of each academic year, number of weeks, number of hours expected for the accumulation of the ECTS credits in the program, as per national provisions. Clarification of the qualification profile, through the occupational group(s) targeted and correlation of all credited activities in the study plan with learning outcomes connected with competences deemed essential for the qualification profile / occupations.
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 recommendations
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	No recommendations
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	No recommendations
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	No recommendations
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	No recommendations
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.	PF	Inclusion of learning outcomes in the course syllabi for the advanced study programs as well as explicit description of learning outcomes attached to credited activities in the doctoral program.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	No recommendations
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	No recommendations
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 recommendations
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	No recommendations
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	No 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 recommendations
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 recommendations
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	No recommendations
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	No recommendations
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	No recommendations
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	PF	Updating the Regulation on the initiation, monitoring and periodic review of study programs and fields of study in accordance with current provisions. Increased formal involvement of stakeholders such as potential employers, Ph.D. graduates,

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			internationally recognized researchers in the internal evaluation and monitoring processes of Ph.D. programs.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	No recommendations
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	No recommendations
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	No recommendations
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	No recommendations
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	No 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	No recommendations

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	7	1	0
Domain B. Educational efficacy	12	2	0
Domain C. Quality management	9	1	0
Total	28	4	0

General recommendation: Increased visibility of structures and opportunities extant at institutional level, such as the Research Ethics Subcommittee for obtaining ethical approvals and opportunities for support for Ph.D. students who are awarded state-funded grants.
Out of the 32 analysed performance indicators, 28 were assessed as fulfilled, 4 (14%) (1 (3,5%) in domain A, 2 (7%) in domain B, 1 (3,5%) in Domain C) as partially fulfilled, and none assessed as unfulfilled.

VI. Conclusions

The Doctoral Study Domain in Communication Sciences at the National University of Political Studies and Public Administration (SNSPA - ÇCOALA NAȚIONALĂ DE STUDII POLITICE ÇI ADMINISTRATIVE), delivered through the Multidisciplinary Doctoral School is a consolidated, highly visible program. SNSPA demonstrates strong research performance, modern infrastructure, and deep international alignment—particularly within its doctoral ecosystem—while actively working to resolve historic gaps in administrative formalization, curricular mapping, and external stakeholder engagement.
The external evaluation highlighted key strengths and improvements such as high-impact research & international visibility through a marked increase in top-tier (Q1/Q2) publications in Communication Sciences, supported by doctoral supervisors who maintain prominent roles on international editorial boards, European academic associations, and high-level expert groups while directing major Horizon, COST, and EACEA projects. SNSPA is striving for strong global positioning anchored by the CIVICA network—highlighted by hosting the 2025 CIVICA Summer School—providing doctoral candidates with access to PhD Clinics, research placements, and postdoctoral mobility opportunities. A remarkable student-centric doctoral mentorship is provided by highly flexible, personalized doctoral curricula that encourage independent research alongside individual progress counseling tailored to each candidate's development pace. Modern infrastructure is specifically equipped for inclusion and accommodation students from multiple categories, paired with comprehensive digital services and broad access to international databases. The National University of Political Studies and Public Administration, and the Doctoral Domain of Communication Sciences through the College of Communication and Public Relations (FCRP) benefits from strong organizational management, capable of securing substantial funding, executing complex projects, and offering continuous development opportunities for academic staff.
There are some areas that were assessed as requiring further attention in the future, such as procedural formalization, improved curricular and competency mapping and better documentation of systemic stakeholder involvement. Regulatory frameworks require ongoing updating and clear publication, particularly regarding supervisor affiliation/disaffiliation policies, internal ethics subcommittee structures, and routine program review mechanisms. Syllabi and study plans need explicit learning outcomes directly mapped to targeted professional profiles and essential industry competencies to ensure practical career alignment. Internal program evaluation and monitoring require broader, structured participation from external stakeholders, including employers, doctoral alumni, and independent international researchers.
The Doctoral Study Domain in Communication Sciences at the National University of Political Studies and Public Administration is unquestionably one of the leading Ph.D. programs in Romania, through its research output, highly visible, relevant, research work published by Ph.D. supervisors and Ph.D. students, as well as research and institutional projects and partnerships that involve Ph.D. students, and support the formation of future generations of independent researchers, despite a national context that offers limited opportunities for Ph.D. graduates.

Following the completion of the maintaining accreditation procedure, the decision of the evaluation panel is MAINTAINING ACCREDITATION (MAC);

VII. Annexes

Schedule of the on-site visit
Meeting minutes
Aggregated 5-year data on Ph.D. candidate enrolment, Ph.D. graduates and supervisors
Proofs of periodical evaluations of Ph.D. Supervisors
CEAC (Committee for Evaluation and Quality Assurance) Reports
Ph.D. Student Feedback / Evaluation of Teaching Questionnaires

Schedule of the on-site visit: 07.09.2026-08.09.2026

Day 1, 07.09.2026		
Time	Activity	Participants
11:00	Technical discussions in the external evaluation committee	Expert Committee on External Quality Assessment
11:30	Meeting of the Expert Committee on External Quality Assessment with Representatives of the Management of the Organizational Unit	Vice-rector on SNSPA, Dean of College of Communication and Public Relations, Director of the Doctoral School, Coordinator of the Field of Communication Sciences in the Multidisciplinary Doctoral School
12:20	Meeting of the committee of expert evaluators for the external quality assessment with the team that prepared the internal evaluation report	Director of the Doctoral School, Coordinator of the Field of Communication Sciences
13:10	Meeting of the expert committee on external quality Assessment with the teaching staff involved in activities within the field of doctoral studies	6 Ph.D. supervisors in Communication Sciences
14:00	Meeting of the expert committee on external quality assessment with the doctoral students in the field of doctoral studies	5 Ph.D students on-site and 5 Ph.D students online
14:40	Tour of the facilities	Coordinator of the field of Communication Sciences in the Multidisciplinary Doctoral School and one Ph.D. student
16:30	Meeting of the expert committee on external quality assessment with the graduates of the doctoral program in Communication Sciences	Five graduates of the Ph.D. program
17:20	Meeting of the expert committee on external quality assessment with employers of the Ph.D. graduates/industry stakeholders	Six employers of the Ph.D. graduates/ industry stakeholders
Day 2, 08.09.2026		
9:00	Technical discussions in the external evaluation committee	Expert Committee on External Quality Assessment
9:30	Meeting of the expert committee on external quality assessment with coordinators of research centres/ research laboratories	6 coordinators of two research centres and four research laboratories
10:20	Meeting of the expert committee on external quality assessment with representatives of organizational structures in quality assurance	1 member of CEAC SNSPA 1 member of CEAC FCRP
11:10	Meeting of the expert committee on external quality assessment with representatives of the Ethics Committee	Chair of Ethics Committee
12:00	Meeting of the expert committee on external quality assessment with representatives of the institution's management for communicating final remarks and preliminary conclusions of the evaluation process	Interim Director of the Council for Doctoral Studies SNSPA Coordinator for the Communication Science Domain of Doctoral Studies