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. 2
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 2.4

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea din Bucureşti
Şcoala(ile) doctorală(e)	Pentru Domeniile Psihologie și Științe ale educației; Interdisciplinary School of Doctoral Studies - ISDS UB
Domeniul de studii universitare de doctorat (DSUD)	*Psihologie*
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 Ştiinţe Administrative, ale Educaţiei şi Psihologie (CPS_C5) din 17.09.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU).

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

Motivarea deciziei	
Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • *Total indicatori: 38 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit* • *Total standarde: 30 sunt îndeplinite, 0 neîndeplinite,* *și, astfel, prin aplicarea art. 63 din Metodologie decide că* ***standardele sunt ÎNDEPLINITE.***	
Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	University of Bucharest
Doctoral School:	Psychology and Educational Sciences
Doctoral Domain:	Psychology
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.	***Andrei C. Holman, Professor PhD***	Expert evaluator	
2.	***Sergiu Baciu, Professor PhD***	International Expert	
3.	***Victor Malairău***	PhD Student Evaluator	

I. Introduction

The present External Evaluation Report (REE) was elaborated within the framework of the periodic external quality assurance procedure for maintaining the accreditation of the doctoral study domain Psychology, organized by the University of Bucharest (UB), and the coordination of doctoral training, through IOSUD-UB and the Doctoral School of Psychology and Educational Sciences.

The evaluation procedure followed the provisions of the Romanian Higher Education Law no. 199/2023, Government Decision no. 962/2024 and the ARACIS standards and performance indicators applicable to doctoral study domains. The evaluation process included the analysis of the Internal Evaluation Report (REI) and its annexes, meetings with the institutional leadership, doctoral supervisors, doctoral students, graduates and employers, and the verification of the educational and research infrastructure.

University of Bucharest was founded in 1864 and is one of the country's leading comprehensive higher education institutions, which defines itself as a university of advanced research and education. UB offers undergraduate, master and doctoral study programmes within 20 faculties. According to the latest Times Higher Education rankings, the University of Bucharest leads Romanian comprehensive universities in educational quality and research environment while securing 3rd place globally for gender equality. The IOSUD within UB manages 24 doctoral schools focused on 22 specific scientific fields and one school for interdisciplinary doctoral studies.

Administered by the Faculty of Psychology and Educational Sciences, the Doctoral School of Psychology and Educational Sciences organizes research-focused doctoral studies in Psychology and Educational Sciences. The Psychology domain is structured as a full-time, four-year scientific doctoral program totaling 240 ECTS credits.

The curriculum includes advanced courses in quantitative and qualitative research methodology and data analysis, academic ethics, systematic review and meta-analysis, scientific dissemination and writing, and professional development. Aimed at cultivating advanced scientific proficiency and independent research capabilities, the curriculum emphasizes academic integrity while facilitating students' entry into broader national and international research environments.

Within the Psychology doctoral domain, Guidance is provided by experienced doctoral supervisors whose academic prestige is consistently reflected in international database publications, contributions to global conferences, and leadership and participation within funded research projects and scholarly networks. With regard to internationalization, UB has bilateral agreements with 126 higher education institutions from other countries and is a member of 12 international networks. Most relevant, UB has been a member of the CIVIS European University Alliance since 2019, alongside ten other prestigious European universities. This indicates strong internationalization efforts and important opportunities for international collaborations for the members of the UB community.

The doctoral study domain Psychology adequately implemented the recommendations emerged from the last external quality evaluation procedure, specifically by intensifying efforts to access external funding for doctoral students through international and national grants and partnerships with the private sector as well as specialized training on project drafting, monitoring the distribution of doctoral theses among external reviewers in the defense committee, increasing institutional support on research ethics and integrity through lectures and workshops on these topics, a guide of best practices in research and continuous support from the Research Ethics Committee, investments in research equipment and restructuring the former framework of research laboratories by concentrating existing expertise and resources in fewer and more functional research units, and attracting new doctoral supervisors in the study domain who meet the current minimum CNATDCU standards for habilitation in Psychology.

II. Methods used

The external evaluation relied on the Internal Evaluation Report (REI) submitted by IOSUD-UB for the Psychology doctoral domain, alongside its supporting annexes and supplementary documentation provided prior to and during the site visit.

The evaluation panel reviewed institutional regulations, governance documents for IOSUD-UB and the Doctoral School, and study plans. The evaluation also included the assessment of doctoral supervisor compliance with CNATDCU standards and overall scientific activity, student research output and participation in research programs, research infrastructure, international partnerships and mobility programs.

The evaluation visit featured meetings with university and IOSUD leadership, the Doctoral School director, doctoral supervisors, PhD students, alumni, employers, and quality assurance and ethics committee members. Discussions addressed doctoral studies organization, supervision standards and procedures, research output, internationalization, academic ethics, and student support services. The educational and research facilities of the Faculty of Psychology and Educational Sciences were also assessed during the on-site visit, including laboratories dedicated to research in psychodiagnostics and experimental psychology, cognitive sciences and clinical psychology, as well as the administrative and digital infrastructure supporting the activities within the Psychology doctoral domain.

The evaluation conclusions synthesize findings from document analysis, direct observation, and information gathered during the institutional meetings.

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.

Findings / state of facts

The doctoral study domain Psychology operates within IOSUD-UB in accordance with the Romanian Higher Education Law no. 199/2023, the 2016 Charter of the University of Bucharest and the institutional regulations governing doctoral studies, such as the 2016 Methodology for the organization and supervision of advanced
university studies and scientific research in the Doctoral School of the Faculty of Psychology and Educational Sciences. The organizational structure includes the Council for Doctoral Studies (CSUD) and the university and faculty – level administrative structures responsible for the coordination and management of doctoral studies. The domain includes experienced doctoral supervisors whose scientific visibility is widely recognized, backed by a stable institutional infrastructure that ensures

sustained support for doctoral education and research initiatives. The evaluation panel verified the operational presence of updated regulatory frameworks governing doctoral admission, supervision, academic ethics, quality assurance, and defense procedures. These documents are publicly available and periodically updated to ensure continuous compliance with legislative mandates and ARACIS requirements and criteria. Administrative and academic management within the domain is reinforced by institutional digital systems, structured quality assurance processes, and periodic joint meetings at IOSUD and doctoral school level.

Analysis

The evaluation panel confirms that the Psychology doctoral domain maintains adequate organizational structures in terms of competences, responsibilities, processes, and implementation procedures, and a functional management system to effectively run and monitor its doctoral studies. The institutional and regulatory framework is coherent, transparent, and fully aligned with national legislation and ARACIS standards.

Best practices

– periodic revision of doctoral regulations;
– public availability of doctoral regulations and procedures;

Recommendation: -

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension[1] and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

Findings / state of facts

The evaluation process confirmed that the doctoral study domain Psychology systematically involves relevant stakeholders in adopting and revising institutional regulations, methodologies, and operational procedures governing doctoral studies. Internal stakeholder participation is maintained through the formal governance bodies of IOSUD-UB and the Doctoral School of Psychology and Educational Sciences, where faculty members, doctoral supervisors, and doctoral students actively contribute to both consultative and decision-making processes. Within these structures, doctoral students hold direct representation and participate in feedback and evaluation mechanisms targeting academic and administrative activities. Meetings conducted during the evaluation visit demonstrated an active academic dialogue among these groups regarding curriculum development, doctoral supervision, research activities, and quality assurance procedures.

In parallel, external stakeholders, including employers, research partners, and academic collaborators, contribute to the ongoing development and enhancement of doctoral activities through research collaborations, scientific events, and international partnerships. Furthermore, analyzed documentation confirms the presence of active international academic collaborations and mobility agreements, which support broad stakeholder involvement in advancing doctoral education.

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

Analysis

The evaluation panel finds that the Psychology doctoral domain effectively engages key stakeholders in updating and implementing institutional policies. This active involvement of faculty, doctoral students, and external partners reinforces the transparency, relevance, and ongoing enhancement of the doctoral program.

Best practices

– involvement of doctoral students and faculty members in consultative and quality assurance structures;
– involvement of international partners.

Recommendation: -

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.

Findings / state of facts

University of Bucharest legally owns and manages the educational, research, and administrative facilities supporting the Psychology doctoral program. Doctoral activities take place within the Faculty of Psychology and Educational Sciences, which runs most of its activities in a dedicated building (the Panduri location) offering lecture halls, seminar rooms, research labs, academic offices, and dedicated spaces for PhD supervision and research, such as specialized laboratories and a computerized library with a reading room.

The review of the evaluation documentation indicates that the doctoral domain features a robust research and education infrastructure, which has been substantially upgraded in recent years through institutional investments and grant projects. Specifically, there are several rooms dedicated to educational activities (courses and seminaries) in both locations (Leu and Panduri) of the Faculty, with modern and adequate technologies, such as interactive displays and video projectors with projection screens in lecture rooms 501, 510, 514 and seminar rooms 1-7. Also, the Stoian and Motru large lecture rooms are equipped with sound systems, 4 plasma screens, interactive displays and video projectors, while the IT lab has 30 PC units, video projecting system, and printing, copying and scanning equipment.

Concerning the research equipment, the Faculty of Psychology and Educational Sciences has several laboratories (the psychodiagnostics lab, the DPAP Psychology lab, the „Petre Pufan” Work, Transport and Services Psychology Lab, the Cognitive Sciences Lab, the Virtual Reality Lab) with modern and adequate resources and facilities, which include a consistent set of licensed psychodiagnostics measures, eye-tracking technologies, EEG and Biofeedback tools and VR headsets. All this set of facilities properly support doctoral students' education, research and scientific communication activities.

Doctoral students also have access to the Carol I Central University Library (BCUB), institutional subscriptions to international scientific databases, and campus-wide Wi-Fi. Additionally, the institution offers accessible facilities for individuals with disabilities, alongside technical and administrative support services that streamline learning and research. As a minor observation, in the dedicated meeting, the PhD students mentioned their need for a dedicated joint office space for doctoral students, which would facilitate interaction, peer experience exchange, and joint academic activities among students.

Analysis

The evaluation panel concludes that the Psychology doctoral domain possesses robust educational, research, and administrative infrastructure tailored to the educational standards of doctoral studies and advanced psychological research. The available laboratories, digital resources, and facilities ensure an optimal environment for doctoral students, faculty, and ongoing research.

Best practices

– modernization of research infrastructure through investments;
– diversified laboratory infrastructure supporting psychodiagnostics and experimental psychological research.

Recommendation: allocating a joint office space for doctoral students to facilitate their joint academic activities and peer experience exchange.

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.

Findings / state of facts

The evaluation process confirmed that the educational, research, and administrative facilities for the Psychology doctoral program are properly maintained and regularly updated to support high-quality doctoral studies, research, and academic work. The Faculty of Psychology and Educational Sciences has implemented continuous initiatives to update its educational and research infrastructure. For example, the investments financed through the 2022-2025 project *Digital Ecosystem for Sustainable Learning at the University of Bucharest – EDIS-UB* developed three hybrid learning educational spaces, each equipped with smart podium, digital projection systems, sound and video recording infrastructure, and interactive displays.

Moreover, the evaluation panel verified that technical support and maintenance procedures are in place to keep all educational and research infrastructure fully operational. Additionally, doctoral students confirmed that the facilities, digital resources, and research equipment are accessible to them and usable.

Analysis

The evaluation panel concludes that the facilities and assets supporting the Psychology doctoral program are properly maintained and regularly upgraded, providing proper conditions for studies, research, and academic work.

Best practices

– ongoing upgrading of educational and research facilities

– continuous investment in software and hardware supporting advanced research methods.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that the Psychology doctoral domain has adequate and qualified human resources for their doctoral education and advanced scientific research activities. According to the Internal Evaluation Report, there are 13 doctoral supervisors affiliated to the Psychology doctoral domain: Eugen Avram, Vlad Burtăverde, Romeo Zeno Cretu, Cezar Giosan, Florinda Golu, George Gunnesch-Luca, Andrei Ion, Dragoș Iliescu, Cătălin Nedelcea, Ioana Roxana Podina, Mihaela Roco, Violeta-Ștefania Rotărescu, Elena Stănculescu. The doctoral supervisors have consistent research activity, which has been disseminated through a high number of publications in Web of Science Impact Factor journals while also entailing several national and international research projects. According to the Internal Evaluation Report, 77% of the 13 doctoral supervisors meet the current minimum CNATDCU standards for habilitation in Psychology; one supervisor does not meet the C5 criterion, and two others do not meet the C1 criterion. Also, another recently habilitated researcher will also affiliate to the Psychology doctoral school starting from the next academic year. Furthermore, several doctoral supervisors have a distinctively strong scientific profile under the CNATDCU assessment grid, such as Dragoș Iliescu with 2227.53 points, Ioana Roxana Podina with 898.21 points, Cezar Giosan with 970.88 points, Andrei Ion with 666.85 points.

The recent scientific activity is also visible, with scientific productivity and CNATDCU scores in the last five years in the case of several doctoral supervisors, such as Dragoș Iliescu, Ioana Roxana Podina, Andrei Ion and Cezar Giosan. Overall, doctoral supervisors affiliated to the Psychology doctoral domain also have strong international visibility, as demonstrated by their service on editorial boards and conference committees, active memberships in professional associations, guest lectures, and participation in international expert panels.

Courses within the advanced university training program (PPUA) are taught by highly qualified academic staff. Teaching responsibilities are carried out by UB professors and associate professors. Most of the teaching staff are also designated doctoral supervisors and experienced researchers. The curriculum includes courses such as Ethics and academic integrity, Quantitative research methods in psychology, Advanced statistics in psychology, Qualitative research methods in psychology in education sciences, Systematic review and meta-analysis methods, Scientific writing, Professional development, Scientific research review, Diversity and inclusion in research.

It is also important to consider the heightened CNATDCU national standards taking effect October 1, 2026 for doctoral supervision in order to protect future compliance and ensure the

sustainability of the doctoral domain. Hence, institutional oversight is recommended in this respect in order to reach a high percentage of supervisors who will meet these standards.

Analysis

The evaluation panel concludes that the Psychology doctoral domain possesses adequate, highly qualified human resources. teaching staff delivering the advanced training program (PPUA) hold the required qualifications and professional competencies for their respective subjects. Furthermore, the 13 doctoral supervisors cover a wide array of psychological research domains and maintain strong scientific visibility.

Best practices

– 13 doctoral supervisors affiliated to the Doctoral domain, supervising research in varied psychological topics;
– adequate PPUA curriculum and coverage of disciplines by qualified academic staff;
– high CNATDCU scores for several supervisors and consistent recent scientific activity.

Recommendation: recruitment of new doctoral supervisors with solid research tracks meeting the heightened CNATDCU national standards taking effect October 1, 2026 for doctoral supervision in order to consolidate the doctoral domain.

The indicator is: fulfilled

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

Findings / state of facts

University of Bucharest maintains institutional policies and mechanisms that support the ongoing professional and personal growth of its doctoral faculty. As documented in the Internal Evaluation Report, the university grants access to professional training, peer learning experiences, scientific mobility, research support tools, and institutional resources dedicated to academic career advancement. Specifically, UB provides annual funding for participation in conferences and workshops, financial support covering publication fees in WoS Q1 journals, offers financial rewards for the best scientific papers published in journals with an impact factor and the highest number of citations, as well as annually recognition of the most deserving members of the academic community.

Moreover, the institution actively promotes international collaboration by encouraging faculty to engage in Erasmus+ teaching and research mobilities. The doctoral supervisors also have access to institutional structures supporting research and teaching quality enhancement, such as digital educational resources and online academic platforms.

Analysis

The evaluation panel concludes that University of Bucharest maintains coherent institutional policies and operational mechanisms that foster the continuous professional development of its doctoral faculty. Opportunities to engage in research projects, mobility programs, and scientific events foster a thriving academic and research culture. The strong institutional support is also reflected in the active involvement of doctoral supervisors in the Psychology domain in scholarly research and education activities. The access to digital resources and international networks further elevates the quality of the doctoral program.

Best practices

– institutional support for participation in conferences, workshops and academic mobility;

–involvement of doctoral supervisors in academic networks;
– continuous professional development;
– access to digital educational resources and online academic platforms.

Recommendation: -

The indicator is: fulfilled

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

Findings / state of facts

The evaluation panel confirmed that doctoral recruitment in Psychology fully aligns with national laws (the Romanian Higher Education Law no. 199/2023) and UB regulations. Academic hiring and promotion procedures are transparent, publicly accessible, and strictly merit-based. The documentation verifies that the university publicly communicates all competition announcements, candidate criteria, evaluation methods, and final results through its online channels.

Furthermore, compliance with national regulations and CNATDCU standards was confirmed regarding the appointment and affiliation of doctoral supervisors. Corresponding institutional procedures establish explicit requirements for scientific achievements, academic integrity, and professional qualifications.

Interviews with doctoral supervisors validated the predictable and transparent nature of recruitment and promotion workflows. No procedural irregularities or deficiencies were recorded in the execution of these policies.

Analysis

The evaluation panel concluded that recruitment procedures in the Psychology doctoral study domain are transparent, consistent, and fully compliant with national laws and university regulations. These processes effectively guarantee equal opportunity, academic openness, and the selection of highly qualified faculty.

Best practices

– public availability of recruitment methodologies and procedures and of evaluation criteria;
– compliance of academic recruitment and doctoral affiliation protocols with applicable national laws and CNATDCU criteria.

Recommendation: -

The indicator is: fulfilled

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.	
Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

Findings / state of facts

The evaluation panel confirmed that UB has introduced digital measures to support academic and administrative activities in Psychology doctoral studies. These IT tools enhance communication, expand access to research resources, and streamline administrative workflows.

Doctoral students and faculty have access to key digital tools, including e-learning platforms (i.e., Moodle), electronic scientific databases, videoconferencing systems, and institutional email. UB students and faculty also have free access to Microsoft 365 cloud applications and services. Several digital tools have been implemented through the EDIS project, providing students and faculty access to digital educational platforms, tailored virtual spaces, and laboratories. The admission to doctoral studies and the management of doctoral studies is digitally administered though another IT tool – MOPAS – facilitating both the management of the students' progress throughout the PPUA and the management of their scientific research programme. Furthermore, faculty and students can use another IT tool - the HelpDesk Platform – for technical queries about the functionality of UB digital infrastructure. The lecture rooms available to the Psychology doctoral domain have also benefited from significant investments in digital infrastructure (videoconferencing systems and interactive displays).

Doctoral students confirmed that the digital infrastructure and online services for communication, supervision, and research are fully functional and easily accessible.

Analysis

The panel concluded that the Psychology doctoral program maintains an adequate level of digitalization across teaching, research, and administration.

Best practices

– implementation of institutional online platforms for academic management and communication;

– modernization of educational infrastructure.

Recommendation: -

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s[2] The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

Findings / state of facts

The doctoral study programme in Psychology aligns with the expected learning outcomes specific to doctoral studies. It is organized based on the European Credit Transfer and Accumulation System (ECTS) and it is structured as a full-time, four-year scientific doctoral program totaling 240 ECTS credits.

As detailed in the Internal Evaluation Report and based on the review of study plans, the program blends rigorous coursework with individual research aimed at the completion and defense of a doctoral dissertation. The curriculum incorporates specialized modules to foster advanced scientific, methodological, and transferable competencies relevant for doctoral-level research in psychology, integrating instructional, research, and evaluative components. The advanced university training programme (PPUA) includes courses such as Academic Ethics and Integrity, Quantitative Research Methods in Psychology, Advanced Statistics in Psychology, Qualitative Methods in Psychology and Education Sciences, Systematic Review and Meta-analysis, Scientific Writing and Publishing.

Doctoral students affirmed the alignment of the curriculum with their individual research priorities, highlighting the effective integration of methodological instruction, academic supervision, and autonomous scientific work.

Analysis

The panel concluded that the Psychology doctoral program is well-structured and properly aligned with doctoral-level learning outcomes. The curriculum effectively builds advanced scientific and transferable skills while integrating instruction, research, and evaluation in line with ARACIS standards, and effectively supports doctoral candidates in acquiring scientific autonomy, specialized research competencies, and ethical academic conduct.

Best practices

– inclusion of diverse components relevant for doctoral-level research in psychology within the curriculum - methodological, data analysis, ethical and scientific writing components.

Recommendation: -

The indicator is: fulfilled

[2] The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

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).

Findings / state of facts

All course descriptions outline the course content, evaluation methods, and required independent study hours, explicitly mapping each component to the expected learning outcomes of the doctoral study programme in Psychology. The expected learning outcomes align with the professional and transversal competencies necessary for high-level research and specialized careers in psychology and behavioral sciences, mapped directly to the European Skills, Competences, Qualifications and Occupations (ESCO) framework.

The disciplines in the curriculum aim to develop professional competencies such as elaborating complex research design, implementing empirical studies, advanced quantitative and qualitative data analysis, applying international standards for academic writing and presentation. The programme also aims to develop transversal competencies relevant for ESCO descriptors, including critical thinking and methodologically grounded decision-making, autonomy in resolving research problems, responsible use of data and adherence to ethical standards, adapting the scientific message to the event type and target audience, and use of digital technologies.

As detailed in the Internal Evaluation Report, the main occupational aims correlated with the expected learning outcomes of the programme are to train specialists in clinical psychology and psychotherapy, psychological counselling, educational psychology, school and vocational counselling, occupational and organisational psychology, and transport psychology. Furthermore, doctoral students can also develop their transferable skills through the open courses organized yearly by UB.

The evaluation panel also verified that the curriculum supports these competencies through courses such as Quantitative Research Methods in Psychology, Advanced Statistics in Psychology, Qualitative Methods in Psychology and Education Sciences, Scientific Writing and Publishing.

Analysis

The evaluation panel concludes that the learning outcomes of the doctoral study programme in Psychology map directly to the occupational profiles and core competencies established by the ESCO framework. Demonstrating a strong commitment to advanced research and professional communication, the curriculum fosters students' competencies relevant for their future work in specialized research roles and in higher education.

Best practices

– alignment of doctoral competencies with international research and academic standards;
– strong emphasis on advanced research methodology and scientific communication competencies;
– the incorporation of digital and interdisciplinary competencies into doctoral education.

Recommendation: -

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.

Findings / state of facts

Within the Psychology doctoral domain, student-centered learning principles are systematically embedded across the curriculum, personalized mentorship, applied teaching and training methods, and information disseminated by UB within doctoral students.

As evidenced by the Internal Evaluation Report and evaluation visit discussions, the program harmonizes core methodological instruction with customizable research activities designed to fulfill individual professional and scientific objectives. Coursework within the advanced training curriculum actively fosters critical inquiry, scientific debate, empirical data analysis, and research-led instruction. Moreover, the specific content of the courses is yearly reviewed to be adapted as closely as possible to the topics of first year doctoral students. Doctoral students are actively involved in the planning and development of their research activities and strategies in collaboration with their doctoral supervisors.

Doctoral students engage in scientific conferences, workshops, research projects, publication pipelines, and international mobility initiatives, activities that foster research autonomy and transferable professional skills. Notably, 30 doctoral students were employed in six externally funded research projects within the 2021-2026 interval. During interviews with doctoral students, the panel recorded high satisfaction regarding supervisory quality, faculty accessibility, and the overall flexibility of the training program. Doctoral students additionally benefit from access to digital educational resources, online communication platforms, and hybrid learning facilities, which collectively enable flexible interaction with supervisors and engagement in academic activities. Moreover, UB disseminates a Guide for PhD Students as a digital information pack, which includes the essential information concerning doctoral studies.

Analysis

The evaluation panel confirmed that the doctoral program effectively operationalizes student-centered learning by prioritizing personalized supervision, active learning, independent scholarship, collaborative research, and continuous academic feedback. Doctoral candidates take an active role in their academic progression within an institutional setting that fosters independence, critical reflection, and scholarly collaboration.

Best practices

– personalized doctoral supervision;
– involvement of doctoral students in externally financed research projects;
– engagement of doctoral students in collaborative scientific dissemination efforts (conference presentations and publications);
– elaboration and dissemination of a digital information pack to guide prospective and current doctoral students.

Recommendation: -

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.

Findings / state of facts

The doctoral program in Psychology offers students diverse opportunities for academic mobility via the Erasmus+ framework and the academic networks in which it participates. Specifically, UB is currently a member of 12 international networks. Most notably, UB is a member of CIVIS alongside ten other European universities, which actively encourages doctoral students' mobilities. For instance, or doctoral students in the field of Psychology were offered CIVIS mobilities by the National and Kapodistrian University of Athens, Sapienza University of Rome, Eberhard Karls University of Tübingen and Paris Lodron University of Salzburg. Furthermore, UB provides financial support to doctoral students and their supervisors for participation in conferences and workshops.

The discussions with the doctoral students during the evaluation visit confirmed that they are regularly updated about these opportunities for academic mobility and that many of them have benefited from these opportunities during the doctoral studies. They also indicated that the institution actively supports student mobility through dedicated information channels, streamlined administrative processes, and formal academic recognition frameworks.

Analysis

The evaluation panel confirmed that the doctoral program in Psychology offers effective support for international exchanges, fostering the development of a strong international profile and high student engagement in interdisciplinary academic networks.

Best practices

– active involvement in the CIVIS network;
– financial support for participating in international scientific conferences and workshops.

Recommendation: -

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

Findings / state of facts

The evaluation process confirmed that the Psychology doctoral domain delivers equitable and inclusive opportunities tailored to candidates' research interests, academic potential, and unique learning requirements. The institution ensures equal access across core academic provisions, including research facilities, digital assets, international mobility programs, scholarly conferences, and support services. Students with disabilities benefit from specialized accessibility measures and institutional support services, while hybrid and digital platforms facilitate flexible engagement in academic and research activities.

Moreover, UB has implemented a host of support programs through various institutional departments such as the UB Learning Centre, the Clinic for Psychological and Educational Assistance and Intervention, the Department of Career Counselling and Guidance. Most notably and specific to the support of doctoral students is the Programme for the Prevention of Dropout from Doctoral Studies,

which monitors the progress of the doctoral programme with the aim of preventing the dropout of those in difficult situations.

Analysis

The evaluation panel confirmed that within the Psychology doctoral program, equitable access to academic, scientific, and mobility resources is systematically maintained, establishing an inclusive environment that fosters individual researcher growth and diversity.

Best practices

– dedicated institutional support services;
– accessible and inclusive academic environment.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that the doctoral study domain in Psychology provides candidates with comprehensive educational, research, and institutional support resources fully aligned with doctoral requirements and individual learning needs. Doctoral candidates benefit from modern laboratory facilities, digital infrastructure, specialized scientific databases, online learning platforms, and comprehensive library services, including access to the branches of the Carol I Central University Library (BCUB) supplemented by access to international literature through the ANELIS Plus national consortium. Moreover, educational resources are often distributed to students via the digital UB Moodle platform, while the other hybrid and online technologies and academic platforms available within the Psychology study programme facilitate flexible participation in educational and research activities.

UB also maintains tailored accessibility measures, adapted infrastructure, and institutional support frameworks to ensure full inclusion for students with disabilities and specific educational needs. Most notably, students in vulnerable situations, including those with special educational needs/disabilities, can benefit from the services provided by the UB Inclusion, Equity and Diversity Service, which has implemented assistive technologies and social support services for students in vulnerable situations, and by the Psychological and Educational Assistance and Intervention Clinic, which offers psychological and educational assessment, assistance and counselling.

Input gathered from student interviews during the site visit confirms that institutional resources and administrative support services within the Psychology doctoral domain are both easily accessible and well aligned with doctoral research needs.

Analysis

The evaluation panel concludes that the Psychology doctoral domain provides fully adequate access to educational resources, digital infrastructure, and student support services, including specialized provisions for candidates with disabilities or special educational needs, systematically reinforcing inclusion, accessibility, and equal opportunities for doctoral students.

Best practices

– dedicated institutional support services;
– digital and hybrid infrastructure supporting flexible doctoral activities;
– access to international scientific databases through the ANELIS Plus programme.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that the learning outcomes of the Psychology doctoral program are explicitly defined across the curriculum and systematically aligned with scientific competencies, advanced research objectives, and transferable skill frameworks relevant for doctoral education. Each discipline within the advanced university training program features a detailed description outlining its objectives, competencies, learning activities and evaluation methods and standards, and thereby supports doctoral students' understanding of academic expectations.

Doctoral candidates interviewed during the site visit confirmed the clarity of learning objectives and attested to the structural alignment between curricular content, activities involved, and assessment standards.

Analysis

The evaluation panel concludes that the learning outcomes are comprehensively articulated, supporting the understanding of academic expectations for both doctoral students and teaching faculty.

Best practices

– articulation between learning outcomes, competencies and evaluation methods;
– transparent presentation of course objectives, educational contents and evaluation methods and standards.

Recommendation: -

The indicator is: fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.

Findings / state of facts

The evaluation process confirmed that achievement of the learning outcomes within the Psychology doctoral program is tracked through continuous assessments, ongoing research, and the final public thesis defense. The first two semesters of the doctoral programme include the advanced university training programme, corresponding to 30 ECTS credits, and the evaluation of its learning outcomes is performed through examinations, colloquia and assessments.

Together with their supervisors, PhD candidates develop an individual Scientific Research Programme detailing their scientific activities, research objectives, and key outcomes and milestones across their doctoral studies. The achievement of the learning outcomes within this Scientific Research Programme is periodically evaluated through review and research reports submitted and defended in assessment meetings with the doctoral guidance committees. Moreover, doctoral students are actively encouraged to engage in scientific dissemination activities through publications in journals and specialized conferences, and to join research projects, helping track and validate both their core research competencies and transferable skills.

Analysis

The evaluation panel concludes that the Psychology doctoral program uses clear and effective mechanisms to monitor student learning outcomes throughout their training, implementing adequate procedures for ongoing academic evaluation, research monitoring and thesis defense.

Best practices

– structured framework for evaluating doctoral training through a 30 ECTS advanced university study program;

– individualized doctoral Scientific Research Programme and periodical progress evaluations.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that the Psychology doctoral program follows national laws and institutional regulations set by IOSUD-UB and the Doctoral School of Psychology and Educational Sciences. Its admission process is fully public, featuring transparent criteria for eligibility, evaluation, and entry requirements.

Candidates applying for doctoral studies in the Psychology program undergo two separate evaluations. The first entails an examination assessing their knowledge of psychological research methodology, accounting for 50% of the final admission grade. Secondly, their individual research project, prepared according to the specific and unitary template at the level of the doctoral school, is

evaluated by the admission committee and accounts for the other 50% of the final admission grade. The admission procedures also involve supplementary ranking criteria for candidates obtaining equal overall grades, which include bachelor's and Master's graduation average marks and the evaluation of previous academic performance (through publications in scientific journals).

The evaluation panel verified the presence of transparent admission procedures and, through consultations with doctoral candidates and academic staff, confirmed the structural coherence and effective organization of the admission process.

Analysis

The evaluation panel concludes that the Psychology doctoral domain systematically maintains transparent and rigorous admission procedures, ensuring the selection of candidates equipped with the necessary academic foundation and research potential for advanced doctoral study in the Psychology domain.

Best practices

– balanced assessment system averaging psychological research methodology knowledge and research project evaluation;

– transparent and publicly available admission methodology and evaluation criteria.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that the admission procedures for the Psychology doctoral study domain strictly align with the principles of fairness, transparency, and equal opportunity, fully complying with national legislation as well as the UB institutional regulations.

The admission methodology is publicly accessible and outlines non-discriminatory criteria governing candidate assessment, eligibility requirements, and selection procedures. The evaluation panel verified that the institution actively enforces policies promoting equal opportunity, inclusion, and physical and digital accessibility for candidates from vulnerable groups or those with special educational needs and disabilities.

Based on the reviewed documentation, candidates receive access to institutional support services and tailored infrastructure as required, such as accessibility provisions for individuals with mobility impairments, while hybrid and online communication platforms facilitate candidate engagement during admissions and broader academic interactions. Notably, UB has implemented several projects aiming to develop the support and inclusion of candidates with special educational needs and people with disabilities (e.g., "UB a modern, inclusive and equitable academic community (UB-ACCEPT)". Moreover, the Gender Equality Plan of UB includes concrete measures for fostering an inclusive and equitable institutional culture.

Analysis

The evaluation panel concludes that the Psychology doctoral study domain systematically applies admission procedures in full alignment with the principles of equity, equal opportunity, and non-

discrimination. The institutional framework effectively operationalizes inclusive access to doctoral education, offering tailored support mechanisms for candidates from vulnerable backgrounds or with special educational needs.

Best practices

– transparent and publicly available admission methodology and evaluation criteria;

– accessibility accommodations and specialized digital infrastructure that facilitate the full participation of candidates with special educational needs;

– support for and implementation of institutional equal opportunity and inclusion policies and projects.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that the Psychology doctoral program manages student professional activity in compliance with Romanian Higher Education Law no. 199/2023, as well as UB institutional regulations, including the Regulations on the Organisation and Conduct of Doctoral Study Programmes at the University of Bucharest and the Code of Student Rights and Obligations.

The review panel confirmed that clear procedures exist for all stages of doctoral study—including enrollment, progression, annual reviews, leave or extensions, academic mobility, supervision, and thesis defense. These publicly available rules are communicated to students via university platforms and academic channels. Doctoral students interviewed during the site visit confirmed that academic progression and activity regulations are transparent and consistently applied.

Analysis

The evaluation panel concludes that the Psychology PhD program consistently enforces regulations governing student activities, guaranteeing transparency, predictability, and full compliance with national and institutional rules.

Best practices

– clear and publicly available regulations regarding doctoral students' academic activity;

– reliable enforcement of institutional procedures for tracking and evaluating doctoral progress.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that the Psychology doctoral program engages in international partnerships that promote academic mobility, joint research, and international participation for both PhD students and faculty.

The evaluation panel verified that UB in general and the Doctoral School of Psychology and Educational Sciences specifically are involved in international cooperation programmes such as Erasmus+ and CIVIS European University Alliance, which support joint academic activities, research mobilities and the development of collaborative research projects, participation in international conferences. Moreover, UB encourages the writing of doctoral theses in English, and two such theses were defended in the field of Psychology in the 2021-2025 period. Also, UB adopted a Resolution for the implementation of the Doctor Europaeus/Europaea route aiming to strengthen the internationalization of doctoral studies within its doctoral schools.

The analyzed documentation indicates doctoral students from the Psychology domain participated in research stages and mobility programmes during the period 2021–2025, as well as workshops and international scientific dissemination events organized within UB academic networks.

Analysis

The evaluation panel concludes that the Psychology doctoral program maintains strong international partnerships that effectively support student mobility, global outreach, and joint research, through its involvement in international networks and initiatives fostering the internationalization of doctoral studies.

Best practices

– active participation in international programs such as Erasmus+ and CIVIS;

– sustained participation of doctoral students and supervisors in international scientific and academic networks

– initiatives aiming to further increase the internationalization of doctoral studies.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that learning based on scientific investigation and research results is consistently integrated within the doctoral study programme in Psychology and is capitalised upon in the achievement of the expected learning outcomes specific to doctoral education.

The review panel confirmed that doctoral students actively participate in research projects led by their supervisors and aligned with the primary research priorities of the Faculty of Psychology and Educational Sciences. Overall, 30 doctoral students were employed in six externally funded research projects within the 2021-2026 interval. These research activities are also supported by the four research laboratories within the Faculty, which offer doctoral students various research equipment and facilities for their data collection, and by the competencies developed through the curriculum in the first-year advanced training modules pertaining to complex research designs, quantitative and qualitative methods, advanced data analysis techniques, scientific writing and academic ethics. The documentation further highlights strong ongoing research across the faculty, featuring international university collaborations, publications in Web of Science and Scopus journals, and active national and international project grants. Doctoral students contribute directly by joining research teams and sharing their findings at scientific events.

Analysis

The evaluation panel concludes that the Psychology doctoral program consistently blends scientific research into its training. The research activities within the domain foster the development of students' skills in methodology, analysis, and scientific communication.

Best practices

– involvement of doctoral students in research projects;
– involvement of doctoral students in the activities of the Faculty research laboratories.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that the scientific research results of the doctoral study domain Psychology are visible at both national and international level and are adequately capitalized through publications, conference participation, and research projects.

The reviewed documentation shows that doctoral supervisors and students maintain strong research productivity in international journals and conferences, with annual publication numbers demonstrating steady scientific output throughout the evaluation period. Overall, the total number of publications in journals indexed in international databases in the 2021-2015 period was 125. Doctoral students in the Psychology domain co-authored 30 publications in Web of Science journals in the same period, most of them with their doctoral supervisors, and 55 overall (indexed in international databases). The evaluation panel also confirmed that doctoral students and academic staff actively participated in international conferences, mobility programs, and joint research activities with European universities and research centers. The scientific visibility of the domain is additionally fostered through participation in Erasmus+, CIVIS and other international networks.

Analysis

The evaluation panel finds that scientific research in the Psychology doctoral program achieves high national and international visibility, effectively translated into published works, academic conferences, and joint research initiatives. Furthermore, the output of WoS-indexed publications and global dissemination efforts underscores the program's robust research focus and academic prestige.

Best practices

– consistent scientific productivity reflected in a high number of WoS-indexed publications;
– involvement of doctoral students in publication and conference scientific dissemination.
– participation in international research networks.

Recommendation: -

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

Findings / state of facts

The evaluation process confirmed that UB has established quality assurance structures and procedures at institutional, faculty and doctoral studies levels. Quality assurance activities are coordinated by the Commission for Evaluation and Quality Assurance (CEQA UB), supported by the Quality Management Department, while at faculty level the Faculty Quality Assessment and Assurance Committee (CEQA F) carries out periodic evaluations and prepares annual self-evaluation reports and action plans.

For doctoral studies, the monitoring, evaluation and quality assurance processes involve the CSUD and the Doctoral School Councils. Internal evaluations are carried out periodically and result in proposals and action plans aimed at improving the activities of doctoral schools and the IOSUD.

Analysis

The organisational component applies a structured quality assurance framework involving institutional and faculty-level bodies, as well as the structures responsible for doctoral studies. The use of periodic evaluations, self-evaluation reports and action plans supports the monitoring and continuous improvement of the quality of doctoral education.

Best practices

– implementation of coherent institutional regulations governing doctoral studies and quality assurance.

Recommendation: to include additional student representatives in the quality assurance structure at the faculty level, in order to ensure the minimum 25% student representation in the CEAC, as provided for in the University-level CEAC Regulation.

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.

Findings / state of facts

The evaluation process confirmed that Stakeholders, including academic staff, doctoral students and employers, are involved in the development and implementation of procedures relevant to doctoral studies. Doctoral students are represented in the relevant decision-making and quality assurance structures and participate in surveys and consultations regarding the organization and delivery of the doctoral program.

A specific questionnaire is used to identify doctoral students' needs and satisfaction with the doctoral program. The results are analyzed and communicated to the relevant programme coordinators, and the feedback received contributes to the annual updating and adaptation of course content within the Advanced University Studies Programme.

Analysis

The involvement of doctoral students and other relevant stakeholders in the implementation and improvement of academic procedures is supported through formal representation, consultation mechanisms and feedback collection. The analysis and use of doctoral students' feedback, including for adapting the content of courses to their training needs, demonstrate the impact of stakeholder consultation on the continuous improvement of the doctoral programme.

Best practices

– surveying doctoral students' opinions on the organization and delivery of the doctoral program.

Recommendation: to systematically document future consultation meetings with doctoral students, graduates and employers by preparing meeting minutes / attendance lists / other supporting documents, in order to ensure the traceability of the consultation process and to provide evidence during external quality assurance procedures.

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.

Findings / state of facts

The evaluation process confirmed that UB has established an institutional framework for promoting and ensuring compliance with the principles of academic ethics and professional conduct. The Ethics Committee operates on the basis of the regulations approved by the University Senate and performs its duties in accordance with the applicable legal and institutional provisions. Its activity includes analyzing and resolving breaches of academic ethics, contributing to the development of relevant regulations and preparing annual reports on academic and research ethics.

Analysis

The regulatory and organizational framework provides the necessary conditions for the Ethics Committee to carry out its specific duties independently and in accordance with the applicable legal provisions. The existence of specific structures and procedures for both academic and research ethics supports the effective application of ethical standards within the doctoral program.

Best practices

– proper functioning of the Ethics Committee.

Recommendation: to update the “Code of Ethics and Deontology” in accordance with the provisions of Government Decision No. 305/2024 currently in force.

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.

Findings / state of facts

The evaluation process confirmed that UB has established procedures for the initiation, monitoring and periodic review of study programmes and related activities. At faculty level, these processes are supported by the Faculty Quality Assessment and Assurance Committee (CEQA F), with the involvement of academic staff, students, employers and alumni.

Within the doctoral programme, the content of the subjects included in the Advanced University Studies Programme is periodically updated, while the content of modular subjects is reviewed annually based on consultations with doctoral supervisors and feedback provided by doctoral students. Changes

are reflected in the course descriptions. The monitoring of doctoral studies is also supported through periodic internal evaluations coordinated at the CSUD level.

Analysis

The procedures for monitoring and periodically reviewing the doctoral program are systematically applied through annual reviews of course content, doctoral students' feedback and periodic internal evaluations. The involvement of relevant stakeholders and the updating of course content in relation to doctoral students' research topics demonstrate the contribution of these procedures to the continuous improvement of the educational process.

Best practices

– periodical review of the doctoral program based on different and relevant inputs.

Recommendation: to establish a dedicated quality assurance structure at the IOSUD level, responsible for coordinating and monitoring quality assurance procedures specific to doctoral education.

The indicator is: fulfilled

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

Findings / state of facts

The evaluation process confirmed that teaching and research staff, students, employers and other relevant stakeholders are involved in the procedures for the initiation, monitoring and periodic review of study programmes and related activities. Their involvement is ensured through representation in relevant institutional and faculty-level structures, as well as through consultation processes and other feedback mechanisms.

Analysis

The involvement of members of the academic community and external stakeholders is embedded in the implementation of procedures related to the development and review of study programmes. The representation and consultation mechanisms in place support the consideration of different perspectives in academic and institutional decision-making, including in relation to doctoral studies.

Best practices

– structured procedures for involving external stakeholders.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that UB applies a unified framework for the evaluation of the professional performance of teaching and research staff, which includes student evaluation as one of its components. At the Faculty of Psychology and Educational Sciences, teaching staff, including those involved in activities within the doctoral program, are evaluated by students on a semester basis through dedicated questionnaires. The results of these evaluations are analyzed by the heads of department and the Faculty Quality Evaluation and Assurance Committee and are used to identify measures for improving the quality of teaching activities.

Analysis

The semester-based evaluation of teaching staff by students is integrated into the institutional quality assurance process, and the results are analyzed by the relevant academic and quality assurance structures. The evaluation process provides feedback on teaching activities and supports the identification of measures aimed at improving teaching methods and the quality of the educational process. Based on the available information, the organizational component demonstrates that it analyses the results of students' biannual evaluations of teachers.

Best practices

– student semestrial evaluation of the teaching staff.

Recommendation: -

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.

Findings / state of facts

The evaluation process confirmed that UB uses several IT systems and databases to systematically collect and analyze data relevant to internal quality assurance, including information on research activity, students' academic progress and educational pathways, administrative activities, educational services, graduate employability and career progression.

At the doctoral level, doctoral students have access to an electronic platform for reporting publications and participation in scientific conferences. Data regarding the knowledge, skills and competences acquired through the doctoral programme, as well as doctoral students' needs and level of satisfaction, are also collected through a dedicated questionnaire.

Analysis

The available databases and electronic systems support the systematic collection and analysis of data concerning students, research activity and other relevant aspects of institutional and doctoral activity. The information collected is used to generate reports, monitor academic pathways and support the internal quality assurance process. However, the declining participation of doctoral students in the dedicated feedback questionnaire may limit the representativeness of the data

collected and, consequently, the extent to which students' feedback can support the continuous improvement of the doctoral program.

Best practices
– structured procedures for collecting data relevant to internal quality assurance.

Recommendation: to identify measures to increase the participation rate of doctoral students in feedback and satisfaction questionnaires, in order to ensure more representative data for the internal quality assurance process.

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.

Findings / state of facts
The evaluation process confirmed that UB and the Doctoral School ensure public access to information relevant for the doctoral program through their official websites. The Doctoral School's webpage includes information on doctoral supervisors and fields of study, admission, enrolled doctoral students, international mobility and co-supervision, habilitation, and the public defense of doctoral and habilitation theses, as well as announcements regarding academic and research opportunities. Information on public doctoral thesis defenses is also displayed on the noticeboard dedicated to doctoral studies.

Analysis
The relevant information of public interest regarding the doctoral program is published and accessible through institutional and Doctoral School communication channels. The organization of the information into dedicated sections facilitates access for prospective and current doctoral students and other interested stakeholders.

Best practices
– public access to all information relevant for the doctoral program.

Recommendation: -

The indicator is: fulfilled

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

Findings / state of facts
The evaluation process confirmed that UB ensures the transparency of institutional decision-making processes through the publication of relevant decisions, documents, procedures and regulations. In particular, the decisions of the University Senate and the Board of Directors are

published on the dedicated institutional webpages, while relevant information is communicated to the academic community through the University's official communication channels.

Analysis

The publication of decisions and regulatory documents adopted by the main institutional decision-making bodies supports the transparency of the decision-making process and facilitates access to relevant information for members of the academic community and other stakeholders. Based on the available information, the organizational component demonstrates that it ensures transparent decision-making processes.

Best practices

– public access to of relevant decisions, documents, procedures and regulations.

Recommendation: to publish the Faculty Council decisions on the faculty's website, in accordance with the provisions of Articles 131 and 146 of Higher Education Law No. 199/2023.

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.

Findings / state of facts

The doctoral study domain in Educational Sciences has undergone external quality evaluation in accordance with the applicable legal and ARACIS requirements. The most recent external evaluation was carried out in 2021, when the domain received the rating "Accreditation maintained". The recommendations resulting from the evaluation were subsequently addressed, and their implementation was documented in a Progress Report submitted to ARACIS. In 2025, ARACIS confirmed that all the indicators were fulfilled.

Analysis

The available information indicates that the organisational component has carried out the procedures required for external quality evaluation and has followed up on the recommendations resulting from the previous evaluation process.

Best practices

– addressing all recommendations resulting from the previous ARACIS evaluation.

Recommendation: -

The indicator is: fulfilled

IV. SWOT Analysis

Strengths: ✓ –doctoral supervisors with high CNATDCU scores, consistent recent scientific activity, strong national and international scientific visibility and supervising research in varied psychological topics; ✓ engagement of doctoral students in collaborative research, externally financed research projects and scientific dissemination; ✓ diversified and modern laboratory infrastructure, with continuous investment in software and hardware supporting advanced research methods; ✓ institutional support for participation in conferences, workshops and academic mobility; ✓ adequate curriculum and coverage of disciplines by qualified academic staff; ✓ active internationalization through Erasmus+ and CIVIS networks.	**INTERNAL FACTORS** ⑨	**Weaknesses:** – uneven scientific productivity among doctoral supervisors
SWOT analysis		
Opportunities: – research support funding calls through European programmes such as Horizon Europe, ERC. – global research partnerships through European university alliances and academic networks.	⓪ **EXTERNAL FACTORS**	**Threats:** - increased challenges in ensuring the competiveness of the doctoral domain due to the higher national standards for doctoral supervision implemented in 2026; – fluctuating national research funding policies and support.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	**I.P.A.1.1.1** For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	**I.P.A.1.2.1** The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
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	Allocating a joint office space for doctoral students to facilitate their joint academic activities and peer experience exchange
4.	**I.P.A.2.2.1** The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	**I.P.A.3.1.1** The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Recruitment of new doctoral supervisors with solid research tracks meeting the heightened CNATDCU national standards taking effect October 1, 2026 for doctoral supervision in order to consolidate the doctoral domain,
6.	**I.P.A.3.1.2** The HEI ensures professional and personal development for its staff.	F	
7.	**I.P.A.3.2.1** Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	**I.P.A.4.1.1** The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	DOMAIN B. Educational efficacy		
9.	**I.P.B.1.1.1** The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	**I.P.B.2.1.2** The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	**I.P.B.3.1.1** The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	F	
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities,	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	
20.	**I.P.B.8.1.1** The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	It is recommended to include additional student representatives in the quality assurance structure at the faculty level, in order to ensure the minimum 25% student representation in the CEAC, as provided for in the University-level CEAC Regulation.
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	The doctoral school should systematically document future consultation meetings with doctoral students, graduates and employers by preparing meeting minutes / attendance lists / other supporting documents, in order to ensure the traceability of the consultation process and to provide evidence during external quality assurance procedures.
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	Updating the "Code of Ethics and Deontology" in accordance with the provisions of Government Decision No. 305/2024 currently in force.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	It is recommended to establish a dedicated quality assurance structure at the IOSUD level, responsible for coordinating and monitoring quality assurance procedures specific to doctoral education.
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	It is recommended to identify measures to increase the participation rate of doctoral students in feedback and satisfaction questionnaires, in order to ensure more representative data for the internal quality assurance process.
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	It is recommended to publish the Faculty Council decisions on the faculty's website, in accordance with the provisions of Articles 131 and 146 of Higher Education Law No. 199/2023.

Summary Table of Performance Indicators – Degree of Fulfillment

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

– support to boost the global reach and the potential funding sources of Psychology doctoral research by expanding involvement in international projects, WoS-indexed publications, and academic networks;
– continued update of the research competencies within the doctoral curriculum;

- sustaining the existing robust quality assurance standards and the collaborative research and internationalization initiatives involving doctoral students.

All analyzed performance indicators (32) were assessed as fulfilled. The evaluation panel concludes that the doctoral study domain Psychology within IOSUD – University of Bucharest meets the ARACIS standards and performance indicators applicable to the maintenance of accreditation procedure.

VI. Conclusions

The evaluation panel noted a well-organized doctoral environment backed by a strong institutional framework, integrated research training, and consistent scientific output nationally and internationally. The UB Psychology doctoral domain aligns fully with ARACIS standards, national regulations, and European academic standards, emphasizing student-centered education, research-based learning, and global collaboration. Furthermore, evidence from the Internal Evaluation Report, supporting documents, and site visit discussions confirms the program's academic maturity and operational coherence, highlighting its ongoing commitment to quality improvement and research growth.

Based on the overall evaluation results, the panel proposes:

– maintaining accreditation (MAC) of the doctoral study domain Psychology within IOSUD – University of Bucharest.

The proposal is based on the conclusion that all analysed performance indicators (32) were assessed as fulfilled.

VII. Annexes

Schedule of the on-site visit
Minutes of the evaluation visit meetings

Documents consulted during the on-site visit:

- The Methodology for the evaluation of individual professional performances of teaching and research personnel used by University of Bucharest (https://share.google/HslyYvnaWoS6WLgFY)
- Overview of the involvement of Psychology doctoral students in the research projects implemented in the Faculty of Psychology and Education Sciences in the 2021-2025 period;
- Overview of the involvement of Psychology doctoral students in the research laboratories of the Faculty of Psychology and Education Sciences in the 2021-2025 period;
- List of 2021-2025 publications co-authored by Psychology doctoral students.

Calendarul vizitei de evaluare externă a calității
domeniilor de studii universitare de doctorat

Instituția de învățământ superior: Universitatea din București

Facultatea de Psihologie și Științe ale Educației

Domeniul de doctorat: Psihologie

Programul de studii universitare de doctorat Psihologie

Obiectivul evaluării externe: *evaluare periodică*

Perioada vizitei de evaluare: 3-4 septembrie 2026

Comisia de experți evaluatori ai ARACIS:

Nr. crt.	Numele și prenumele	Calitatea
1.	*Prof. dr. Andrei C. Holman*	*Coordonator*
2.	*Prof. dr. Sergiu Baciu*	*Membru*
3.	*Victor Malairău*	*Membru - student*

Reprezentantul instituției de învățământ superior:

Nr. crt.	Numele și prenumele	Calitatea
1.	*Prof. dr. Dragoș Iliescu*	*Persoană de contact*

Interval orar	Activitate	Participanți	Locație
Ziua 1, data 3 septembrie 2026			
9,30-10:00	Discuții în cadrul comisiei de experți în evaluarea externă a calității	- Comisia de experți evaluatori ai ARACIS	Sala de Consiliu a FPSE
10:00-10:30	Întâlnirea comisiei de evaluare cu **reprezentanții conducerii componentei organizatorice** (decan, persoana de contact, responsabil program de studii); prezentarea scopului,	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai instituției și ai programului de studii evaluat	Sala de Consiliu a FPSE

Interval orar	Activitate	Participanţi	Locaţie
	obiectivelor şi a programului detaliat al vizitei de evaluare		
10:30-10:40	Pauză		
10:40-11:00	Întâlnirea comisiei de experți evaluatori cu persoana de contact și cu **echipa care a realizat raportul de evaluare internă (REI)**	- Comisia de experți evaluatori ai ARACIS - Echipa care a realizat REI	Sala de Consiliu a FPSE
11:00-12:00	Vizitarea bazei materiale	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai instituției și ai programului de studii evaluat	Sediul FPSE
12:00-13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD	- Comisia de experți evaluatori ai ARACIS - Cadre didactice de la programul de studii evaluat	Sala de Consiliu a FPSE
13:00-14:00	Pauză de prânz		
14:00-14:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenţi** ai DSUD	- Comisia de experți evaluatori ai ARACIS - Studenți ai programului de studii evaluat	Sala de Consiliu a FPSE
14:30-15:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenţi**[3] ai DSUD	- Comisia de experți evaluatori ai ARACIS - Absolvenți ai programului de studii evaluat	Sala de Consiliu a FPSE
15:30-15:45	Pauză		
15:45-16:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai angajatorilor	Sala de Consiliu a FPSE

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

Interval orar	Activitate	Participanţi	Locaţie
	angajatori[4] ai absolvenților din domeniul DSUD		
16:30-17:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu membrii **CEAC/**structură similară stabilită la nivelul componentei organizatorice	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai CEAC/structură similară	Sala de Consiliu a FPSE
17:00-17:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai **structurilor organizatorice în domeniul asigurării calităţii**	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității	Sala de Consiliu a FPSE - Lect. univ. dr. Ioana David (ioana.david@fpse.unibuc.ro) - Lect. univ. dr. Adrian Luca (adrian.luca@fpse.unibuc.ro) - Lect. univ. dr. Cristian Buica-Belciu (cristian.buica-belciu@fpse.unibuc.ro)
17:30-18:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)	- Comisia de experți evaluatori ai ARACIS	Sala de Consiliu a FPSE
Ziua 2, data 4 septembrie 2026			
9:00-10:00	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)	- Comisia de experți evaluatori ai ARACIS	Sala de Consiliu a FPSE
10:00-10:45	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** din domeniul DSUD	- Comisia de experți evaluatori ai ARACIS - Responsabilii centrelor/laboratoarelor de cercetare	Sala de Consiliu a FPSE Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. Catalin Nedelcea (catalin.nedelcea@fpse.unibuc.ro) - Prof. univ. dr. Andrei Ion (andrei.ion@fpse.unibuc.ro) - Conf. univ. dr. George Gunnesch-Luca (george.gunnesch-luca@fpse.unibuc.ro) - Conf. univ. dr. Laura Ciolan (laura.ciolan@fpse.unibuc.ro)

[4] Se va evita invitarea angajatorilor care au calitatea de personal al IÎS sau al OFE, după caz.

Interval orar	Activitate	Participanţi	Locaţie
10:45 - 12:00	Întâlnire tehnică a comisiei de experți evaluatori	- Comisia de experți evaluatori ai ARACIS	Sala de Consiliu a FPSE
12:00-13:00-	Finalizarea activităților de evaluare	- Comisia de experți evaluatori ai ARACIS	Sala de Consiliu a FPSE
13:00-14:00	Întâlnirea membrilor comisiei de experți evaluatori cu **reprezentanţii conducerii IS şi ai conducerii componentei organizatorice** pentru comunicarea concluziilor procesului de evaluare	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai conducerii și ai programului de studii evaluat - Persoana de contact	Sala de Consiliu a FPSE Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. Florin Verza – decan (florin.verza@fpse.unibuc.ro)

Dacă se consideră necesar, şi în funcție de forma de organizare a DSUD, pot avea loc şi alte întâlniri, spre exemplu cu reprezentanți ai:

- Departamentelor care asigură suport informatic, spre exemplu în vederea organizării activităților online;
- Departamentelor de relații internaționale şi mobilități studențești;
- Centrului de Consiliere şi Orientare în Carieră etc.

Întocmit,
Prof. dr. A. C. HOLMAN