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. 18
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 18.3

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea Politehnica Timişoara
Şcoala(ile) doctorală(e)	Şcoala Doctorală de Studii Inginereşti
Domeniul de studii universitare de doctorat (DSUD)	*Inginerie mecanică*
Procedura/procesul de evaluare externă a calităţii educaţiei	Menținerea acreditării

DECIZIA

Descrierea pe scurt a procesului de luare a deciziei

Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Inginerești 1 (CPS_C10) din 02.10.2026. CPS_C10 a solicitat revizuirea REE, conform PV 5029/ 02.10.2026. REE revizuit a fost analizat în ședința CPS_C10 din 12.10.2026, propunerea de decizie fiind consemnată în PV nr. 5219/12.10.2026.
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV 5321/ 20.10.2026.

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

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

Motivarea deciziei	
Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • *32 indicatori: 29 sunt îndepliniți, 3 parțial îndepliniți și 0 neîndepliniți* • *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite,* *și, astfel, prin aplicarea art. 63 din Metodologie decide că* ***standardele sunt ÎNDEPLINITE.***	
Decizia	Menținerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Politehnica University of Timișoara
Doctoral School:	UPT Doctoral School
Doctoral Domain:	Mechanical Engineering
The objective of the external evaluation:	**Maintaining accreditation (MAC)**

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof.dr.eng BÎRLEANU Corina	Expert evaluator	
2.	Prof.dr.eng. DJIDROV Mishko	International Expert	
3.	MĂLAIRĂU Victor	PhD Student Evaluator	

I. Introduction

The external quality assessment for the MAC of the doctoral domain of Mechanical Engineering (DSUD-IM) at the Politehnica University of Timișoara (UPT) took place between September 10-11, 2026. The external evaluation panel consisted of:
Prof. dr. eng. BÎRLEANU Corina Julieta - Technical University of Cluj-Napoca, Romania
Prof. dr. eng. DJIDROV Mishko - Goce Delčev University, Republic of North Macedonia
PhD student MĂLAIRĂU Victor – Babeș-Bolyai University of Cluj-Napoca, Romania
The Politehnica University of Timisoara (UPT) was founded in 1920 through Law-Decrees No. 2521/10.06.1920 and 4822/11.11.1920, under the name "Polytechnic School of Timișoara." The university's current name follows Government Decision No. 493/17.07.2013. UPT has legal personality and operates as a public higher education institution, in accordance with national legislation, the UPT Charter, and its internal regulations, methodologies, and procedures. The university's mission is education and advanced research aimed at generating, certifying, and transferring knowledge, and at the economic and technological development of society, at regional, national, and international level according to the UPT Charter.
UPT underwent institutional evaluation by ARACIS in 2022, receiving the rating "High Degree of Trust."
UPT currently has 10 faculties and a Doctoral School with 15 doctoral fields, including Mechanical Engineering. The Faculty of Mechanical Engineering (https://mec.upt.ro), which within UPT manages the doctoral field under evaluation, was established in 1923. The Faculty comprises four departments (Mechanics and Strength of Materials, Mechatronics, Materials Engineering, and Manufacturing) and coordinates 15 bachelor's degree programmes across seven fields (Mechanical Engineering, Industrial Engineering, Mechatronics and Robotics, Transport Engineering, Applied Engineering Sciences, Materials Engineering, Automotive Engineering), 15 master's degree programmes, and 3 doctoral fields (Mechanical Engineering, Industrial Engineering, Materials Engineering). The enrolment capacity for bachelor's degree programmes in the Mechanical Engineering field is 240 students, and for master's programmes, 300 students.
UPT provides teaching and research facilities commensurate with the specific requirements of its study programmes including lecture halls, seminar rooms, teaching and research laboratories, and library facilities situated in Timișoara and Hunedoara, and maintained in accordance with applicable technical, safety, and hygiene-sanitary regulations. Student accommodation is likewise ensured through 16 dormitories offering approximately 5,500 places, complemented by three cafeterias and restaurants; in Hunedoara, a dedicated student dormitory and cafeteria are similarly provided. Medical care is available through the Student Health Center, located on the university campus. In addition, the university offers dedicated spaces for social, cultural, and sports activities.
UPT's research, development, and innovation (RDI) activities are carried out within an institutional framework comprising a research institute, a centre of excellence, 30 departmental research centres (bringing together teaching staff, postdoctoral researchers, and doctoral students), 6 independent research laboratories operating separately from the aforementioned centres, and autonomous research groups composed of teaching staff, doctoral students, and undergraduate/master's students.
Doctoral studies activity is carried out within a single doctoral school, the Doctoral School of Engineering Studies, established upon the approval of the first Institutional Regulation on the Organisation and Conduct of Doctoral University Studies (RIODSUD-UPT) by the UPT Senate in 2011. The decision of IOSUD-UPT to establish and operate a single doctoral school has proven highly beneficial to the conduct of doctoral study programmes, being consistent with the mission and specific profile of the Politehnica University of Timișoara. This approach has enabled a unitary framework for the delivery of doctoral study programmes, with a positive impact on the consistent application of quality standards across all doctoral fields accredited within IOSUD-UPT.
The Doctoral School of Engineering Studies currently manages 15 doctoral domains: Chemistry (in liquidation), Civil Engineering and Building Services, Materials Engineering, Chemical Engineering, Electrical Engineering, Energy Engineering, Electronic Engineering, Telecommunications and Information Technologies, Computers and Information Technology, Systems Engineering, Industrial Engineering,

Engineering and Management, Mechanical Engineering, Architecture, Geodetic Engineering, and Environmental Engineering. The Doctoral School of Engineering Studies comprises a body of 152 doctoral supervisors affiliated with IOSUD-UPT, of whom 81 are full-time supervisors (holding permanent employment contracts) and 33 are associate supervisors (holding fixed-term contracts for the supervision of doctoral students in active training). The remaining 38 affiliated supervisors do not currently hold a contract with IOSUD-UPT, as they are not presently supervising doctoral students in active training, although they remain professionally active. Of the total number of doctoral supervisors, 79 hold the habilitation certification.
IOSUD-UPT is organized according to the organizational chart displayed on the https://www.upt.ro/structura/scoala-doctorala#consiliul-pentru-studii-universitare-de-doctorat-csud website. The Doctoral School (DS), the Doctoral School Council (DSC), and the Council for Doctoral University Studies (CSUD) provide the institutional framework for the organization, coordination, and monitoring of doctoral university studies at UPT.
The field of doctoral studies in Mechanical Engineering carries a long-standing tradition at UPT: the university, established under the Law-Decree signed by King Ferdinand on 11 November 1920 as the "Polytechnic School" of Timişoara (effective from 15 November 1920), was granted the right to confer the title of Doctor Engineer in 1935, laying the institutional foundation for doctoral studies in the field.
In 2021, following the external evaluation of the DSUD-IM, the ARACIS Council issued Decision no. 146/28.12.2021 for maintaining accreditation, subsequently approved by Order of the Minister of Education no. 5.981/29.12.2021 (published in the Official Gazette of Romania, Part I, No. 47 of 17 January 2022). Currently, the field of Mechanical Engineering has 27 PhD supervisors (22 current doctoral advisors) and in the period 2021-2025, 89 doctoral students were enrolled in the Mechanical Engineering doctoral field. In the academic year 2025-2026, 24 PhD students were enrolled at doctoral programs in the Mechanical Engineering field. Between 2021 and 2025, 29 doctoral theses were successfully defended, and no thesis was rejected by CNATDCU.

II. Methods used

Prior to the visit to UPT, the members of the ARACIS evaluation panel analyzed the content of the Internal Evaluation Report (IER) of the DSUD-IM and its annexes. The information was presented clearly, which facilitated the assessment of the requirements of the performance indicators specific to the standards for the evaluation of DSUD-IM. On 02.08.2026, the panel requested clarifications from IOSUD-UPT, and the responses received adequately addressed the points raised. In addition, the evaluation took into account the visit of the educational spaces dedicated to the DSUD-IM. The ARACIS Panel of Experts had meetings with: the management of the university, IOSUD and Doctoral School (the Rector of UPT, the Director of CSUD and the Director of the Doctoral School); the team that has drafted the internal evaluation report; 8 PhD supervisors; 6 employers of the DSUD-IM Alumni; 5 Alumni of the DSUD-IM; 6 coordinators of the research centers involved in DSUD-IM; 3 representatives of the quality assurance organizational structures (heads of quality departments), the Chair and one member of the UPT Ethics Committee, 7 doctoral students.

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

DOMAIN A. Institutional capacity

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

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

Presentation of the state of facts

UPT is a state university with university autonomy under Law 199/2023 and the UPT Charter. The organizational structure is presented in the organizational chart (https://www.upt.ro/structura/organigrame). UPT has developed methodologies, regulations, and procedures, on the basis of which all activities within the university are carried out. These are public, being posted on the university's website (https://www.upt.ro/documente).

IOSUD-UPT implements the operating mechanisms provided for by the legislation on doctoral university studies. The information in the IER was confirmed by the documents made available to the panel and by the findings of the on-site visit.

The management structures within UPT are: at the level of the university, the Senate (51 teaching staff and 17 students) and the Board of Directors; Faculty Council, at faculty level and Department Council, at the department level; at the level of Council for Doctoral Studies (CSUD): 1 director, 6 doctoral supervisors and 2 doctoral students; at Council of the Doctoral School of Engineering (CȘD): director and council (3 doctoral supervisors and 1 doctoral student) elected by competition pursuant to the Regulations on the Organization and Conduct of the Processes for the Formation of Management Structures and the Election/Appointment/Filling of Management Positions through Competition at the UPT Level for the 2024–2029 Term, approved by Decision (HS) no. 161/16.11.2023.

The Doctoral School of Engineering Studies was established in 2011, following the approval by the UPT Senate of the first Institutional Regulation on the Organization and Conduct of University Doctoral Studies (RIODSUD-UPT). Since it manages all doctoral fields accredited within IOSUD-UPT in a unified manner, it was decided to adopt a single regulatory document, namely the Institutional Regulation on the Organization of University Doctoral Studies within IOSUD-UPT (RIOSUD), approved by Senate Decision (HS) no. 94/11.07.2024. UPT Doctoral School has the capacity to organize doctoral studies, having an adequate management system, material and financial resources necessary for stable functioning, an adequate information system for the record of doctoral students and for verifying the percentage of similarity in doctoral theses.

Information on admission to doctoral studies in IOSUD-UPT is publicly available at: https://www.upt.ro/Informatii_admitere----doctorat_1714_ro.html. For the 2025 admissions cycle, details can be found in the Regulations on the Organization and Conduct of Admissions to Doctoral Programs at UPT—2025 Cycle (HS No. 17/13.02.2025). For the period 2021–2024, details can be found in the archive (2024, 2023, 2022, 2021).

The public defence of the doctoral thesis takes place according to an institutional procedure. UPT has mechanisms in place for the recognition of doctoral diplomas and the title of doctor obtained abroad. This process was initially governed by the Institutional Procedure for the Recognition, within IOSUD-UPT, of Doctoral Diplomas and the Title of Doctor Obtained at Accredited Higher Education Institutions Abroad (approved by HCA No. 89/November 26, 2019), which was updated in 2025 through the Methodology for the Recognition of Doctoral Degrees and the Title of Doctor of Science or in a Professional Field Obtained Abroad, approved by HCA No. 82/April 30, 2025.

Analysis of the state of facts

IOSUD-UPT has organizational components in its structure, which operate on the basis of appropriate procedures and ensure an effective management system: structure and formal organization; updated internal regulatory framework (the SD Regulation); operational procedures for admission and graduation. Doctoral school and doctoral fields of study are regularly monitored and evaluated. According to the provisions of the Code of Doctoral Studies and its own Regulation, CSUD-UPT ensures the operational management of IOSUD-UPT. Decisions for the field are taken by CSD and CSUD after consulting the doctoral supervisors. Each field has one coordinator. Departments decide independently on their teaching and research activities. UPT operates a quality management system encompassing procedures for the planning, monitoring, and evaluation of educational activities. As part of this system, enrolled doctoral students are required to complete the advanced university training component together with the doctoral research program. Each year, the Doctoral School's internal evaluation reports are reviewed and approved by the University Senate. In addition, the scientific activity of doctoral supervisors is assessed annually according to a dedicated procedure established by IOSUD-UPT, while the scientific activity of doctoral

students is monitored through a self-assessment procedure, supported by individual self-assessment sheets completed by the students.

The indicator is: fulfilled

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

Presentation of the state of facts

According to the IER, members of the academic community (doctoral supervisors and doctoral students) are not only consulted but also have voting rights in the CSUD and the CSD. In this way, the regulations (the SD Regulation) on admission, research reports and thesis completion reflect the needs and practical realities of the Mechanical Engineering domain. Company representatives take part in the specialisation Boards, which review the master's curricula from which the PPUA disciplines are taken.

The opinions of doctoral students are collected through satisfaction questionnaires on the advanced university training programme (PPUA) and on the scientific research programme (PCS), sent annually by the Doctoral School. The questionnaires cover the teaching methods of the doctoral supervisor and of the PPUA teaching staff, the time allocated by the supervisor, the type of assessment, information on additional courses, the quality of experimental activities in the research laboratories, and the facilities provided by UPT (accommodation, campus, library, IT resources). Based on this information, the Doctoral School prepares an annual report on the needs and satisfaction of doctoral students. For the 2021–2025 period, a satisfaction report was drawn up specifically for the Mechanical Engineering domain. Doctoral students' requests are handled by the Doctoral School Secretariat and discussed in CSD meetings, in view of a possible revision of methodologies, regulations and procedures.

Analysis of the state of facts

The opinions of faculty members and other stakeholders (students, employers, graduates) are integrated into the adoption and revision of regulations through:

- Active involvement – the university community participates directly in developing and revising procedures.
- Periodic review – specific procedures at faculty level ensure the monitoring and updating of documents.
- Representation – doctoral students and academic staff vote within CSUD and CSD, directly influencing the methodologies.
- External consultation – collaboration with employers and graduates aligns research topics with labor market requirements. According to UPT's 2024-2029 strategic plan, relations with the socio-economic environment occupy an important place in the university's mission, which includes research activities, internships or co-supervision.

The indicator is: fulfilled

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

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

Presentation of the state of facts

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

UPT has an appropriate material base for research, education, and administrative activities, with teaching and research spaces meeting quality, safety, and sanitary standards. The research infrastructure is made available to doctoral students under the doctoral studies contract, supporting their integration into research groups coordinated by their supervisor and guidance committee. Details on the research infrastructure and services offered (equipment and research services) are available on the EERTIS platform at the link: https://eertis.eu/erio-2300-000w-4216, while information on the endowment of teaching and research laboratories across university departments can be found here: https://www.upt.ro/Upt-Timisoara_laboratoare_273_ro.html. The research infrastructure specific to the Mechanical Engineering field is detailed in the Infrastructure Annex.
The UPT Library provides documentation services and access to both traditional and electronic collections (55% on open shelves, 45% in storage), including the online catalog PRIMO, the institutional repository dSpace, and international scientific databases such as Science Direct, SpringerLink, Web of Science, IEEE Xplore, Scopus, and MathSciNet, alongside DOI attribution services and dedicated study spaces.
Doctoral students also benefit from the services of the Center for Career Counseling and Guidance (CCOC), which offers professional and psychological counseling, support in academic career planning, CV and interview preparation workshops, as well as guidance for mobility and grant opportunities.

Analysis of the state of facts

UPT has modern spaces for education, research, and administrative activities, including specialized laboratories in the field of Mechanical Engineering, presented on the EERTIS platform and on the website of the Faculty of Mechanical Engineering (additional laboratory information). The research infrastructure, detailed in the Infrastructure Annex, ensures doctoral students' access to high-performance laboratories aligned with the latest requirements of the economic and industrial environment. Doctoral students also benefit from support services provided by UPT, including the university library, the Center for Career Counseling and Guidance (CCOC), and other student support facilities.

Aspects that constitute best practice examples: The modern research infrastructure available in the field of Mechanical Engineering, supporting the practical and experimental training of doctoral students. ISIM Timişoara (National R&D Institute for Welding and Material Testing) makes its laboratories available to doctoral candidates.

The indicator is: fulfilled.

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

Presentation of the state of facts

Through the Technical Directorate and its specialized services (Utilities and Space Rental, Heritage, Administrative, Vehicle Transport, Sports Facilities, and Maintenance and Repair Services) (https://www.upt.ro/Informatii_UPT_538_ro.html), UPT ensures the periodic maintenance and repair of teaching, research, and administrative venues, under the coordination of the General Administrative Directorate, which manages the movable and immovable assets (further details). The venues used by doctoral students – seminar rooms, doctoral supervisors' offices, the library, and research spaces – are adequately maintained, ensuring optimal conditions for study, research, and work.
The research activity in the field of Mechanical Engineering is supported by the infrastructure available in the laboratories and research spaces to which doctoral supervisors and the departments involved in the field are affiliated, as detailed in the Infrastructure Annex.

Analysis of the state of facts

The diversity of assets managed by UPT – from laboratories and the library to the Experimentarium and the Student Polyclinic – reflects an institution functioning as a complex ecosystem, supported by two dedicated rapid-intervention units (Maintenance and Repair Services No. 1 and No. 2) that ensure continuity of activities. The focus on internet access and modern facilities reflects the adaptation of the material base to current technological needs. UPT is implementing projects worth over 200 million RON for building energy efficiency and dormitory modernisation (e.g. Dormitories 1C and 2C) through PNRR funding, with

completion scheduled for 2025-2026: http://arhiva.upt.ro/Informatii-utile_ipcei--cel-mai-important-proiect-din-istoria-universitatii-p_1493_ro.html. During the visit, the IER team confirmed that all equipment listed in Annex A3 is operational, and the panel visited five laboratories.
This reflects a centralized, specialized administrative management model with clearly divided responsibilities: (1) Strategic/legal level – the General Administrative Directorate and the Heritage Records Service ensure legal compliance and ownership documentation. (2) Operational level – the Technical Directorate acts as an internal service provider, with dedicated sub-services (utilities, transport, maintenance, sports facilities).
The indicator is: fulfilled.

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

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

Presentation of the state of facts
DSUD-IM (UPT) has adequate human resources, both quantitatively and qualitatively, corresponding to the legal requirements and needs of the doctoral study program. The teaching and research staff is employed in accordance with the recruitment criteria established at institutional level, complying with legal provisions. IOSUD-UPT supports teaching staff in obtaining habilitation through [Legea nr. 199/2023] and the institutional procedures in force.
In addition to their scientific supervisor, each doctoral student is guided by a guidance committee, composed of teaching staff or researchers with proven expertise in the analyzed field.
DSUD-IM includes 27 doctoral supervisors, of which 16 are tenured (CDT), 4 are associate staff (CDA), and 7 are without contract (CDFC). During the evaluated period, 8 new doctoral supervisors were affiliated (annex 7). 17 of the doctoral supervisors hold the habilitation certificate, and 25 currently meet the CNATDCU minimum standards.
Analysis of the state of facts
The teaching and research staff involved in the disciplines provided for within PPUA hold scientific titles and academic positions, with professional and scientific activity recognized nationally and internationally, reflected in publications, patents, and participation in research projects. 30 teaching staff members are involved in PPUA teaching activities, of which 22 are doctoral supervisors (Annexes 5 and 6). The doctoral supervisors in the field of Mechanical Engineering coordinate 112 doctoral students, (including those in the grace period), of which 83 are currently active. Doctoral supervisors are affiliated with IOSUD-UPT and comply with internal regulations (RIODSUD-UPT), being included in periodic monitoring records (Annex regarding CNATDCU minimum standards). Each doctoral student additionally benefits from the guidance of a committee formed of at least three members holding a doctoral degree, including at least one external member, ensuring an additional layer of academic oversight and integrity monitoring.
Aspects that constitute best practice examples: The doctoral supervisors of DSUD-IM, with national and international visibility in their fields of expertise.
The indicator is: fulfilled.

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

Presentation of the state of facts
The Polytechnic University of Timişoara (UPT) actively encourages faculty participation in continuing education programs, scientific conferences, and international mobility opportunities through the following measures: (1) Continuing professional development programs, organized either at the institutional level or in partnership with other academic institutions; (2) Participation in international mobility schemes, including

the Erasmus+program and the Fulbright Program for visiting researchers, through which UPT contributes to strengthening its international visibility and fostering academic mobility; (3) Support for participation in scientific conferences, workshops, and invention exhibitions/salons, enabling faculty to engage with the broader academic and research community;
Involvement in research projects and activities, facilitated by access to institutional infrastructure, resources, and internal or external research grants. The documents submitted by UPT reflect a broad institutional framework aimed at the professional development of academic, research, auxiliary, and non-teaching staff. The minimum legal standard is met through the semestrial organization of career promotion examinations and support for obtaining habilitation for doctoral supervision (https://www.upt.ro/Informatii_alegeri-si-concursuri_366_ro.html).
Additional complementary measures are also noted financial support for ISI publications, Erasmus+ mobility opportunities, continuous psycho-pedagogical training, (https://dppd.upt.ro/), and the involvement of doctoral students in research projects and access to infrastructure which go beyond minimum requirements and reflect an integrated approach to human resource development. The university also guarantees the right to run for and be elected to leadership positions, in compliance with the principle of non-discrimination.

Analysis of the state of facts

UPT ensures professional and personal development of doctoral supervisors and other teaching staff, through: continuous training programs (pedagogical and didactic courses, thematic workshops, programs for the development of transversal competences - research management, academic ethics; international mobilities (Erasmus+ and research internships in EU and US universities); academic exchanges; participation in scientific conferences and events and organization of national and international conferences. The recruitment procedure is aligned with ARACIS standards and national legislation. Transparency is ensured through the publication of competition announcements, candidate applications, and results, as well as through the public archive (ARHIVA), which allows retrospective verification of past competitions. The future directions identified periodic updating of recruitment methodologies and digitalization of the application process reflect a proactive approach consistent with national and European good practices.

The indicator is: fulfilled.

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

Presentation of the state of facts

The documents submitted by UPT under this heading demonstrate a coherent and up-to-date institutional framework for the professional development of academic staff. Recruitment is conducted fairly and transparently, based on the methodology approved by Senate Decision HS 28/21.03.2024, in line with national minimum standards. The university also separately regulates the retention of tenured status after retirement (HS 87/20.06.2024), the habilitation process and the granting of doctoral supervisor status (HS 50/25.04.2024), as well as the organization of CSUD elections (HS 39/15.05.2025) and the general framework for doctoral studies (HS 94/11.07.2024). Transparency is further supported by the semestrial publication of competition announcements, candidate lists, and results, alongside a publicly accessible archive.

Analysis of the state of facts

Recruitment and promotion procedures follow the methodology approved under HS 28/21.03.2024. All positions are filled through open competitions, and promotion is not automatic; it is contingent upon meeting the applicable criteria. Competition announcements, candidate lists, and results are published each semester and remain accessible through a public archive. During the site visit, the management outlined a retention pathway for academic staff: master's graduates who pursue doctoral studies may be employed as associate staff and subsequently compete for permanent positions within the Mechanical Engineering field. The professional development of doctoral supervisors and other academic staff is supported through continuous training programs, international mobility opportunities, conference participation, and ongoing

research activity. Doctoral supervisors are expected to demonstrate a meritorious, internationally recognized research profile, evidenced by significant citation counts and membership in the scientific committees of international publications and conferences, and substantiated by relevant publications from the past five years. Staff are actively engaged in research projects involving doctoral students, as well as in significant scientific events.

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

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

Presentation of the state of facts

The documents presented confirm a coherent digital transformation process at UPT, guided by the Digitalization Strategy 2022-2026 (HBS nr. 06/16.06.2022). Institutional digital platforms, such as the Enroll platform (https://enroll.upt.ro/phd/) and the UPT Virtual Campus, a Moodle-based system (www.cv.upt.ro), effectively support current administrative procedures, communication between students, doctoral supervisors, and the Doctoral School Secretariat, as well as data management for ANS/RMU reporting.

Also noted is the use of the anti-plagiarism system (iThenticate - Appendix: Theses Defended and Plagiarism Reports), officially recognized by CNATDCU, along with the development of hybrid learning classrooms, demonstrating an integrated approach to digitalization aimed at both administrative efficiency and educational quality.

Analysis of the state of facts

The evidence further shows that all students receive, upon enrollment, an institutional @upt.ro email account, cloud storage, and access to the Moodle Virtual Campus platform, through which course materials, attendance, and assignments are managed. The university also provides students and academic staff with various software licenses (e.g., Windows, Office, Matlab).

Additional dedicated platforms support institutional digital services: the student platforms (https://student.upt.ro/, https://unicampus.ro/), the teaching staff evaluation platform (eeprod.upt.ro/eval), the academic staff platform (catalog.upt.ro), the admission platform (enroll.upt.ro/phd), and the UPT Cloud (nextcloud.upt.ro) https://nextcloud.upt.ro/index.php/login?clear=1 for managing academic information. UPT has also implemented initial modules for the digitalization of administrative processes, including a functional electronic registry system (jr.upt.ro), aimed at reducing document volume and promoting digital-first workflows. In addition, the university applies the anti-plagiarism system (iThenticate), officially recognized by CNATDCU for use in doctoral studies. At doctoral level, although research reports are archived on an institutional platform, the minutes and other documents related to doctoral students' current activity are not yet directly accessible in digital format to the doctoral supervisor and the doctoral student, and field-level data are collected in Excel files and entered manually.

Recommendation: Continue the digitalisation of the Doctoral School's activity, so that doctoral students' current activity (research reports, minutes) becomes directly accessible in digital format to both the doctoral supervisor and the doctoral student.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s*

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

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

Presentation of the state of facts

The evaluation period (2021–2025) encompasses successive regulatory frameworks governing doctoral studies. During 2021–2023, doctoral programmes were organized under the framework established by Law No. 1/2011 and the institutional regulations applicable at that time. Following the entry into force of Law No. 199/2023, IOSUD-UPT progressively aligned its doctoral study framework with the new legislative provisions, including Ministerial Order No. 3020/2024. The Institutional Regulation on the Organization and Conduct of Doctoral University Studies, approved in July 2024, explicitly defines the curricular structure and credit allocation in Chapter V, Articles 18–20. The doctoral programme comprises two complementary components: the Advanced University Studies Programme (PPUA), organized during the first year and allocated 30 ECTS credits, and the Individual Scientific Research Programme (PCS), allocated 210 ECTS credits and assessed through three research reports. The programme therefore totals 240 ECTS credits. Accordingly, the evaluation considers the regulatory framework applicable to each part of the reference period, while the current curricular structure is assessed against the institutional regulations adopted following the legislative changes.

The doctoral study programs carried out within IOSUD – UPT are organized in accordance with the legislation in force and with the Institutional Regulation on the Organization of University Doctoral Studies within IOSUD-UPT, a framework ensuring that all learning, research, and evaluation experiences are fully correlated with the expected learning outcomes, based on the transferable credit system. The doctoral programme, carried out under the coordination of the doctoral supervisor, is structured into the two complementary components described above: the Advanced University Training Program (PPUA, 30 credits), organized during the first year of doctoral studies, and the Individual Scientific Research Program (210 credits), carried out over the following years of the doctoral studies.

The supporting documents (the Institutional Regulations, the Framework Curriculum of the doctoral study programme, the study contract, the individual plans, the course descriptions, and the related procedures and annexes) are available at the level of the IOSUD/Doctoral School. Upon enrolment, the doctoral student signs the doctoral study contract together with the doctoral supervisor.

The PPUA includes: (i) the transversal discipline – "Ethics and academic integrity in the scientific research and results dissemination," delivered entirely in English starting with the 2021/2022 academic year and organized through the Virtual Campus platform, where all course materials, conference recordings, and seminar resources are made available; (ii) master's-level disciplines, not previously attended by the doctoral student; and (iii) tutorial courses, based on individual study directly mentored by the doctoral supervisor. The content of the transversal discipline is fully documented in the EIACSDR Discipline Sheet, which describes the 7 course lectures, 7 conferences, and 7 seminars delivered by faculty members and scientific personalities with proven expertise in the field.

The transversal course EIACSDR is documented by its course description. For the master's-level courses included in the PPUA, the course descriptions approved within the study programmes from which these courses originate are used. For the tutorial courses, a standard course description template has been developed, adapted to the requirements of level 8 of the NQF/EQF; the individual course descriptions are to be completed according to the approved courses and the specific features of each doctoral student's individual training programme.

The scientific research component is carried out based on an individual scientific research plan (Anexa 3, Anexa 4), developed by the doctoral supervisor and approved by the Doctoral School Council (CSD). The doctoral student's progress is assessed through three research reports, presented starting in the second year before the Guidance and Academic Integrity Committee, each concluded with a "Pass"/"Fail" grade, with the possibility of a single resubmission within 30 days.

For all PPUA disciplines, teaching activity is provided exclusively by faculty members and researchers holding the status of doctoral supervisor/habilitated, professor/Senior Researcher I, or associate professor/Senior Researcher II, with proven expertise in the field of the disciplines taught thereby ensuring a high standard of quality and scientific relevance for the program.

Analysis of the state of facts

The doctoral study program is presented through the Institutional Regulation on the Organization of University Doctoral Studies within IOSUD-UPT, which sets out the overall structure of the program (PPUA – 30 credits; individual scientific research program – 210 credits; total 240 transferable credits). The document clearly defines the components of the PPUA (transversal discipline, master's-level disciplines, tutorial courses) and the evaluation mechanism for the research component (three research reports, evaluated by the supervision and academic integrity committee, with a "Pass"/"Fail" outcome).

The doctoral study programme is documented by the IOSUD-UPT Institutional Regulations, the documents on the competences and learning outcomes specific to the field of Mechanical Engineering, the doctoral study contract and its annexes, as well as the course descriptions.

The curricular structure and the distribution of ECTS credits are established by the Institutional Regulations and detailed in the Framework Curriculum of the doctoral study programme, approved by the UPT Senate for the 2026–2027 academic year. It provides for the programme to be organised over four years, with 30 ECTS allocated to the Training Programme based on Advanced University Studies (PPUA) and 210 ECTS to the Individual Scientific Research Programme (PCS), totalling 240 ECTS.

Course descriptions are available for the transversal discipline and for the master's-level disciplines included in the PPUA, while the individual course descriptions for the tutorial courses have not yet been completed. The transversal discipline on ethics and academic integrity is particularly well documented, with a publicly available discipline sheet specifying the 7 lectures, 7 conferences and 7 seminars, delivered by faculty members and researchers with the status of doctoral supervisor/habilitated, professor/CS I, or associate professor/CS II a level of detail that clearly demonstrates the correlation between teaching staff qualifications and the disciplinary content.

The evaluation mechanism for the research component is transparent and traceable: the three research reports are presented before the supervision and academic integrity committee, and, importantly, the reports are archived on an institutional platform, which ensures the traceability of the doctoral student's progress throughout the research program and facilitates verification during periodic or external evaluations. This archiving practice represents good practice, as it goes beyond a purely administrative record (Pass/Fail) and provides documentary support for the entire research trajectory.

Taken together, the curricular documents for the PPUA, the assessment mechanisms and the systematic archiving of research reports demonstrate the existence of a structured and traceable framework for the conduct of the doctoral programme. The Framework Curriculum approved for the 2026–2027 academic year strengthens this framework by providing a unified definition of the programme structure, learning outcomes, credit distribution and assessment principles, as well as by establishing a standard model for documenting the tutorial courses. The master's-level courses included in the PPUA retain the level, content and course description approved in the study programme from which they originate. While they ensure the interdisciplinary training required for the doctoral student's research, their learning outcomes are not adapted to Level 8 of the NQF/EQF (see also I.P.B.5.1.1). In addition, the individual course descriptions for the tutorial courses have not yet been completed, and the Curricular Framework specific to the Mechanical Engineering domain has not yet been finalised.

Best practice example: The transversal discipline "Ethics and academic integrity in the scientific research and results dissemination" is delivered through 7 lectures, 7 conferences, and 7 seminars, involving a broad group of senior academics and scientific personalities. This structure combines theoretical grounding with practice-oriented skills (research methodology, scientific writing, oral presentation), representing a strong example of good practice in doctoral training design.

Recommendation: It is recommended to finalise the Curricular Framework specific to the field of Mechanical Engineering (Annex A to the IOSUD-UPT Framework Curriculum) by tailoring the mission, objectives, competences and learning outcomes and by highlighting how these relate to the training and research activities and to the forms of assessment.

The indicator is: partially fulfilled.

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

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

Presentation of the state of facts

The IER defines the expected learning outcomes of the doctoral programme in Mechanical Engineering with reference to Level 8 of the National Qualifications Framework (CNC). The outcomes target original research, advanced methodologies, valorisation of results and research management. Correlation with occupations is made through the ESCO occupation "mechanical engineer" (ISCO-08 group 2144), with a list of associated ESCO skills.

The IER presents two correlation matrices: a matrix linking six PPUA disciplines to learning outcomes, competences, assessment methods and occupations; a programme-level matrix linking learning outcomes to competences and relevant occupations (scientific researcher, R&D engineer, university teacher, research project manager).

Supporting documents include the individual PPUA plan, the individual research programme, the national minimum standards for the doctoral degree, the list of WoS publications of graduates (2021–2025) and the Procedure for ensuring compliance with Level 8 of the CNC.

According to the IER, the PPUA comprises the transversal discipline on ethics and academic integrity, tutorial courses, and disciplines selected from master's programmes in the same domain. Up to two of the minimum three PPUA disciplines may be master's disciplines. The published list of PPUA disciplines for the domain consists of disciplines taken from master's programmes.

Analysis of the state of facts

The programme-level learning outcomes are formulated for Level 8 of the CNC, and the IER correlates them, through a programme-level matrix, with relevant occupations (scientific researcher, R&D engineer, university teacher, research project manager), which is a positive element. The research results of the reporting period show that doctoral competences are achieved in practice, mainly through the individual research programme.

However, the correlation required by the indicator, between the expected learning outcomes and the competences required by the targeted occupations according to occupational standards and/or ESCO, is only partially ensured:

- The only ESCO reference is the occupation “mechanical engineer” (ISCO-08 group 2144), whose skills are operational and accessible to master’s graduates; they do not reflect the competences specific to the doctoral qualification.
- The occupations specific to the doctoral qualification listed in the programme-level matrix (scientific researcher, university teacher, research project manager) are not referenced to ESCO or to occupational standards, so the correlation between the learning outcomes and the competences required by these occupations is not demonstrated.
- At discipline level, the correlation matrix covers only six disciplines, all in one sub-field, and some of them do not appear in the published list of PPUA disciplines; for the other PPUA disciplines, the correlation between learning outcomes and occupational competences is not documented.
- As the IER itself acknowledges among its future actions, the correspondence between learning outcomes and ESCO competences is not yet explicit in the programme documents.

Consequently, the correlation of learning outcomes with occupational competences is demonstrated only in general terms at programme level, and is not documented for the occupations specific to the doctoral qualification or at the level of the PPUA disciplines. For these reasons, the panel considers the indicator partially fulfilled.

Recommendations: Complete the ESCO correlation with occupations specific to the doctoral qualification (research and higher education occupations) and include it in the official documents of the programme.
Extend the discipline-level correlation matrix to all PPUA disciplines offered and make it consistent with the published list of disciplines.
The indicator is: partially fulfilled.

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

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

Presentation of the state of facts
The implementation of student-centered learning (ICSD) principles for doctoral students is achieved by shifting the role of the doctoral supervisor from a sole source of information to that of a mentor and guide supporting the development of autonomy and critical thinking. The curriculum is personalized through the **individual scientific research plan** (Anexa 3, Anexa 4), adapted to each doctoral student's academic interests. The applied research component is supported through the projects involving doctoral students, while the development of critical thinking is achieved through the **Ethics and Academic Integrity in Scientific Research** discipline, structured around 7 debate seminars (scientific communication, academic writing, cooperation with reviewers). Interdisciplinarity is supported through doctoral theses co-supervised in collaboration with other faculties (e.g., 5–6 theses in collaboration with the medical field). Assessment is competence- and outcome-based: during the reporting period, doctoral students who publicly defended their thesis published 118 scientific papers (WOS list), and the **annual evaluation** ensures continuous, formative feedback. Overall, the focus on developing the doctoral student's capacity for self-directed management of the learning and research process reflects the implementation of a student-centered educational environment, in which the doctoral student acts as an active partner in the research and professional training process.
Analysis of the state of facts
The student-centered learning principles are implemented adequately within the doctoral field of Mechanical Engineering, reflecting the transition from a classical didactic model to one grounded in scientific mentorship and personalization. The doctoral supervisor acts as a mentor, supporting the definition of the research topic and the dissemination of results, a role formalized through the individual scientific research plan. Personalization of the doctoral path is further supported by the involvement of doctoral students in research projects and by the possibility of pursuing the doctorate under co-supervision (cotutelle). The active, applied character of learning is confirmed by concrete outcomes: 118 WOS-indexed papers published (2021-2025) by doctoral students who publicly defended their thesis, as well as by the Ethics and Academic Integrity in Scientific Research discipline, delivered through 7 debate seminars focused on scientific communication competences.
Assessment is continuous and formative, carried out through the annual evaluation of doctoral students.
These aspects were confirmed during the discussions held with doctoral supervisors, doctoral students, and Alumni of the domain. However, several doctoral students indicated that the Guidance committee's involvement is, in several cases, limited mainly to the presentation of scientific reports and thesis defenses, with a reduced contribution to the ongoing conduct of the doctoral research.
Overall, the implementation of student-centered learning principles is functional and well supported institutionally, with a development area concerning the more systematic documentation of actual curricular flexibility and the strengthening of the Guidance committee's continuous involvement throughout the doctoral research process.
Recommendation: Strengthen the continuous involvement of the guidance committee throughout the doctoral research process, for example through periodic meetings with the doctoral student between the research reports, recorded in brief written minutes.
The indicator is: fulfilled.

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

Presentation of the state of facts

The organizational component ensures the institutional framework necessary for the academic mobility of doctoral students, both in physical form (travel to ISI conferences, **Erasmus mobilities**) and virtual form (participation in online scientific events, remote collaborations). This framework is supported by Erasmus mobility agreements and by framework cooperation agreements with universities in the country and abroad, as well as by the Strategic Plan for the Internationalization of the Educational Process (2021-2028), which reflects a long-term institutional commitment to this objective.

The outcome of these mobilities is indirectly reflected in the publication of research results in WOS-indexed journals, including in upper quartiles (Q1-Q2), monitored through the **annual evaluation of doctoral students**.

Analysis of the state of facts

Following the review of the documents made available, the panel finds that IOSUD-UPT has in place a coherent organizational framework aimed at supporting doctoral students' participation in academic mobilities, both physical and virtual. The evidence identified – doctoral students' participation in international conferences, the publication of research results in Web of Science-indexed journals, the academic collaborations of doctoral supervisors, and the existence of institutional cooperation agreements – confirms that academic mobility is not an isolated element but is integrated into the current doctoral research activity.

The panel considers particularly relevant the observed link between mobility and scientific performance: participation in international events appears to be associated with the active dissemination of research results, which contributes both to the academic visibility of the field and to the development of doctoral students' research competences. The panel also notes that the existence of a formalized institutional framework – Erasmus+ agreements, framework cooperation agreements, as well as the strategic internationalization plan – provides a solid institutional basis for supporting this type of activity. The panel notes, however, that the organizational framework is primarily facilitative and indirect in nature: mobility largely depends on each doctoral supervisor's own network of collaborations, rather than being supported by a centralized institutional mechanism guaranteeing equitable access for all doctoral students in the field.

During the visit, the management presented yearly data (2021-2025) on ISI conferences, Erasmus scholarships and EUDRES training. These data were not included in the IER and are not centralised in a field-level record of mobility. Alumni reported short stays of 1-2 months in partner laboratories abroad; their employment limits longer mobility periods.

Recommendation: Increase the number of doctoral students benefiting from international mobility, including through shorter or virtual formats for doctoral students in employment, and keep a field-level record of mobility.

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, considering the diversity of learning styles and abilities

Presentation of the state of facts

The organizational component describes a framework for conducting doctoral studies based on transparency, non-discrimination, and the correlation between the PPUA and the PCS, through which the academic path is adapted to each doctoral student's potential and aspirations. The individualization of training is achieved through the individual research plan, drawn up under the coordination of the doctoral supervisor, and through periodic progress evaluations. Access to diverse educational resources (transversal disciplines, seminars, research activities) is presented as a mechanism for accommodating different learning styles and abilities.

Analysis of the state of facts

The panel finds an organizational framework oriented toward the personalization of the doctoral path, supported by the correlation between the PPUA and the PCS and by the periodic evaluations monitoring

each doctoral student's progress. The diversity of educational resources (transversal disciplines, teaching in languages of international circulation, digital platforms) also supports the accommodation of different learning styles.
The panel notes, however, that the evidence presented largely overlaps with what was already discussed under S.B.3.1 and appears to concern personalization of training rather than equity as such, which is why additional information on equity measures would be useful.
The indicator is: fulfilled.

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

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

Presentation of the state of facts
The organizational component provides doctoral students in the field of Mechanical Engineering with a substantial material and informational infrastructure: research-specific equipment (computers, software, laboratory equipment), access to the UPT Central Library (physical and electronic collections, access to the **Anelis Plus** database consortium, over 1.2 million IP accesses and 3.8 million mobile accesses during the 2021-2025 period), the **Institutional Digital Repository (dSpace)**, and the **CloudPUTing high-performance computing platform**. Support services are complemented by the Career Counselling and Guidance Centre (CCOC) and by internationalization opportunities (Erasmus mobilities, travel to ISI conferences), as well as by doctoral students' involvement in research projects and grants, including the InoHubDoc project (2022-2023, target group of 93 doctoral students and 24 postdoctoral researchers).
Analysis of the state of facts
The panel finds that the infrastructure described is solid and adequate to the specific needs of the Mechanical Engineering field, particularly through the CloudPUTing HPC platform, which is essential for modelling and simulation activities, and through the consistent access to bibliographic resources and international databases. The high number of database accesses indicates effective, not merely theoretical, use of the available resources. The panel also notes that, beyond the general institutional resources of UPT, the field-specific research infrastructure is separately documented (link to research infrastructure), which supports the claim that the resources available are adequate to the requirements of the Mechanical Engineering domain. The panel notes, however, that although the indicator explicitly targets access for students with special educational needs/disabilities, the IER does not present concrete measures, procedures or adaptations for this category, either at the level of physical infrastructure (building accessibility, reading rooms) or at the level of support services. The panel acknowledges that the IER itself identifies this aspect among its future actions, namely the formalisation, in a public document, of the procedures for access by students with special educational needs to library resources and research infrastructure.
Recommendation: Explicitly document the measures and procedures for access by doctoral students with special educational needs/disabilities to support resources and services (physical infrastructure, informational resources, counselling services).
The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.

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

Presentation of the state of facts

The IER describes doctoral-level learning outcomes along three dimensions: research autonomy (identifying a gap in the literature and generating an original contribution), scientific rigour (the level of methodological competence required) and transversal competences (research ethics, scientific writing and publication of results). The description is formulated largely in general terms, as expectations applicable to doctoral studies, rather than as the learning outcomes of the individual disciplines of the programme.

According to the IER, learning outcomes are formalised in the discipline sheets, in the individual advanced university training plan (PPUA) and in the individual scientific research programme. The only discipline sheet given as an example is that of the transversal discipline EIACSDR.

As evidence of achievement, the IER cites 118 scientific papers published by doctoral students who defended their theses in 2021–2025, an average of 4.1 papers per graduate. This exceeds both the IOSUD-UPT minimum criterion and the national minimum standards.

Analysis of the state of facts

At programme level, the expected learning outcomes are consistent with CNC Level 8, and are centred on the generation of original knowledge. The publication results show that these outcomes are achieved in practice.

Annex I – Evaluation Criteria for Doctoral Students Enrolled in IOSUD-UPT, cited in the IER under other indicators, is a formal points-based grid that makes the performance expectations transparent to all doctoral students (PPUA examinations, research reports, WoS publications by quartile, patents, projects, international placements). It is a good practice for communicating expectations regarding doctoral performance. However, it does not replace the description of learning outcomes at discipline level.

The panel examined the discipline sheets made available for the PPUA disciplines. The transversal discipline EIACSDR has its own discipline sheet, drawn up for the doctoral programme, in which the learning outcomes are correlated with the content (7 lectures, 7 conferences, 7 seminars) and with the assessment method (project presentation and oral examination).

For the other PPUA disciplines, the situation is different:

- The disciplines taken from master's programmes use the discipline sheets drawn up and approved for the respective master's programmes, without any adaptation for the doctoral programme. Their learning outcomes are therefore formulated for Level 7 of the CNC (application and integration of specialised knowledge) and do not reflect the Level 8 descriptors (generation of original knowledge, critical evaluation of the state of the art, autonomy and responsibility in conducting research), nor the learning outcomes of the doctoral domain.
- For the tutorial courses, a standard course description template adapted to Level 8 of the NQF/EQF has been developed, but the individual course descriptions have not yet been completed, so the learning outcomes of these courses are not documented.
- Although a Procedure for ensuring compliance with Level 8 of the CNC exists, its application to the individual PPUA discipline sheets is not documented.

Consequently, the adequacy of learning outcomes for Level 8 is demonstrated only for the transversal discipline. For the other PPUA disciplines, the relationship between learning outcomes, content and assessment methods at Level 8 is not documented, and students' and teachers' expectations regarding the content of these disciplines are not fully supported by the curricular documents. For these reasons, the panel considers the indicator partially fulfilled.

Recommendations: Draw up discipline sheets specific to the doctoral programme for the PPUA disciplines taken from master's programmes, applying the Procedure for ensuring compliance with Level 8 of the CNC, so that their learning outcomes, content and assessment methods correspond to Level 8 and to the learning outcomes of the doctoral domain.

Complete the individual descriptions of the tutorial courses based on the standard template of the IOSUD-UPT Framework Curriculum, specifying the competences, learning outcomes, content and assessment methods corresponding to Level 8 of the NQF/EQF.

The indicator is: partially fulfilled.

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

Presentation of the state of facts

Verification of the achievement of learning outcomes is carried out through two complementary levels: ongoing evaluation (examinations in the PPUA disciplines) and final evaluation (public defence of the thesis). As a concrete illustration of this evaluation practice, the EIACSDR examination held on 30.06.2026 Sala S06, Faculty of Chemical Engineering recorded final grades ranging from 6.50 to 10, corresponding to "Suficient" through "Foarte bine," awarded jointly by two examiners based on a 20-minute assessment (project presentation plus oral questioning), evidencing that the ongoing evaluation of learning outcomes is applied in practice and not merely described declaratively. The results of the PPUA examinations are centralized through Annex 2 to the Doctoral Studies Contract, a standard-form document that records, for each doctoral student, the discipline completed, the instructor, the date of examination, the grade awarded, and the number of credits obtained, totalling 30 credits. The research component is monitored through the research reports (linked to Annex 4) and through the annual evaluation, carried out on the basis of Annex I – Evaluation Criteria, managed through the UPT Virtual Campus platform, with results published on the institution's website (Rezultate drd 2024-2025, Rezultate drd 2023-2024). The final evaluation consists of the public defence of the thesis, in accordance with the Procedure approved by HCA 14/2025; during the 2021-2025 period, 29 doctoral theses were defended (List of doctoral theses 2021-2025), with the involvement of reviewers from abroad (List of doctoral theses 2021-2025 with reviewers).

Analysis of the state of facts

The panel finds a verification system structured on two complementary levels: ongoing evaluation, through the PPUA examinations, the research reports and the annual evaluation, and final evaluation, through the public defence of the thesis. Annex 2 records the PPUA results individually, by name, and is signed by the director of the Doctoral School and the doctoral supervisor, which ensures the traceability and the formal nature of verification within the first component of the doctoral programme. During the visit it was clarified that the examinations of the PPUA disciplines specific to the domain are held before a committee composed of the teacher of the discipline, the doctoral supervisor and at least one member of the guidance committee, which ensures a collegial verification of learning outcomes and links the assessment of each discipline to the doctoral student's research topic.

The panel also appreciates the transparency of the process, ensured by the publication of the annual evaluation results on the institution's website and by the use of a single platform (UPT Virtual Campus) for managing and archiving the entire process, which reduces the risk of inconsistency across fields or supervisors. Regarding the final evaluation, the 29 theses defended during the reporting period, with the involvement of reviewers from abroad, indicate a rigorous external evaluation mechanism that goes beyond a simple internal administrative check.

During the visit it was confirmed that unsatisfactory progress has consequences: a failed research report can be resubmitted once within 30 days, the scholarship can be lost to a better-ranked candidate, and studies can be extended through the grace period (up to 2 years). Annex 8 documents the removal from the register of doctoral students from the 2017–2019 cohorts who exceeded the maximum study period.

Consequently, the verification of learning outcomes is consistent and documented at both levels required by the indicator, ongoing and final, and the panel did not identify deficiencies in this respect. The IER itself identifies, among its future actions, the explicit correlation of each evaluation stage with the learning outcomes defined at doctoral programme level and the inclusion, in the annual evaluation forms, of a section dedicated to the competences acquired. The panel considers these directions relevant for making the link between the existing verification mechanisms and the expected learning outcomes more visible.

Recommendation: Implement the measures planned in the IER for the explicit correlation of each evaluation stage (PPUA examinations, research reports, annual evaluation) with the learning outcomes defined at doctoral programme level, including a dedicated section on the competences acquired in the annual evaluation forms, without changing the existing evaluation process.

The indicator is: fulfilled.

Criterion B.7. Procedures and practices regarding the admission competition, the journey,

recognition and equivalence of studies, and result certification

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

Presentation of the state of facts

The admission procedures for doctoral university studies are updated annually and approved by decisions of the governance structures (HCA, HBS, HS), establishing the enrolment conditions, selection criteria, committee composition, calendar, appeals procedure, and publication of results. During the 2021-2025 period, distinct procedures were approved and applied for each session (HCA no. 67/2021, HCA no. 114/2022, HBS no. 5/2023, HS no. 29/2024, HS no. 17/2025), accompanied by admission information published on the institution's website for each year. Enrolment is carried out entirely online, through the ENROLL platform (https://enroll.upt.ro/phd/), and enrolment decisions are published on the IOSUD-UPT website (List of doctoral students enrolled 2025-2026).

Analysis of the state of facts

The panel finds a consistent and continuous application of the admission procedural framework, supported by formally approved administrative acts for each session and by concrete transparency mechanisms: the annual publication of admission information, the posting of **lists of admitted candidates for each session** (July and September 2021-2025), and the publication of enrolment decisions. The panel particularly appreciates the full digitalization of the enrolment process through the ENROLL platform, which ensures the traceability of documents submitted by candidates, reduces the risk of administrative errors, and provides a high degree of transparency and accessibility to the process, including for candidates applying remotely.

The annual continuity of the procedures (a separate decision for each of the 5 sessions analysed) and their yearly updating indicate an institutional concern for adapting the admission framework to any legislative or organizational changes, rather than the application of a single, unrevised procedure.

Aspects that constitute best practice examples: Full digitalization of the admission process through the ENROLL platform, ensuring traceability, transparency, and accessibility for candidates.

The indicator is: fulfilled.

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

Presentation of the state of facts

Compliance with the principles of equity and equal opportunity, as well as support for vulnerable groups, is coordinated at institutional level by the Inclusion Department (https://www.upt.ro/Informatii_incluziune-upt_2633_ro.html), which develops dedicated guides (Guide on (dis)abilities, Neurodiversity guide). The normative framework is consolidated through the UPT Strategy for Diversity, Equity and Inclusion, approved by HS 9/13.02.2025. The IER states that these policies are also applied to admission to doctoral university studies, by reference to the admission procedures presented under I.P.B.7.1.1.

Analysis of the state of facts

The panel finds that a formalized institutional framework exists, at university-wide level, concerning equity and inclusion, embodied in a dedicated structure (the Inclusion Department) and in a recently approved strategy. The development of specific guides for people with disabilities and for neurodiversity represents a concrete undertaking, going beyond a mere declaration of the non-discrimination principle.

The panel notes, however, that the information presented remains at a general institutional level, without elements demonstrating the concrete application of these policies within the doctoral admission process, at the level of the evaluated field. The IER does not provide data on the number of candidates with special educational needs/disabilities enrolled or admitted to doctoral studies during 2021-2025, nor examples of procedural adaptations applied (e.g., extended examination time, adapted test format).

Aspects that constitute best practice examples: The existence of a dedicated institutional structure (the Inclusion Department), with permanent responsibilities and concrete tools (specialized guides) to support people with disabilities and neurodivergent individuals.

The indicator is: fulfilled.

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

Presentation of the state of facts

The professional activity of doctoral students is regulated through the Regulation on the Organization and Conduct of Doctoral University Studies (approved by HS no. 94/11.07.2024), the Doctoral Studies Contract (funded/unfunded/self-funded, for each year 2021-2025), the Methodology for the Recognition of Doctoral Titles Obtained Abroad, and the procedures on the recognition and change of doctoral supervisor status. The academic path is structured around two components: the PPUA (a minimum of 3 disciplines, 30 ECTS, including the mandatory ethics discipline, recorded through Annex 1 and Annex 2) and the PCS (an individual plan approved by the CSD, monitored through 3 research reports defended before the guidance committee, totalling 210 credits, recorded through Annex 3 and Annex 4). The annual evaluation, based on Annex I – Evaluation Criteria, ranks doctoral students at field level according to scientific output (WOS publications, scored on a descending scale by quartile), participation in research projects, and passing of examinations/reports, with the ranking able to lead to a revision of scholarship status. Completion of studies is conditional on the publication of a minimum of two WOS-indexed papers.

Analysis of the state of facts

The panel finds a comprehensive and up-to-date normative framework, regulating the professional activity of doctoral students from enrolment through to completion of studies, covering both the training component (PPUA) and the research component (PCS).

The panel particularly appreciates the annual evaluation mechanism based on a descending score by WOS quartile (Q1-Q2 > Q3-Q4), which creates a direct and measurable incentive for publishing in high-impact journals, with a concrete effect on the doctoral student's scholarship status. The mechanism has concrete effects on the allocation of doctoral scholarships, which gives it real effectiveness beyond a merely declarative regulation. Likewise, conditioning the completion of studies on the publication of at least two WOS-indexed papers represents a rigour standard applied uniformly, ensuring a direct correlation between the professional activity carried out and the outcome of the doctoral programme (the thesis).

The panel notes, however, that although the annual ranking mechanism and its link to state-funded doctoral scholarships are described in detail, the IER does not provide concrete data on the number of cases in which the ranking actually resulted in the loss or award of a scholarship within the Mechanical Engineering field during 2021-2025, which would allow for a more precise assessment of the real impact of this mechanism on doctoral students' motivation. During the visit it was clarified that candidates who do not finish within the standard period can use the grace period (up to 2 years). Regarding the duration of doctoral studies, the supervisors explained during the visit that delays come mainly from candidates' employment, repeated experimental work and limited funding between projects; the typical duration is 5-6 years. Between 2021 and 2025, average time from enrolment to defence was 5.87 years, with annual completion rates ranging from 10.53% (2021) to 88.89% (2024). By enrolment cohort, observed rates are lower for older cohorts (e.g., 15.4% for 2013, 35.0% for 2017) and necessarily incomplete for recent ones, as many students remain within their standard or extended study period (annex 3).

Recommendation: Monitor, at the level of the Mechanical Engineering domain, the duration of studies and the completion rate for each enrolment cohort, analyse the causes of delays (for doctoral students in employment) and adopt specific support measures.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

Presentation of the state of facts

The organizational component supports international cooperation by integrating academic and research activities into institutional networks and partnerships, reflected through the scientific collaborations of doctoral supervisors, doctoral students' participation in international scientific events, and the publication of results in WOS-indexed journals. A concrete example is membership in the EUDRES European university alliance. The mobility framework is supported by Erasmus agreements concluded by UPT with universities abroad and by framework cooperation agreements with universities in the country and abroad.

Analysis of the state of facts

The panel finds an organizational framework oriented toward the development of international cooperation, supported by academic networks, institutional partnerships, and individual scientific collaborations of doctoral supervisors. The panel particularly appreciates UPT's membership in the EUDRES European university alliance, which represents a strategic institutional commitment with significant potential for extended academic cooperation, beyond the isolated collaborations of individual researchers. During the visit, it was clarified that the EUDRES doctoral work package started only recently and has not yet produced mobilities or co-supervised theses in this field. Current mobility is funded mainly from the university budget. Structured mobilities, cotutelle arrangements and joint programmes within the alliance therefore represent a potential with a direct impact on doctoral studies, which is not yet reflected in concrete outcomes for this field.

The panel notes, however, that the information presented in the IER remains focused mainly on the indirect outcomes of international cooperation (WOS publications, conference participation). The IER does not provide data on the institutional mechanisms through which such collaborations are initiated, monitored and evaluated at the level of the Mechanical Engineering domain (for example, the number of active agreements specifically targeting this domain, or a mechanism for evaluating the impact of these collaborations on the quality of theses or scientific output).

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Presentation of the state of facts

The doctoral learning process is grounded in scientific investigation, through the correlation between the advanced university training programme (PPUA) and the individual scientific research programme (PCS). Each doctoral student carries out their activity based on an individual research plan, drawn up together with the doctoral supervisor and monitored through periodic evaluations. Research results are disseminated through scientific publications and participation in academic events, being directly leveraged in the acquisition of competences and learning outcomes. The IER refers, for the supporting documents, to indicator I.P.B.7.2.1.

Analysis of the state of facts

The panel finds a coherent integration of scientific research into the doctoral learning process within IOSUD-UPT, supported by the structural correlation between the PPUA and the PCS, as well as by the instruments already assessed under indicator I.P.B.7.2.1 (the individual research plan, the three research reports, and the annual evaluation based on scientific output).

The structure of the doctoral programme ensures the development of competences through the direct involvement of doctoral students in original research activities, reflecting a learning model centered on scientific investigation. The use of the individual research plan and periodic evaluations as monitoring tools confirms that research results do not remain isolated but are directly integrated into the doctoral student's training path. The dissemination of results through publications and participation in scientific events also

contributes to consolidating and validating research competences within the broader academic environment.

The indicator is: fulfilled.

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

Presentation of the state of facts

The results of scientific research are disseminated through publications in WOS-indexed journals and through participation in scientific events, with international visibility supported by the mandatory requirement to publish in indexed journals as part of the minimum criteria for the public defence of doctoral theses. Doctoral students' research activity is oriented toward original results, validated through publications classified by quartile (Q1-Q4) and periodically monitored. The leveraging of results is further confirmed through the recognition of doctoral titles by CNATDCU, and the evidence is supported by the List of WOS scientific papers produced by doctoral students (2021-2025).

Analysis of the state of facts

The panel finds good national and international visibility of the scientific research results achieved within the Mechanical Engineering field, supported by the systematic publication in WOS-indexed, quartile-ranked journals and by participation in relevant scientific events. The integration of these publication criteria into the minimum standards for thesis defence represents an effective mechanism for ensuring the quality and visibility of doctoral research.

The panel appreciates the systematic orientation of doctoral activity toward original results, periodically monitored through the annual evaluation, as well as the additional external validation provided by the confirmation of doctoral titles by CNATDCU, which offers an independent institutional guarantee of research quality.

The leveraging of results is highlighted mainly through the dimension of scientific dissemination (publications, conferences). The visit showed that valorisation goes beyond publications: joint projects with companies, expert work for the energy sector and thesis topics from industry. These results are not fully documented in the IER, which is understandable to a certain extent for a doctoral cycle focused on developing research competences. Their systematic documentation would, however, better highlight the applied impact of doctoral research in the domain.

Recommendation: Systematically document, at domain level, the forms through which doctoral research results are leveraged beyond scientific publications (joint projects with companies, expert services, technology transfer, patents, thesis topics proposed by industry), and further diversify them, to complement the already well-established dimension of scientific dissemination.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application Adequately implemented strategic directions, actions, and procedures	
Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

Presentation of the state of facts

UPT has organizational structures dedicated to quality assurance, namely the Quality Evaluation and Assurance Commission (CEAC) and the Quality Assurance Department (DAC), whose organization, responsibilities and composition are made public. Their functioning is regulated by the CEAC-DAC Regulation, approved by the Senate, and the implementation of quality policies is carried out through

system procedures (Document Control, Nonconformity Control, Corrective and Preventive Actions, Records Control), published on the website (http://www.upt.ro/Informatii_proceduri-alesistemului-de-management-al-calitatii_15_ro.html). Quality policies are expressed through the UPT Strategic Plan (http://www.upt.ro/Informatii_planuristrategice_59_ro.html) and through the Rector's Statement on the Quality Assurance Policy, aligned with ENQA and EUA guidelines. The Rector presents an annual Report on the State of the University, with a dedicated section on quality (http://upt.ro/Informatii_rapoarte_335_ro.html). The monitoring of doctoral programmes is carried out continuously, through the analysis of learning outcomes, satisfaction questionnaires completed by doctoral students, and internal quality audits, as well as through periodic evaluations of the Doctoral School, based on self-assessment reports.

Analysis of the state of facts

The panel finds a mature and comprehensively structured quality management system at institutional level, with clearly delineated roles between the decision-making component (CEAC) and the technical support component (DAC), regulated through a Senate-approved regulation and supported by formalized system procedures, aligned with ENQA/EUA standards.

The panel particularly appreciates the continuous, multi-level nature of the monitoring: internal evaluation (self-assessment reports of the Doctoral School), annual evaluation (the Rector's Report), and external evaluation (ARACIS institutional evaluations), corroborated with direct feedback instruments from doctoral students (questionnaires on the performance of teaching staff in the PPUA and of doctoral supervisors). This multi-level structure provides a robust mechanism for the early identification of shortcomings and for continuous correction.

The panel notes, however, that the IER does not contain concrete results of the questionnaires applied to doctoral students, nor examples of corrective actions adopted because of internal audits.

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.	
Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.

Presentation of the state of facts

CEAC includes teaching staff, a representative from the business environment, a Trade Union representative, student representatives, and a DAC representative, ensuring structured representation of the main stakeholders. During the reporting period, UPT carried out several relevant audits: the survey on employer requirements (2021, 82 employers surveyed), the audit on the compliance of departmental research with UPT's strategic objectives (2021-2022), the evaluation of how final-year theses/dissertations are conducted (2022-2023, 711 bachelor's/master's graduates), the questionnaire on plagiarism and the quality of the teaching process (2023, 111 students), and the 2022 institutional evaluation (933 students surveyed, which flagged students' reluctance to get involved in evaluating teaching staff: 53% reported problems, while only 44% considered that the evaluation led to improvements). All CEAC reports are public (2020-2025). Specifically for doctoral students, annual satisfaction questionnaires are applied, covering teaching methods, the doctoral supervisor, evaluation, facilities, and support services, with results leveraged through action plans at department/faculty level, including deadlines and designated responsible persons. The evaluation of PPUA teaching staff is carried out annually online (http://eeprod.upt.ro/eval/), and feedback is discussed in CSD and CSUD meetings.

Analysis of the state of facts

The panel finds a consistent and diversified system for consulting stakeholders, going beyond a purely formal level: the composition of CEAC ensures structured representation of the academic, business, and student communities, and the series of audits carried out (employers, departmental research, plagiarism, thesis completion) demonstrates an institutional practice sustained by systematic opinion-gathering, rather than a one-off exercise.

The panel particularly appreciates the transparency with which an unfavourable result is reported: the 2022 finding that only 44% of surveyed students considered that the evaluation of teaching staff led to real improvements, alongside the noted reluctance of students to engage in this process. This critical self-

assessment, publicly acknowledged through the CEAC reports, is a sign of institutional maturity: it shows that the quality system does not function as a formal validation exercise but can identify and report its own shortcomings.
According to the IER team, most doctoral students are employed and some of them fear that their answers are not anonymous, which contributes to the low response rate of the questionnaires. Although most of the audits mentioned in the IER (employers, plagiarism, final theses) are carried out at a general institutional level or explicitly target the bachelor's/master's cycles, the discussion held during the visit clarified the specific situation regarding the annual satisfaction questionnaires applied to doctoral candidates, the instrument most relevant to this indicator. These are managed through the eeprod.upt.ro electronic platform, covering both PPUA and scientific research activity. Although the response rate remains low, an aspect acknowledged by the UPT representatives, the results are statistically analysed at CSD level, with the CSD director responsible for producing the corresponding report, after which the generic results are published on the university's website. The feedback loop (questionnaire - action plan - remediation) is therefore in place for doctoral candidates in the Mechanical Engineering field, although its effectiveness remains limited by the low response rate, and the IER did not, at the time of drafting, contain concrete data specific to the field.
Recommendation: Identify and implement measures to increase the participation rate of doctoral students in satisfaction and evaluation questionnaires, including by ensuring and clearly communicating the anonymity of responses, and include results specific to the Mechanical Engineering field in future reports.
The indicator is: fulfilled.

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

Standard S.C.2.2. Operation Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

Presentation of the state of facts
The University Ethics Committee of UPT operates based on its Organization and Functioning Regulation, approved by the University Senate, and acts independently, without being subject to any interference or pressure from any person or institutional structure. The role of the committee is to analyse and resolve breaches of professional ethics and academic conduct, ensuring the application of the university's Code of Ethics, with the aim of preventing and eliminating unethical practices.
Analysis of the state of facts
The panel finds that the functioning of the University Ethics Committee is grounded in a properly hierarchized normative framework - Law on Higher Education no. 199/2023, the UPT Charter, and its own regulation — which ensures both legal compliance and the decisional autonomy necessary for the committee's independence. The panel appreciates the dual nature of its mandate: on the one hand, a corrective function, analysing and resolving complaints regarding plagiarism, harassment, or conflicts of interest, and on the other hand, a preventive function, oriented toward implementing policies that limit the emergence of unethical practices. This dual orientation goes beyond a purely reactive model of handling breaches and reflects a mature approach to academic integrity. The requirement to present an annual activity report to the UPT Senate constitutes a relevant mechanism of public accountability, and the composition of the committee which mandatorily includes a student representative alongside teaching staff and researchers ensures balanced representation of the academic community.
During the visit, the Committee confirmed that no report concerning doctoral candidates in this field has been registered since 2017. Reports are submitted by email or post and must be signed; anonymous reports are accepted only in cases of harassment. Similarity reports are validated by the guidance committee prior to the defence. However, the panel was not provided with data on the actual activity of the ethics committee during the reporting period (2021–2025) for example, the number of complaints received, the number of cases resolved, the typology of breaches identified, or the average resolution time nor with

examples of preventive policies implemented as a result of the committee's activity. Such data would allow for a more complete assessment of the committee's effective functioning, beyond its regulatory framework and formal independence. During the visit, the panel checked the UPT website and found that the Ethics Committee's 2025 activity report, already approved by the Senate, had not yet been published. The panel also noted that in some of the published decisions personal data appear to be masked only visually. In addition, the acceptance of anonymous reports in harassment cases, confirmed in practice by the Committee, is not explicitly provided for in the internal regulations.

Recommendations: It is recommended to promptly publish on the UPT website the Ethics Committee's 2025 activity report, already approved by the Senate. It is also recommended to review the anonymisation procedure for the published Ethics Committee decisions, so that personal data are effectively removed from the digital content of the published documents and cannot be recovered.

It is recommended to explicitly detail, in the internal regulations, the measures concerning the prevention and combating of harassment, including the acceptance of anonymous reports concerning harassment cases, beyond the generic provisions currently included in the University Code of Ethics and Deontology.

The indicator is: fulfilled.

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

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

Presentation of the state of facts

UPT systematically applies the Procedure on the Initiation, Approval, Implementation, Monitoring and Periodic Evaluation of Study Programmes (PO-B-0-05), managed at faculty level, under the coordination of DAC, the Board of Administration, and the Senate. Also implemented is the Operational Procedure on the Self-Assessment and Internal Evaluation of Study Programmes (PO-B-0-06). At the level of doctoral studies, the periodic evaluation of the DSUD is carried out in accordance with the Guide for the Evaluation of Doctoral Study Fields and Annex 1 – DSUD Standards and Indicators. The internal evaluation reports of IOSUD-UPT and of the DSUD (including for the Mechanical Engineering field, carried out in 2021) are public, in both Romanian and English.

Analysis of the state of facts

The panel finds a comprehensive procedural framework covering the entire life cycle of study programmes (initiation, approval, implementation, monitoring and periodic evaluation), applied consistently through distinct operational procedures (PO-B-0-05 for programme management, PO-B-0-06 for self-assessment), with clearly delineated roles between the faculty level and the central governance structures (DAC, Board of Administration, Senate).

The panel particularly appreciates that the periodic evaluation of doctoral study fields is not a generic formal exercise, but is carried out with explicit reference to a dedicated methodological instrument (the DSUD Evaluation Guide and Annex 1 - Standards and Indicators), adapted to the specific nature of the doctoral cycle, distinct from the evaluation of bachelor's/master's programmes. The publication of self-assessment reports, both for IOSUD-UPT and specifically for the Mechanical Engineering field, constitutes concrete evidence of the practical application of the procedure, not merely of its normative existence. The panel notes, however, that the domain-level internal evaluation report referenced for Mechanical Engineering dates from 2021. Apart from the annual reports of the Doctoral School approved by the Senate, the IER does not clarify whether any domain-level internal evaluations took place between 2021 and the current external evaluation.

The indicator is: fulfilled.

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

Presentation of the state of facts

UPT supports stakeholder involvement in the process of evaluating study programmes through various mechanisms: student representation on the Doctoral School Council, the Board of Administration, CEAC, and other advisory structures; periodic meetings with employers to identify the competences required by the labour market; surveys applied to graduates; international collaborations for adapting study programmes; and partnerships with the business environment for internship placements. At the level of the Doctoral School of Engineering Studies, the CSD Council periodically organizes meetings attended by doctoral supervisors, staff from the guidance committees, and doctoral student representatives, with the process documented through the minutes of CSD/CSUD meetings. Collaboration with external parties is supported through agreements, protocols, and internship conventions.

Analysis of the state of facts

The panel finds a diverse framework for stakeholder involvement, covering both the internal dimension (doctoral students, doctoral supervisors, guidance committees) and the external dimension (employers, graduates, international partners), reflecting a comprehensive approach to consultation within the decision-making process. The panel particularly appreciates the participation of doctoral student representatives in the meetings of the Doctoral School Council, alongside doctoral supervisors and staff from the guidance committees, as evidence of direct and structural involvement of doctoral students in decisions concerning the functioning of the programme. Collaboration with the business environment, supported through agreements and internship protocols, as well as dialogue with employers to identify the competences required by the labour market, complements this institutional consultation framework.

The documentation of decision-making processes through the minutes of CSD/CSUD meetings ensures the traceability of decisions adopted and confirms the functional nature of the described involvement mechanisms. The panel notes, however, that consultations with employers and graduates are less formally documented than the CSD/CSUD meetings.

The indicator is: fulfilled.

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

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

Presentation of the state of facts

UPT applies the Operational Procedure for the Evaluation of Teaching Activities by Students (PO-BS-0-08), carried out every semester, through online questionnaires completed anonymously on the platform http://eeprod.upt.ro/eval/. Teaching staff self-assess annually using the CA-CD-2021 Self-Assessment Form and are evaluated by the department director based on the self-assessment report, the list of teaching/scientific works, the minutes of the peer evaluation (CEC_CD Peer Evaluation Questionnaire), and the results of the student evaluation. Results are forwarded to the Rector, deans, department directors, and course instructors, and the proposed improvement measures are published on the institution's website (https://www.upt.ro/Informatii_rapoarte-privind-evaluarea-cadrelor-didactice-de-catre-stude_648_ro.html).

Analysis of the state of facts

The panel finds a system for evaluating the performance of academic staff structured around four complementary components: student evaluation, self-assessment, peer evaluation, and managerial evaluation. At Doctoral School level, the managerial component is ensured by the CSD director, who reviews the evaluation results and any situations requiring attention, raising them for discussion at CSUD level where necessary. This multi-source structure provides a balanced picture of teaching activity, combining the perception of direct beneficiaries (doctoral candidates) with the technical perspective of peers and with individual accountability through self-assessment.

The panel particularly appreciates that the evaluation results do not remain at the level of internal administration but are forwarded directly to the relevant decision-makers (the Doctoral School management, the doctoral supervisors evaluated), and that the proposed improvement measures are published, ensuring a relevant degree of institutional transparency. However, some doctoral students

expressed doubts about the anonymity of their answers, which contributes to the low response rate of the evaluation.
The discussion held during the visit also clarified that the semester-based evaluation of doctoral candidates is applied to disciplines within the advanced university training programme (PPUA), not only to the bachelor's/master's cycles, and is carried out through the eeprod.upt.ro electronic platform, on the basis of forms covering both PPUA teaching activity and research activity. Although the response rate of doctoral candidates remains low, an aspect acknowledged by the UPT representatives, the results are statistically analysed at CSD level and published on the university's website.

The indicator is: fulfilled.

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

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

Presentation of the state of facts

UPT uses several distinct databases to support quality assurance: the study programmes database (status, previous evaluations, deadlines), the eeprod platform for the evaluation of teaching staff, the Virtual Campus as support for the teaching process, and student.upt.ro, through which students access the grade catalogue, the eeprod platform, and their financial status. The IER mentions the intention to develop an integrated database, which would bring together the management of student records, study programmes, and information transmitted to students, including the evaluation of teaching staff performance, in accordance with the UPT Digital Transformation Strategy 2022-2026.

Analysis of the state of facts

The panel finds a functional set of digital tools, covering the main components of the quality assurance process (study programmes, evaluation of teaching staff, current teaching activity, and student access to their own academic and financial data). The panel particularly appreciates the explicit acknowledgment, within the IER text itself, of the structural limitation of the current system: the fragmentation of data across separate, uncorrelated databases generates the need for repeated manual updating of the same information and limits the ability to extract complex, real-time quality-assurance reports. This transparency regarding an actual shortcoming, rather than the declaration of an idealized system, reflects an honest self-assessment exercise and provides a sound basis for correctly planning remedial measures.
The panel notes that the proposed solution the integration of the databases, envisaged under the Digital Transformation Strategy 2022-2026, is mentioned as a strategic intention, without being accompanied by a concrete implementation timeline, intermediate milestones, or the status of the project. In addition, the low participation rate of doctoral students in the feedback and satisfaction questionnaires (see I.P.C.1.2.1 and I.P.C.4.1.1) limits the representativeness of the data collected 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.

Presentation of the state of facts

UPT ensures the transparency of information of public interest by publishing admission regulations at least six months before they take effect, in accordance with the principles of fair and verifiable university marketing. Since 2021, the educational offer has been promoted through the EduExpo virtual educational fair, featuring a virtual reconstruction of the Rectorate building. Information on study programmes is centralized on admitere.upt.ro, and enrolment is carried out through the enroll.upt.ro platform. The

institutional website permanently publishes the admission criteria, the study contract, the study-completion methodologies (Procedure for the public defence of the doctoral thesis), the University Charter, and the Code of Ethics and Academic Conduct.

Analysis of the state of facts

The panel finds a coherent and digitalized system for ensuring transparency, covering the entire informational journey of a candidate from the promotion of the educational offer, through enrolment, to access to the university's official documents. The panel particularly appreciates the innovative character of the EduExpo initiative, presented as the first of its kind organized by a university in Romania, which extends access to information beyond the physical boundaries of the campus, facilitating decision-making for remote candidates. Likewise, the publication of admission regulations at least six months before they take effect, in line with the legal requirements, provides candidates with adequate time for preparation and informed decision-making. The centralization of essential information (admission criteria, study contract, completion methodologies, University Charter, Code of Ethics) on the institutional website, together with the full digitalization of the enrolment process through the ENROLL platform, confirms the existence of a functional and accessible institutional transparency framework, applicable to the Mechanical Engineering field as well.

The indicator is: fulfilled.

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

Presentation of the state of facts

The UPT website systematically publishes the decisions of the Board of Administration (CA), the resolutions of the UPT Senate, as well as the procedures and regulations of public interest. Information on the composition and activity of the CSUD and the Doctoral School Council is also published on the Doctoral School's web page.

Analysis of the state of facts

The panel finds that the systematic publication of CA decisions, Senate resolutions, and procedures on the UPT website ensures the transparency and traceability of administrative acts, reflecting an open management structure. CA decisions ensure transparency in the university's operational, financial, and administrative management, allowing the monitoring of how the institution's resources are managed. The resolutions of the UPT Senate, as the supreme decision-making and oversight body, lend legitimacy to the internal academic and regulatory process through their systematic publication. Procedures and regulations, in turn, constitute the institution's reference framework, and public access to them guarantees the predictability of essential processes (admission, examination, ethics) and reduces the risk of arbitrary treatment of members of the academic community. Taken together, these mechanisms confirm the existence of a functional framework for decision-making transparency at institutional level, applicable to the processes specific to the Mechanical Engineering field as well. The panel notes, however, that some documents approved by the Senate, such as the Ethics Committee's 2025 activity report, had not yet been published at the time of the visit (see I.P.C.2.2.2).

The indicator is: fulfilled.

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

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

Presentation of the state of facts

The organizational component of IOSUD-UPT, through the Doctoral School of Engineering Studies, completed all the steps required by the ARACIS methodology for external quality evaluation, including the preparation and submission of the Internal Evaluation Report (IER), in accordance with the standardized ARACIS structure, accompanied by the necessary supporting documents (annexes, evidence, links). The process was coordinated by the CSD and CSUD, in collaboration with UPT's quality assurance structure. The last ARACIS evaluation visit for the Mechanical Engineering field took place in 2021, with the report

publicly available (https://www.aracis.ro/evaluari_dsd/?fwp_universitate=universitatea-politehnica-din-timisoara&fwp_anul_evalurii_dsud=2021).

Analysis of the state of facts

The panel finds that the doctoral study field of Mechanical Engineering operates in accordance with the law, complying with the obligation to periodically undergo the external evaluation process. The internal evaluation report was prepared in accordance with the Guide for the Evaluation of Doctoral Study Fields and Annex 1 – DSUD Standards and Indicators, thus following the methodological structure required by ARACIS. The completion of the 2021 ARACIS evaluation, together with the transparency ensured through the public availability of that report, confirms the institution's continuity and consistency in fulfilling its legal obligations regarding external evaluation. The coordination of the current reaccreditation process by the CSD and CSUD, in collaboration with the quality assurance structure, demonstrates the existence of a functional institutional mechanism, capable of managing the complex methodological requirements of external evaluation. During the current evaluation, the institution responded promptly and adequately to the clarifications requested by the panel on 02.08.2026 and ensured the proper organisation of the on-site visit, including access to the documents, spaces and persons requested.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
- Doctoral field integrated within a university with strong national and international recognition (UPT), operating under a well-structured, unitary institutional framework (single Doctoral School, clear governance through CSD/CSUD). - Solid research infrastructure, including the CloudPUTing high-performance computing platform, adequate to the specific needs of the Mechanical Engineering field, alongside consistent access to bibliographic resources and international databases. - A formal, quantified evaluation grid (Annex I) that translates performance expectations into a transparent points-based system applied uniformly to all doctoral students, with a scoring structure that explicitly incentivizes publication in higher-quartile WOS journals. - Strong, verifiable scientific output: 118 WOS papers published by doctoral students who defended their thesis during 2021-2025, with an average of 4.1 papers per doctoral student, well above minimum national and institutional standards. - Structured, multi-level quality monitoring (self-assessment, annual reporting, external evaluation), combined with direct feedback mechanisms from doctoral students and teaching staff. - Institutional membership in the EUDRES European university alliance, representing a strategic commitment to	INTERNAL FACTORS	- Learning outcomes at the level of the PPUA disciplines are not fully aligned with Level 8 of the NQF/EQF: the master's disciplines included in the PPUA retain Level 7 learning outcomes, the course descriptions of the tutorial courses have not yet been completed, and the Curricular Framework specific to the domain has not yet been finalised. - Limited field-specific quantitative data (e.g., number of doctoral students benefiting from mobilities, number of active international agreements) needed to assess the real, rather than merely formal, application of institutional mechanisms at the level of the Mechanical Engineering field. - Insufficient documentation of measures supporting doctoral candidates with special educational needs/disabilities, both in the admission process and in access to research infrastructure and support services. - Fragmentation of institutional databases relevant to quality assurance, requiring manual, repeated updating of the same information and limiting real-time reporting capacity (acknowledged in the IER itself). - The response rate to the satisfaction and evaluation questionnaires is very low, a shortcoming linked to doctoral students' employment status and to

internationalization with potential for structured mobilities and co-supervision arrangements. - An Ethics Committee that operates independently, with a dual corrective and preventive mandate and mandatory annual reporting to the Senate. - A transparent, digitalized admission process (ENROLL platform), with regulations published in due time and an innovative virtual promotion tool (EduExpo). - Institutional honesty in self-assessment, exemplified by the explicit acknowledgment of fragmented quality-related databases and of limited student engagement in teaching-staff evaluation, rather than presenting an artificially positive picture. - Active institutional mechanism for monitoring and updating doctoral student records, evidenced by documented, dated rector's decisions for students exceeding maximum enrolment/grace periods (2017-2019 cohorts), combined with clearly tracked grace-period deadlines for students still enrolled.		concerns regarding anonymity; reporting is limited to aggregate data, without results specific to the Mechanical Engineering domain. - Valorisation of research results beyond publications (joint projects with companies, expert services, technology transfer, patents) is not systematically documented at domain level. - Access to international mobility and research collaboration depends significantly on the individual international networks of doctoral supervisors, rather than being supported by a centralized, field-level institutional mechanism guaranteeing equitable access to mobility and cooperation opportunities. - Limited involvement of the guidance committees in the ongoing conduct of doctoral research, as reported by some doctoral students.

SWOT analysis

Opportunities:		Threats:
- Development of collaborations with industry and the socio-economic environment, capitalizing on the applied nature of Mechanical Engineering research. - Participation in European research and mobility programmes, including through the EUDRES alliance. - Growing interest in interdisciplinary fields (mechatronics, robotics, advanced materials), aligned with the faculty's existing expertise. - Continued digitalization of academic and administrative processes, building on the ENROLL platform and the planned integrated database under the Digital Transformation Strategy 2022-2026. - Access to international research infrastructures and academic networks, supporting further internationalization of the doctoral programme.	EXTERNAL FACTORS	- Declining interest in doctoral studies in certain engineering fields, at national level. - Increasing competition among universities to attract high-performing doctoral candidates. - Limited funding available for research and infrastructure development. - Migration of young research talent toward industry or universities abroad, potentially affecting the future pool of doctoral supervisors and researchers.

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.	**Fulfilled**	
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.	**Fulfilled**	
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.	**Fulfilled**	
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.	**Fulfilled**	
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.	**Fulfilled**	
6.	**I.P.A.3.1.2** The HEI ensures professional and personal development for its staff.	**Fulfilled**	
7.	**I.P.A.3.2.1** Recruitment procedures comply with the provisions of the law and are established and carried out transparently.	**Fulfilled**	
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.	**Fulfilled**	Continue the digitalisation of the Doctoral School's activity, so that doctoral students' current activity (research reports, minutes) becomes directly accessible in digital format to both the doctoral supervisor and the doctoral student.
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	**Partially fulfilled**	Finalise the Curricular Framework specific to the field of Mechanical Engineering (Annex A to the IOSUD-UPT Framework Curriculum)

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.		by tailoring the mission, objectives, competences and learning outcomes and by highlighting how these relate to the training and research activities and to the forms of assessment.
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).	Partially fulfilled	Complete the ESCO correlation with occupations specific to the doctoral qualification (research and higher education occupations) and include it in the official documents of the programme. Extend the discipline-level correlation matrix to all PPUA disciplines offered and make it consistent with the published list of disciplines.
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.	Fulfilled	Strengthen the continuous involvement of the guidance committee throughout the doctoral research process, for example through periodic meetings with the doctoral student between the research reports, recorded in brief written minutes.
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.	Fulfilled	Increase the number of doctoral students benefiting from international mobility, including through shorter or virtual formats for doctoral students in employment, and keep a field-level record of mobility.
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.	Fulfilled	
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.	Fulfilled	Explicitly document the measures and procedures for access by doctoral students with special educational needs/disabilities to support resources and services (physical infrastructure, informational resources, counselling services).
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.	Partially fulfilled	Draw up discipline sheets specific to the doctoral programme for the PPUA disciplines taken from master's programmes, applying the Procedure for ensuring compliance with Level 8 of the CNC, so that their learning outcomes, content and assessment methods correspond to Level 8 and to the learning outcomes of the doctoral domain. Complete the individual descriptions of the tutorial courses based on the standard template of the IOSUD-UPT Framework Curriculum, specifying the competences, learning outcomes, content and assessment

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			methods corresponding to Level 8 of the NQF/EQF.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	Fulfilled	Implement the measures planned in the IER for the explicit correlation of each evaluation stage (PPUA examinations, research reports, annual evaluation) with the learning outcomes defined at doctoral programme level, including a dedicated section on the competences acquired in the annual evaluation forms, without changing the existing evaluation process.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	Fulfilled	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	Fulfilled	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	Fulfilled	Monitor, at the level of the Mechanical Engineering domain, the duration of studies and the completion rate for each enrolment cohort, analyse the causes of delays (for doctoral students in employment) and adopt specific support measures.
20.	I.P.B.8.1.1 The organizational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	Fulfilled	
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.	Fulfilled	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain and capitalized upon in an adequate manner.	Fulfilled	Systematically document, at domain level, the forms through which doctoral research results are leveraged beyond scientific publications (joint projects with companies, expert services, technology transfer, patents, thesis topics proposed by industry), and further diversify them, to complement the already well-established dimension of scientific dissemination.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently carries out actions and applies procedures, proving their impact on	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	improving the quality of education at the level of the study programme.		
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are considered in the procedure implementation process.	**Fulfilled**	Identify and implement measures to increase the participation rate of doctoral students in satisfaction and evaluation questionnaires, including by ensuring and clearly communicating the anonymity of responses, and include results specific to the Mechanical Engineering field in future reports.
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.	**Fulfilled**	It is recommended to promptly publish on the UPT website the Ethics Committee's 2025 activity report, already approved by the Senate. It is also recommended to review the anonymisation procedure for the published Ethics Committee decisions, so that personal data are effectively removed from the digital content of the published documents and cannot be recovered. It is recommended to explicitly detail, in the internal regulations, the measures concerning the prevention and combating of harassment, including the acceptance of anonymous reports concerning harassment cases, beyond the generic provisions currently included in the University Code of Ethics and Deontology.
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures and proves their impact on quality assurance.	**Fulfilled**	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	**Fulfilled**	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	**Fulfilled**	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	**Fulfilled**	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	**Fulfilled**	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	**Fulfilled**	
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.	**Fulfilled**	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	11	3	0
Domain C. Quality management	10	0	0
Total	29	3	0

VI. Conclusions

Based on the analysis of the Internal Evaluation Report and its annexes, and on the meetings held during the on-site visit, the evaluation panel draws the following conclusions:

The organization of doctoral studies within IOSUD-UPT is carried out based on a coherent set of regulations and procedures, in accordance with the legal provisions in force and with CNC/EQF Level 8 requirements, under the unitary management of a single Doctoral School.

At programme level, the learning outcomes of the doctoral field of Mechanical Engineering are formulated in line with Level 8 of the National Qualifications Framework and are centred on the generation of original knowledge. At the level of the PPUA disciplines, however, the learning outcomes are not yet fully aligned with Level 8: the master's disciplines included in the PPUA retain Level 7 learning outcomes, and the course descriptions of the tutorial courses and the Curricular Framework specific to the domain have not yet been completed.

The field benefits from a solid body of 27 doctoral supervisors, with relevant academic and research experience, and from adequate research infrastructure, including the CloudPUTing high-performance computing platform, suited to the specific needs of the Mechanical Engineering domain.

Doctoral training is supported by a well-structured and consistently applied evaluation framework, combining ongoing evaluation (PPUA examinations, annual research reports) with a transparent, quantified scoring system (Annex I) that explicitly incentivizes the publication of results in higher-quartile WOS journals.

During the reporting period (2021-2025), 89 doctoral students were enrolled in the Mechanical Engineering field, and 29 doctoral theses were publicly defended, resulting in 118 WOS-indexed scientific papers, with an average of 4.1 papers per doctoral graduate, a level of scientific output that exceeds both institutional and national minimum standards.

The institution demonstrates a functioning, multi-level quality assurance system (self-assessment, annual reporting, external evaluation), complemented by direct feedback mechanisms from doctoral students, and an independent Ethics Committee with both corrective and preventive functions.

International cooperation is supported through Erasmus agreements, framework cooperation agreements, and membership in the EUDRES European university alliance, reflecting a genuine strategic commitment to internationalization, although field-specific quantitative evidence of its impact on the Mechanical Engineering domain remains limited.

The main recommendations of the panel concern: the alignment of the PPUA disciplines with Level 8 of the NQF/EQF, including the completion of the course descriptions for the tutorial courses and the finalisation of the Curricular Framework specific to the domain; the correlation of learning outcomes with ESCO occupations specific to the doctoral qualification; the documentation of field-specific data on mobility and completion rates, and of the support measures for doctoral students with special educational needs/disabilities; the systematic documentation of research valorisation beyond scientific publications; the publication of the Ethics Committee's activity reports and the review of the anonymisation of its published decisions; and the continued digitalisation of the Doctoral School's activity. The panel also notes that the institution actively manages long-standing doctoral files through documented rector's decisions (removal from the register of doctoral students exceeding the maximum study period) and clearly defined grace-period deadlines, reflecting a functional record-monitoring mechanism. Finally, the low response rate of doctoral students to the satisfaction and evaluation questionnaires limits the use of their results; identifying measures to increase participation is recommended as a priority follow-up action.

Overall, the doctoral study field of Mechanical Engineering within IOSUD-UPT demonstrates a mature, well-regulated organizational framework, solid research output, and a functional quality assurance system,

consistent with the requirements for doctoral education at national and international level. The aspects identified for improvement, including those that led to three indicators being assessed as partially fulfilled, do not call into question the overall quality of the doctoral field, but require targeted measures, in particular regarding the alignment of the PPUA with Level 8 of the NQF/EQF.
Based on the above and considering that 29 of the 32 performance indicators are fulfilled and 3 are partially fulfilled, with no unfulfilled indicators, the evaluation panel proposes maintaining accreditation (MAC) of the doctoral field of Mechanical Engineering within IOSUD-UPT.

VII. Annexes

- the calendar of the on-site visit
- the minutes of the meetings in Romanian and English

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

Instituţia de învăţământ superior/Organizaţia furnizoare de educaţie/ Higher Education Institution / Education Provider Organization: **Universitatea Politehnica Timişoara / Politehnica University Timişoara**
Şcoala doctorală/ Doctoral School: **Şcoala Doctorală UPT** / UPT Doctoral School
Domeniul de doctorat/ Doctoral Domain: **INGINERIE MECANICĂ** / MECHANICAL ENGINEERING
Obiectivul evaluării externe/ The objective of the external evaluation: *(autorizare de funcționare provizorie/acreditare/menținerea acreditării domeniului de doctorat)* **MENŢINEREA ACREDITĂRII** / Maintenance of Accreditation
Perioada vizitei de evaluare/ The evaluation period: **10 – 11 septembrie 2026**

Comisia de experţi evaluatori ai ARACIS/Evaluation panel:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	*BÎRLEANU CORINA JULIETA*	*Membru - Cadru didactic RNE*
2.	*DJIDROV MISHKO*	*Membru - Evaluator internațional RNE-I*
3.	*MĂLAIRĂU VICTOR*	*Membru - Student doctorand RNE-S*

Reprezentantul IÎS/OFE:

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

Intervalul orar/ *Hour*	Activități de evaluare / *Evaluation activities*	Participanți / *Participants*	Locație / *Location* /Listă participanți / *List of Participants*
Joi / *Thursday,* 10.09.2026			
10:00-10:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității / *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala 103/Locația Rectorat UPT / *Room 103 /Location Rectorate UPT*
10:30-11:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanții conducerii componentei organizatorice** / *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	Sala 103/Locația Rectorat UPT/ *Room 103 /Location Rectorate UPT* Lista persoanelor care vor participa la întâlnire/ *List of participants attending the meeting:* Conf.univ.dr.ing. Rector Prof.dr.ing. Director SD Prof.dr.ing. Director CSUD
11:20-11:30	Pauză/ *Break*		
11:30-12:20	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)**/ *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report (IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala 103/Locația Rectorat UPT/ Room 103 /Location Rectorate UPT Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof.dr.ing. - Prof.dr.ing. - CS1.dr.
12:20-12:30	Pauză/ *Break*		

Intervalul orar/ *Hour*	Activități de evaluare / *Evaluation activities*	Participanți / *Participants*	Locație / *Location* /Listă participanți / *List of Participants*
12:30-13:50	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai instituției sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	- Centru de cercetare in Rezistenta materialelor Stefan Nădeșan - Laborator de Optoelectronică - Laborator de Motoare cu ardere internă - Laborator mutifuncțional - Centru de cercetare in mașini hidraulic
13:50-14:00	Pauză/ *Break*		
14:00-14:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	**Sala M206 /Locația Facultatea de Mecanică** / *Room M206 /Location Faculty of Mecanics* Lista persoanelor care vor participa la întâlnire/ *List of participants attending the meeting:* Prof. univ. dr. ing. Prof. univ. dr. ing. Prof. univ. dr. ing. Prof. univ. dr. ing. Prof. univ. dr. ing. Prof. univ. dr. ing. Prof. univ. dr. ing.
14:50-15:00	Pauză/ *Break*		

Intervalul orar/ *Hour*	Activități de evaluare / *Evaluation activities*	Participanți / *Participants*	Locație / *Location* /Listă participanți / *List of Participants*
15:00-15:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți**[3] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	**Sala M206 /Locația Facultatea de Mecanică** / *Room M206 /Location Faculty of Mecanics* Lista persoanelor care vor participa la întâlnire/ *List of participants attending the meeting* - 7 Studenți doctoranzi
15:50-16:00	Pauză/ *Break*		
16:00-16:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți**[4],[5] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[6] *of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	**Sala M206 /Locația Facultatea de Mecanică** / *Room M206 /Location Faculty of Mecanics_* Lista persoanelor care vor participa la întâlnire / List of participants attending the meeting - 5 Absolvenți
16:50-17:00	Pauză/ *Break*		
17:00-17:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers*[7] *of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	**Sala M206 /Locația Facultatea de Mecanică** / *Room M206 /Location Faculty of Mecanics*

[3] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.
[4] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[5] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

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

Intervalul orar/ *Hour*	Activități de evaluare / *Evaluation activities*	Participanți / *Participants*	Locație / *Location* /Listă participanți / *List of Participants*
			Lista persoanelor care vor participa la întâlnire / *List of participants attending the meeting:* - 7 Angajatori
Vineri/ *Friday*, 11.09.2026			
8:30 - 9:00	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation pane (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	**Sala M206 /Locația Facultatea de Mecanică** / *Room M206 /Location Faculty of Mecanics*
9:00 -9:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	**Sala M206 /Locația Facultatea de Mecanică** / *Room M206 /Location Faculty of Mecanics* Lista persoanelor care vor participa la întâlnire / *List of participants attending the meeting* - Prof.dr.ing. - Prof.dr.ing. - Sl.dr.ing. - Sl.dr.ing. - Prof.dr.ing. - Prof.dr.ing. - Conf.dr.ing.
9:50 -10:00	Pauză/ *Break*		

Intervalul orar/ *Hour*	Activități de evaluare / *Evaluation activities*	Participanți / *Participants*	Locație / *Location* /Listă participanți / *List of Participants*
10:00 - 10:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	Sala M206 /Locația Facultatea de Mecanică / *Room M206 /Location Faculty of Mecanics* Lista persoanelor care vor participa la întâlnire / *List of participants attending the meeting* - Conf.dr.ing. - Prof.dr.ing. - Prof.dr.ing.
10:50 - 11:00	Pauză/ *Break*		
11:00 - 11:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară/** *Meeting of the experts panel with members of the University Ethics Committee*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	Sala M206 /Locația Facultatea de Mecanică / *Room M206 /Location Faculty of Mecanics* Lista persoanelor care vor participa la întâlnire / *List of participants attending the meeting*: - Conf.dr.univ. – Președintele Comisiei de Etică - Conf.dr.ing. - membru
11:50 - 12:00	Pauză/ *Break*		
12:00 - 13:00	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala M206 /Locația Facultatea de Mecanică / *Room M206 /Location Faculty of Mecanics*

Intervalul orar/ *Hour*	Activităţi de evaluare / *Evaluation activities*	Participanţi / *Participants*	Locaţie / *Location* /Listă participanţi / *List of Participants*
13:00-14:00	Întâlnirea membrilor comisiei de experţi evaluatori cu reprezentanţii conducerii IÎS sau a OFE, după caz şi ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii şi ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact/ *Contact person*	Sala M206 /Locaţia Facultatea de Mecanică / *Room M206 /Location Faculty of Mecanics* Lista persoanelor care vor participa la întâlnire / *List of participants attending the meeting* - Prof. univ. dr. - Prof. univ. dr. - CS1.dr.