

The Romanian Agency for Quality Assurance in Higher Education



External Evaluation Report (REE) for the procedure for obtaining Provisional Authorization of a Doctoral Study Domain

Higher Education Institution/Education Provider Organization:	Babeş-Bolyai University of Cluj-Napoca (UBB)
Doctoral School:	Doctoral School of Medical and Health Sciences
Doctoral Domain:	Medicine
The objective of the external evaluation:	<i>Provisional Authorization</i>



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Georgeta Liliana FOIA	Expert evaluator	
2.	Carmen María GONZÁLEZ DOMENECH	International Expert	
3.	Alexandru MIHALACHE	Student Evaluator	

I. Introduction

This report gives an overview of the main findings from the first external evaluation of the Doctoral Study Domain in Medicine at the Doctoral School of IOSUD Babeş-Bolyai University (UBB) in Cluj-Napoca. This assessment is part of the external evaluations performed by the Agency for Quality Assurance in Higher Education (ARACIS) for doctoral study areas. The committee for provisional approval included national evaluators and an international evaluator from the University of Malaga, as stated in the Methodology approved by ORDER 3651 of 12.04.2021 by the Minister of Education for the evaluation of doctoral studies. According to the ARACIS Council Decision no. 256/H from November 6th, 2025, the Experts Committee in the Medicine field was composed of:

1. **Professor Georgeta Liliana FOIA**, Professor of Biochemistry and Vice-Rector of International Relationships and Academic Partnerships from the Grigore T. Popa University of Medicine and Pharmacy, Iaşi (UMF Iasi) (Romania), acting as the coordinator of this Committee on behalf of ARACIS;
2. **Senior Lecturer Carmen María GONZÁLEZ DOMENECH**, from the School of Medicine at the University of Malaga (Spain), as international expert;
3. **Alexandru MIHALACHE**, from the National School of Political and Administrative Studies (SNSPA) and graduate of the "Carol Davila" University of Medicine and Pharmacy from Bucharest (Romania), acting as student evaluator.

The evaluation was conducted on-site for all the expert committees from January 28th to 29th, 2026, and was led by Professor Manuela Banciu, Interim Dean of Faculty of Medical and Health Sciences. The visit included checking buildings, facilities, and laboratories from the Faculty of Biology and Geology, the Research Institute, public and private hospitals, and the animal research facility. The visit was mainly led by the Dean of the Faculty of Medical and Health Sciences, Prof. dr. Manuela Banciu, the director of the Institute for Doctoral Studies at UBB - Professor. Anca-Mirela Andreica, along with the Vice-Rector in charge of UBBMed and competitiveness - Prof. dr. Bálint Markó, the Vice-Rector for Research, Development, Innovation and PhD studies- Prof. Dr. Adrian Petruşel, the prospective head of the Doctoral School for the Faculty of Medical and Health Sciences - Scientific Research, grade I. Dr. Adrian Bartoş and other members of the scientific or administrative board of the hospitals. Moreover, the UBB has already shared in advance some internal documents and summaries related to Doctoral Studies in the field of Medicine, while additional materials such as the teaching plan (provided partly in English) and signed collaboration agreements were available upon request. During that time, several working sessions and meetings were held with PhD students, employers, members of the Ethic Committee, and other staff involved in doctoral studies at the IOSUD-UBB in Cluj Napoca to address and clarify certain parts of the documents. The meetings were organized by Professor Foia for ARACIS, and were carried out by her and Professor Manuela Banciu on behalf of the Faculty of Medical and Health Sciences.

Initially, the internal report was featured for the future doctoral school within the already traditional Faculty of Biology and Geology and contained elements justifying the necessity for a new doctoral school in the field of Medicine, mainly based on the already existent research groups conducting advanced research with international visibility, in oncobiology, immunology, medical engineering, bioinformatics, pharmaceutical chemistry, clinical psychology and public health.

The Faculty of Biology and Geology, through its four departments, its doctoral school in the field of Integrative Biology, and its research groups, fosters education and research in line with the demands of a society based on initial training and lifelong learning, higher education in natural sciences having long-standing traditions in UBB Cluj Napoca.

As mentioned in the internal report and explained by the Rector of UBB and the academic and medical staff met during the visit, the scientific production of the doctoral program in Medicine within the future Doctoral School of Medical and Health Sciences is intended to create a top-quality postgraduate program focused on medicine and health, training the next generation of medical researchers to excel in their field and helping to move forward the understanding of science in the medical field and to improve the healthcare system by performing original research.

The doctoral studies in the field of Medicine at the BBU Cluj-Napoca are planned to be launched in the next academic year (2026-2027). Prof. Dr. Anca-Mirela Andreica being the Director of the Institute of Doctoral Studies (ISD) at UBB, whereas Senior Researcher Dr. Adrian Bartos is expected to act as the head of this Medicine Doctoral School. Up to nine PhD students are expected to be admitted into the Medicine area (with the mention that they do not have to be compulsory graduate doctors) next year. There is a need for further clarification upon the fulfilment of the 240 ECTS for these specific studies.

II. Methods used

From January 28th to 29th, 2026, evaluation activities were conducted in accordance with the institutional evaluation visit initially scheduled by the Interim Dean of the Faculty of Medical and Health Sciences at Babeş-Bolyai University of Cluj-Napoca. This draft was revised in line with the suggestions of the ARACIS Evaluation Panel and the final version is attached separately.

Before the visit, the Internal Evaluation Report for the provisional authorization of the field of Doctoral Studies in Medicine was reviewed. In addition, new documents were provided as requested, and others were made available on site during the visit.

Accordingly, the methodology used in this evaluation included:

- Analysis of the Internal Evaluation Report of the doctoral study domain under review, including the embedded links;
- Analysis of documents, data, and information available on the IOSUD-UBB Doctoral School website (<https://doctorat.ubbcluj.ro/eng/>), in electronic format, some of which were available in English;
- Meetings with the three prospective PhD supervisors in the doctoral study domain of Medicine;
- Meetings with representatives of the various structures of UBB and IOSUD-UBB in which the doctoral study domain under assessment will operate following its authorization, including the Rector, the Doctoral School Council, representatives of the quality assurance organizational structures (including the Vice-Rector for Quality Assurance), and the University Ethics Committee;
- Informal discussions with doctoral students from the already established doctoral study domain of Biology;
- On-site visits to obtain objective information on the facilities and infrastructure of UBB in Cluj-Napoca, including laboratories belonging to the Nanomedicine Group, the Animal Facility, the Toxicology Laboratory, the Digital Imaging Laboratory, as well as the INSPIRE Institute, Regina Maria Hospital, and the “Prof. Dr. Ion Chiricuță” Oncological Institute;
- Review of other specific documents (contract of PhD supervisors, contract for PhD students) requested by the panel and provided by Prof. Banciu, Prof. Univ. Dr. Anca-Mirela Andreica, and representatives of the relevant organizational structures (Mrs. Teodora Chiș and Ms. Cosmina Ciobanu).

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.

UBB is a large (the second largest in the country), well-structured university with a regulated governance system, completely aligned with national legislation and supported by transparent institutional documents publicly available on its website, and provided to the evaluator panel. Its organizational structure ensures representativeness, democratic procedures, and regular functioning at all levels, including those relevant to doctoral studies.

✓ Internal regulations of the doctoral school:

The structure and organization of UBB are defined in the UBB Charter and the Internal Rules and Regulations, which establish staff supervision and institutional procedures in accordance with current legislation. Elections for leadership structures follow the General Regulation on Elections adopted in 2024, while student representation mechanisms are regulated through both the Charter and the Code of Student Rights and Obligations (Anexa-A.1.1.1.c). The elections will be carried out by universal, direct, and secret vote in all cases -both for academic staff and for students- (Art. 7. Anexa- A.1.1.1.c). This applies to the Senate, Faculty Councils, Department Councils, and the governing bodies of doctoral structures. The CSUD director holds a position equivalent to a vice-rector, and elections follow the same regulated framework.

✓ Methodologies for organizing and conducting doctoral studies (admission of doctoral students, completion of doctoral studies):

Doctoral studies are organized within Doctoral Schools coordinated by the Institute for Doctoral Studies (ISD). These schools operate as faculty-level or research unit-level departments and are managed by an elected School Council and director. Their functioning follows institutional regulations aligned with national legislation. Concerning doctoral degrees obtained abroad, there exist mechanisms for recognizing the degree and conducting its equivalence (not explicitly detailed in the provided text, UBB's regulatory framework - the UBB's Charter, Internal Regulations, and publicly available normative documents- indicates that these procedures will be established and comply with the national requirements.

✓ Functional management structures (Council of the doctoral school), including proof of the regular frequency of convening their meetings:

Functional management structures (Council of the doctoral school), including proof of the regular frequency of their meetings are provided in Anexa-A.1.1.1.e. The governance system includes the University Senate (75% staff, 25% students), the Administrative Council (rector, vice rectors, deans, administrative director, student prefect), Faculty Councils, Department Councils, and the CSUD. These bodies will meet recurrently -in a weekly basis for the Administrative Council and monthly for Faculty Councils- guaranteeing a continuous working and academic supervision.

✓ The contract for doctoral studies:

Not explicitly mentioned in the provided text, it is implicitly covered by the Regulations for Organising and Conducting Doctoral Studies, which are drafted and periodically updated by the Council for Doctoral Studies (CSUD), and publicly accessible through UBB's official channels.

✓ **Internal procedures for the analysis and approval of proposals regarding the training for doctoral study programmes based on advanced academic studies:**

The responsibilities of the Senate and Administrative Council, together with the organizational structure of the Doctoral Schools and the ISD, provide a clear framework for evaluating and approving doctoral training proposals. The system ensures alignment with institutional strategies, legal requirements, and the principles of multicultural organization that characterize UBB.

Recommendations:

*The huge effort of providing most of the information in English by UBB. However, an English version of the webpage is usually offered as an option, but some information is still missing in this language. For instance, all the information concerning the Senate (<https://senat.ubbcluj.ro/about/membrii-senatului/>). Moreover, when we specifically search in the Faculty of Medical and Health Sciences, no version other than Romanian one is provided (<https://medical-health.ubbcluj.ro/>). Finally, notice that the link to the **School of Health** in the main webpage regarding faculties of UBB and clustering in schools (<https://www.ubbcluj.ro/en/facultati/>) doesn't work properly.*

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 extension¹, and of other stakeholders are considered in the process of adopting and revising methodologies, regulations, and implementation procedures.

At the faculty level, the adoption and revision of methodologies, regulations, and implementation procedures take place through an open and participatory process, considering opinions from faculty members, departments, and other relevant stakeholders. The university's structure is supported by advisory councils and consultation mechanisms which help to ensure that decisions are informed by the academic community (i.e., the Didactic Council, etc.).

However, although the Faculty's Strategic Plan is reported to have been approved in 2025, the document was not initially provided. Nevertheless, the strategic vision and the rationale underlying the creation of this new doctoral school were explained by the Rector of UBB, Prof. Dr. Daniel David.

Recommendations:

As part of the Quality Assurance Committee, we strongly recommend the future participation as members of hospitals or research centres as stakeholders or business partners.

The indicator is: fulfilled

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

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 the activities of the staff. Such venues are adequately equipped.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

Babeş-Bolyai University (UBB) manages an impressive real estate portfolio consisting of over 100 buildings, out of which 85 are dedicated to educational and research purposes, totaling approximately 74,556 sqm. Specifically for the Medicine doctoral domain, the infrastructure is world-class. During the site visit, the evaluation panel visited the **INSPIRE platform**, which hosts cutting-edge neuroimaging equipment (including 7T and 3T MRI scanners), unique in the region. Furthermore, UBB has established strategic partnerships for clinical research with the **“Prof. Dr. Ion Chiricuță” Oncology Institute (IOCN)** and **Regina Maria Health Network**, providing doctoral students with access to high-end medical labs and patient cohorts. Accessibility is a priority, as evidenced by the facilities managed by the **Center for Students with Disabilities**, ensuring ramps, elevators, and adapted workstations are available across the main campuses.

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

The existing infrastructure exceeds the minimum requirements for a provisional authorization. The integration of high-performance research platforms (INSPIRE) with clinical facilities through external protocols ensures that PhD students in Medicine have an environment conducive to high-impact international research. The labs are equipped with state-of-the-art technology that aligns with the latest trends in medical imaging and molecular biology.

✓ **Aspects that constitute best practice examples**

The INSPIRE platform represents a benchmark for research infrastructure in Eastern Europe, fostering interdisciplinary collaboration between medicine, physics, and cognitive sciences.

Recommendations: -

The indicator is: fulfilled

Standard S.A.2.2. Management of material resources

The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living, and research, as well as for work.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

Maintenance and development of assets are integrated into UBB's long-term financial strategy. Each year, the administrative directorates and faculty councils, draft maintenance plans based

on technical audits. Financial sustainability is ensured through various channels: institutional funding, self-generated revenue, and specific grant schemes. Noteworthy is the **"UBB Goes Green"** program, which focuses on energy efficiency and sustainable management of university premises. Additionally, since 2020, UBB has implemented internal grant programs to support the maintenance and upgrade of research equipment in high-performing laboratories.

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

There is a clear, documented flow for asset maintenance. The transition towards "green" infrastructure not only ensures optimal study and work conditions but also reduces operational costs, allowing for more funds to be redirected toward research equipment upgrades. The state of the buildings visited reflects a proactive rather than reactive maintenance culture.

- ✓ **Aspects that constitute best practice examples**

The "UBB Goes Green" initiative serves as a model for institutional sustainability, integrating ecological standards into the routine maintenance of academic spaces.

Recommendations: -

The indicator is: fulfilled

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

Standard S.A.3.1. Human resources

The HEI has the required human resources to organise and deliver the evaluated study programme/domain.

**Indicator
I.P.A.3.1.1**

The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

The organizational component demonstrates that its human resources are fully adequate for delivering the activities of the evaluated doctoral field, with a robust background in the subjects planned to teach as well as researchers able to supervise PhD students.

For the doctoral field of Medicine, the Doctoral School of Medical and Health Sciences will include three full doctoral supervisors - Dr. **Adrian Bartoș**, Dr. **Lia-Mira Florea**, and Dr. **Viorica-Magdalena Nagy**- all senior researchers, medical doctors, and holders of both a PhD in Medicine, with internationally recognized scientific experience and achievements (this information has been provided and we can check stays in France, Hungary or the Netherlands as examples of internalization of the staff). All the habilitation ministerial orders of these three PhD supervisors were also provided. All of them have numerous publications indexed in the Web of Science. According to the documents provided, all three full doctoral supervisors meet 100% CNATDCU minimum standards in force at the time of the assessment, necessary and mandatory for obtaining the certificate of habilitation according to Order no. 6129/2016 Annex 20.

Additional UBB academic staff contributing to the field include Dr. **Horia Banciu**, Dr. **Manuela Banciu**, Dr. **Vlad Cojocaru**, Dr. **Attila Fülöp**, Dr. **Zoltán László**, Dr. **Andrada Mureșan**, Dr. **Cristina Pojoga**, and Dr. **Eszter Ruprecht**, many of whom are affiliated with the STAR-UBB Institute and several of whom are also trained medical doctors or specialists. Publication records confirm that all involved researchers demonstrate internationally visible research performance. Furthermore, the documentation regarding CVs and habilitation was submitted

upon request of the evaluation panel, enabling verification of the staff's qualifications and professional competence for the teaching and supervisory responsibilities assigned.

Recommendations:

Although this performance indicator is met, we encourage them to continue the effort of recruiting new PhD supervisors or enhancing the habilitation of the provisional teachers for the future years, when the domain of Medicine is established.

The indicator is: fulfilled

Standard S.A.3.2. Recruitment procedures

Teaching staff recruitment procedures are 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.
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UBB's recruitment procedures fully comply with national legal provisions and are implemented transparently and fairly.

The university follows its Policy on the national and international visibility of job announcements (2022) and the Methodology for organizing competitions for teaching and research positions, ensuring open and well-regulated selection processes. The web page of these regulations and announcements

(https://www.ubbcluj.ro/en/infoubb/posturi_vacante/posturi_didactice_perioada_determinata) is also provided in English.

Career advancement is driven by an internal methodology that guarantees consistency and fairness (in this regard, there are specific guides to gender equality (Guide to Gender Equality) and to avoid discrimination (Guide for Combating Discrimination)).

Moreover, UBB aligns its practices with the European Charter for Researchers, the Code of Conduct for the Recruitment of Researchers, and the principles promoted by CoARA, reinforcing high standards of openness, equity, and merit-based assessment.

Recommendations: -

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

UBB's digital ecosystem is managed by the **Directorate of Information and Communications Technology (DTIC)**. The university uses an integrated management system: **AcademicInfo** (for student records, grades, and administrative requests), **FluxUBB** (for administrative workflows and document tracking), and a dedicated platform for research management. Doctoral students benefit from institutional email accounts, access to the **EduRoam** international roaming service, and remote access to major scientific databases (via



AnelisPlus). During the visit, the efficiency of the online system for submitting habilitation and thesis files was demonstrated, showcasing a paperless-oriented administration.

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

Digitalization is a cross-cutting strength of the institution. The variety of IT tools available significantly reduces the administrative burden on doctoral students and supervisors, allowing them to focus on scientific output. The systems are user-friendly and provide transparency in the monitoring of doctoral paths.

- ✓ **Aspects that constitute best practice examples**

The **FluxUBB platform** is a highly effective tool for administrative transparency, ensuring that every request or document is traceable in real-time.

Recommendations:

To further enhance internationalization, the university should ensure that all digital interfaces and administrative platforms used by doctoral students are available in a full English version

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/s²

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.
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The doctoral study programme in Medicine is structured around defined learning outcomes and organized according to transferable ECTS credits. The curriculum of the Doctoral School includes mandatory transversal courses -such as Ethics and Academic Integrity- as well as optional specialized courses taught by recognized experts, many of whom are medical doctors. Each course description specifies the competences expected and results of assessment, ensuring that all learning, teaching, research, practical training, and assessment activities contribute to the acquisition of the advanced skills required for a high-level qualification in medical research. All this confirmatory documentation was provided by the Dean upon request, as the links included in the initial evaluation report did not work.

In addition, the curriculum for optional courses is designed to be flexible, allowing doctoral candidates to enroll in courses offered by other doctoral programmes whenever this is required for the development of their research projects.

Recommendations: -

The indicator is: fulfilled

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

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences

In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

Indicator
I.P.B.2.1.2

The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

The expected learning outcomes of the doctoral field of Medicine are aligned with the competences required for professional roles in the medical and biomedical research sectors, in accordance with national occupational standards and European frameworks, including ESCO.

The Doctoral School will ensure that the qualification of Doctor in Medicine graduates with the advanced research abilities, analytical skills, and academic competencies necessary for careers in medical science, translational research, and higher education. In this regard, the programme's structure and intended outcomes correspond directly to the skills profile and competence descriptors associated not only with the medical field but also with a broader translational and interdisciplinary vision, encompassing clinical research, biomedical experimentation, nanotechnology, bioinformatics, applied biostatistics, and ethical practices in scientific research.

Recommendations:

To maintain and further develop the programme's translational and interdisciplinary vision, we recommend that the Doctoral School actively ensure integration and coordination across all relevant disciplines. This could include fostering joint supervision with experts from the different fields and enhancing their habilitation as PhD supervisors.

The indicator is: fulfilled

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

Standard S.B.3.1 Principles

The organisational component implements the principles of student-centred learning.

Indicator
I.P.B.3.1.1

The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

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

The doctoral study programme is organized in accordance with the principles of student-centered learning, focusing on the individual educational and research needs of doctoral students. The curriculum allows for flexible learning paths, combining mandatory transversal courses with optional specialized disciplines selected according to the doctoral students' research topics. Teaching and learning activities are predominantly research-based and include individual doctoral supervision, scientific seminars, research presentations, and participation in research projects and academic events.

The relationship between doctoral students and supervisors is formalized through individual study and research plans, which are periodically reviewed and updated. At institutional level, mechanisms are in place to collect feedback from doctoral students regarding the quality of teaching, supervision, and academic support services, contributing to the monitoring and improvement of the educational process.

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

The analyzed evidence indicates that student-centered learning is consistently implemented within the doctoral program through flexible curriculum design, personalized supervision, and active involvement of doctoral students in research-oriented learning activities. The emphasis on individual research development, combined with opportunities for academic dialogue and feedback, supports the effective application of student-centered learning principles.

Furthermore, the existence of structured feedback mechanisms proves the organizational component's commitment to continuously improving the learning and teaching experience, in line with the requirements of this performance indicator.

✓ **Aspects that constitute best practice examples**

- Flexible curriculum adapted to individual doctoral research paths
- Personalized doctoral supervision based on individual study and research plans
- Active involvement of doctoral students in research and scientific dissemination
- Systematic use of feedback mechanisms to support quality enhancement

Recommendations

It is recommended, identification and selection of graduates of medical faculties, for the new doctoral school of medicine, to foster integrated education that could bridge clinical practice with advanced research, leading to, and enabling them to become physician-scientists capable of translate bench-side discoveries into bedside treatments; further systematize the use of doctoral students' feedback by formally documenting follow-up actions and their impact on teaching and supervision practices, in order to strengthen the continuous improvement cycle, while endorse mandatory and optional courses, including transferable skills training (such as research grants management, research methodology, biostatistics or academic writing).

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.
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Digitalization is managed by the Information and Communications Technology Directorate (DTIC), which provides 14 dedicated services for staff (e.g., FluxUBB, Microsoft Teams, Cloud UBB, Research Management) and 12 dedicated services for students (e.g., Scholarship Applications, AcademicInfo, Doctoral Student Requests, EduRoam). Most academic and administrative processes are already digitalized under the university's Digital Transformation Strategy.

The university has built a robust IT infrastructure that covers the entire lifecycle of a doctoral student, from online admission to the clearance form. The integration of research management

tools and workload planning for staff ensures that administrative tasks are simplified, directly improving service quality for the academic community.

Recommendations:

The report notes that some web pages for the Faculty of Medical and Health Sciences do not yet have an English version. Recommend that the digital transformation strategy includes a mandatory "English-first" or "Dual-language" policy for all newly established doctoral structures to support internationalization.

It is recommended to further enhance the visibility and clarity of information regarding available support services and accessibility measures, including through dedicated sections on institutional digital platforms, in order to facilitate doctoral students' informed use of these resources.

The indicator is: fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

**Indicator
I.P.B.5.1.1**

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

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

The learning outcomes of the doctoral study programme are clearly defined and documented at the level of the curriculum and course descriptions. They reflect the objectives of advanced academic training and research development specific to doctoral studies and are aligned with the overall profile of the doctoral qualification.

Each course included in the curriculum specifies the intended learning outcomes in relation to the competences to be developed, as well as the associated learning activities and assessment methods. These descriptions contribute to a transparent understanding of academic expectations for both doctoral students and teaching staff, supporting coherence between teaching, learning, and evaluation processes.

The learning outcomes emphasize the development of advanced research competences, critical thinking, scientific communication skills and academic integrity, in accordance with the standards of doctoral education.

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

The analysis of the available documentation indicates that learning outcomes are adequately formulated and consistently integrated into the curriculum structure. Their clarity and relevance support a shared understanding of academic expectations among doctoral students and teaching staff, facilitating alignment between intended outcomes, learning activities, and assessment practices.

By focusing on advanced research skills and academic competences, the defined learning outcomes appropriately reflect the level and objectives of doctoral education, thereby fulfilling the requirements of this performance indicator.

✓ Aspects that constitute best practice examples



- Clear formulation of learning outcomes at programme and course level
- Alignment of learning outcomes with advanced research competences
- Transparency of academic expectations for doctoral students and teaching staff

Recommendations:

It is recommended to periodically review and, where appropriate, further refine the formulation of learning outcomes in order to safeguard their continued relevance in relation to evolving research priorities and academic standards.

The indicator is: fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The achievement of learning outcomes within the doctoral study programme is monitored through continuous assessment activities and final evaluation procedures specific to doctoral education. Ongoing assessment is primarily conducted through the evaluation of doctoral students' research progress, including periodic reports, presentations within doctoral seminars, and feedback provided by doctoral supervisors and advisory committees.

Monitoring is performed through assessments during the semester and final examinations at the end of the first semester. Also, the progress evaluation is formalized through the scientific Research Project appraisal in the first year.

Fulfillment of the doctoral studies involves a final assessment process that includes the public defence of the doctoral thesis, carried out in accordance with institutional regulations and national legal provisions. The evaluation criteria applied at both stages are aligned with the intended learning outcomes and focus on the demonstration of advanced research competences, originality, scientific contribution, and academic integrity.

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

The analyzed documentation indicates that the assessment framework of the doctoral study programme ensures an appropriate and coherent verification of learning outcomes. Continuous monitoring of research progress allows for timely feedback and guidance, supporting doctoral students in achieving the intended outcomes throughout their studies. Furthermore, the final evaluation procedures, centered on the doctoral thesis and its public defence, provide a comprehensive and rigorous assessment of the acquired competences, confirming that the learning outcomes are effectively evaluated in line with the requirements of doctoral education.

According to the teaching plan and the information from the IER provided by the university, except Ethics and academic integrity (with 9 ECTS), all courses are optional with no specification of the algorithm or compulsoriness for the PhD student to choose among the courses; consecutively, the number of ECTS that results for the 4 years, considering the 30 ECTS awarded for the Scientific Research Project of the first year and II, III and IV year Research Reports, could be affected (less than 240). Also, the Course syllabi should be signed and assumed, according to the information provided in IER.

✓ **Aspects that constitute best practice examples**

- Continuous assessment based on periodic evaluation of doctoral research progress



- Clear alignment between assessment criteria and intended learning outcomes
- Rigorous final evaluation through public doctoral thesis defence

Recommendations:

Revision of the Curriculum (teaching plan) for the first year of advanced training with clear specifications regarding the mandatory and optional courses, to ensure the fulfilment of the required ECTS number for all the PhD students, along with further strengthen of the formal documentation of intermediate assessment stages and their outcomes, in order to enhance transparency and traceability within the doctoral evaluation process.

The indicator is: partially fulfilled

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

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

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

The organizational component applies admission procedures for the doctoral study program in accordance with institutional regulations and applicable national legal provisions (Law no. 199/2023), respecting the principles of equity and equal opportunity. The admission process is regulated through officially approved methodologies (annually refined and drafted, according to the IER), which mention general conditions for participation in the competition, registration, admission, enrollment and define eligibility criteria, stages of the admission competition, evaluation methods, and decision-making responsibilities.

Information regarding admission requirements, timetable, and procedures is made publicly available through institutional communication channels prior to the organization of the admission competition. The admission process includes academic evaluation components relevant to doctoral education, such as the assessment of candidates' research potential and academic background, in line with the objectives of the doctoral study program.

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

The analysis of the documentation confirms that the organizational component applies the admission procedures in a structured and consistent manner. The existence of formally approved regulations and their application during the admission process proves compliance with the requirements of this performance indicator.

The clarity of the procedural framework and the alignment of admission criteria with the specific profile of doctoral studies support the conclusion that the admission process is effectively implemented.

✓ **Aspects that constitute best practice examples**

- Clearly defined admission procedures regulated through institutional methodologies
- Public availability of information regarding admission requirements and procedures
- Academic evaluation components aligned with the objectives of doctoral education

Recommendations: -

The indicator is: fulfilled

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The organizational component conducts the admission process in accordance with institutional regulations and applicable legal provisions that promote fairness, transparency, and equal opportunities. The admission methodology defines non-discriminatory eligibility criteria and evaluation procedures applicable to all candidates, irrespective of gender, social background, or personal characteristics. Interviewing the candidate should be compulsory, and clear part of the admission procedure.

Institutional regulations include provisions aimed at ensuring access to doctoral studies for candidates from vulnerable groups and for candidates with special educational needs or disabilities. These provisions are reflected in the organization of the admission process and in the availability of institutional support measures, in accordance with the applicable legal framework. Information regarding such measures is communicated through institutional channels as part of the admission-related information.

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

The analysis of the documentation indicates that the admission procedures are designed and applied in a manner consistent with the principles of fairness and equal opportunities. The existence of formal regulations governing non-discriminatory admission practices and the inclusion of provisions addressing access for vulnerable groups support compliance with this performance indicator.

Although the number of candidates benefiting from specific support measures may vary depending on the admission sessions, the regulatory framework in place ensures that such measures can be applied when relevant, in line with institutional and legal requirements.

✓ **Aspects that constitute best practice examples**

- Admission regulations explicitly grounded in principles of fairness and non-discrimination
- Institutional provisions addressing access for candidates from vulnerable groups and for candidates with special educational needs or disabilities
- Public availability of admission-related information and support measures

Recommendations: -

The indicator is: fulfilled

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

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

The organizational component applies institutional regulations governing the professional and academic activity of doctoral students throughout their academic journey. These regulations define the rights and obligations of doctoral students, the requirements related to research activities, progress monitoring, evaluation stages, and the conditions for fulfillment of doctoral studies.

The regulatory framework is complemented by procedures addressing academic integrity, ethical conduct, and the responsibilities of doctoral students and supervisors. Information regarding these regulations is made available to doctoral students through institutional channels, supporting their understanding of academic expectations and procedural requirements.

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

The analyzed documentation indicates that the organizational component consistently applies the regulations concerning doctoral students' professional activity. The existence of clearly defined and formally approved regulations, together with their application throughout the doctoral cycle, supports the effective management of doctoral students' academic progression.

By providing a structured regulatory framework covering research activities, evaluation processes, and academic conduct, the organizational component ensures coherence and predictability in the doctoral academic journey, in line with the requirements of this performance indicator.

- ✓ **Aspects that constitute best practice examples**

- Clear regulatory framework governing doctoral students' academic and professional activity
- Integration of academic integrity and ethical standards within doctoral regulations
- Transparent communication of rights, obligations, and procedural requirements

Recommendations:

It is recommended to periodically review and update the regulations governing doctoral students' professional activity, in order to ensure their continued alignment with evolving academic practices and regulatory requirements, while actively seeking and utilizing student feedback to modify and improve the academic and administrative services offered.

The indicator is: fulfilled

DOMAIN C. Quality management

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

The university has a comprehensive internal quality assurance system, overseen by the **Curriculum Committee of the University Senate** and the **Quality Assurance Council**.

Procedures for the evaluation of doctoral programs, the monitoring of curricula, and the defense of doctoral theses are strictly followed. Every doctoral thesis undergoes a mandatory anti-plagiarism check using the **Turnitin software**. The results are analyzed by the doctoral supervisor and the guidance commission before the public defense.

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

The procedures are not merely formal; they have a visible impact on the quality of outcomes. The systematic use of anti-plagiarism software ensures high ethical standards. However, in the context of emerging technologies, the quality assurance framework for theses needs to be proactive regarding AI-generated content.

- ✓ **Aspects that constitute best practice examples**

The existence of a dedicated Senate-level committee that performs annual audits of the curricula, ensuring that the domains remain aligned with international educational standards.

Recommendations:

*While the current use of Turnitin meets mandatory criteria, it is recommended that the university officially integrates the **AI-detection feature** of the software into the formal evaluation process. Furthermore, the Council for Doctoral Studies (CSUD) should specify a **clear similarity threshold** (e.g., maximum percentage per source and total) in the Doctoral School's regulations to ensure consistency and eliminate subjectivity in the evaluation of anti-plagiarism reports.*

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

UBB's governance model is highly inclusive. Students hold a **25% representation** in the University Senate and Faculty Councils, being actively involved in the approval of quality procedures. Stakeholder involvement is facilitated through the **Alumni and Career Center** and regular consultations with the **Strategic Consultative Council**, which includes representatives from the medical industry and hospital managers. Feedback from doctoral students is collected through periodic surveys regarding the quality of supervision and research resources.

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

The multidimensional feedback loop (students, professors, employers) is functional. The high percentage of student participation in decision-making bodies ensures that their specific needs (e.g., funding, lab access) are prioritized. The dialogue with clinical partners is particularly strong in the Medicine domain.

- ✓ **Aspects that constitute best practice examples**

The mandatory and active involvement of students in the Ethics Committee and Quality Assurance structures, going beyond mere formal compliance.

Recommendations:

The university should consider creating a formal "Stakeholder Advisory Board" specifically for the Medicine domain to provide more structured, periodic input on the clinical relevance of PhD research topics.

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

UBB is one of the most externally audited universities in Romania. It has undergone multiple **Institutional Evaluations by the European University Association (EUA)** and holds the **"High Degree of Confidence"** rating from ARACIS (reconfirmed in 2020). On the international stage, UBB is ranked as a **5-star world-class university by QS Stars**. Moreover, the university has been awarded the **"HR Excellence in Research"** distinction by the European Commission, proving its compliance with the European Charter for Researchers.

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

The commitment to external evaluation is a core element of UBB's mission. These international and national certifications provide a guarantee that the Doctoral School of Medicine will operate under high-quality standards and is capable of providing competitive training for its students.

✓ Aspects that constitute best practice examples

Being the only university in Romania with a QS 5-star rating, which reflects a holistic commitment to quality, including teaching, research, and internationalization.

Recommendations: -

The indicator is: fulfilled

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ the strengths/best practice examples identified along the entire report within the analysis per indicators will be included here. Other, general strengths that do not fall under a specific indicator may be included as well.	INTERNAL FACTORS 	✓ the weaknesses identified throughout the entire report within the analysis per indicators will be included here. Other, general weaknesses that do not fall under a specific indicator may be included as well.

✓ <i>Most information is provided in English.</i> ✓ <i>Strong general maintenance of facilities.</i> ✓ <i>Existing agreements with hospitals and research centres.</i> ✓ <i>Commitment to translational and interdisciplinary vision.</i> ✓ <i>Fluidity of the advanced training during the first year of PhD studies</i> ✓ <i>Continued commitment to invest in research, innovation, and enterprise</i> ✓ <i>Financial support through vouchers grants</i> ✓ <i>Boost for allocating budgeted places for the beginning of the doctoral school</i>		✓ <i>Some web pages lack English versions.</i> ✓ <i>Certain links on the UBB main website do not work.</i> ✓ <i>Limited participation of hospitals/research centres in Quality Assurance Committee.</i> ✓ <i>Need for more habilitated PhD supervisors in clinical and research facilities.</i> ✓ <i>Lack of allowance for the PhD students to postulate for academic positions during research period</i> ✓ <i>Extremely reduced range (at the limit) of doctoral advisors</i>
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SWOT analysis

Opportunities: ✓ <i>Identify external factors that could create opportunities to improve the quality of education in the study domain.</i> ✓ <i>Enhance PhD students' participation in teaching tasks during their doctoral period.</i> ✓ <i>Enhance PhD students' participation in Erasmus programmes and other international exchanges during their research projects.</i> ✓ <i>Foster interdisciplinary and translational doctoral</i>	 EXTERNAL FACTORS	Threats: ✓ <i>Identify external factors that could constitute threats to the quality of education in the study domain.</i> ✓ <i>Constraint trained human resources as per the lack of medical education at the university</i> ✓ <i>Lack of experience in leading doctoral studies for most of the future supervisors</i> ✓ <i>Shortfall in clinical research due to minimal methodological background provided by university curricula in</i>
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<i>projects.</i> ✓ <i>Strengthen collaboration with hospitals and research centres.</i> ✓ <i>Enhance recruitment and habilitation of new PhD supervisors.</i> ✓ <i>Existence of tenured researchers actively involved in research in the field of medicine at UBB</i>		<i>understanding the latest scientific findings or academic writing</i> ✓ <i>Less affordable living costs for the city, shifting the financial burden on PhD students and families</i>
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	<i>It is worthy noting the huge effort of providing most of the information in English by UBB. However, an English version of the webpage is usually offered as an option, but some information is still missing in this language. For instance, all the information concerning the Senate (https://senat.ubbcluj.ro/about/membrii-senatului/). Moreover, when we specifically search in the Faculty of Medical and Health Sciences, no version other than the Romanian one is provided (https://medical-health.ubbcluj.ro/). Finally, notice that the link to the School of Health in the main webpage regarding faculties of UBB and clustering in schools (https://www.ubbcluj.ro/en/facultati/) doesn't work properly.</i>
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	<i>As part of the Quality Assurance Committee, we strongly recommend the future participation of members of hospitals or research centers as</i>

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			<i>stakeholders or business partners in such committee.</i>
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research, and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	-
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	-
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	<i>Although this performance indicator is met, we encourage them to continue the effort of recruiting new PhD supervisors or enhancing the habilitation of the provisional teachers for the future years, in order to facilitate duration, provision of broader research opportunities for PhD students and the more extensive use of these institutions' resources</i>
6.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	-
7.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	<i>To further enhance internationalization, the university should ensure that all digital interfaces and administrative platforms used by doctoral students are available in a full English version</i>
DOMAIN B. Educational efficacy			
8.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	-
9.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	<i>To maintain and further develop the programme's translational and interdisciplinary vision, we recommend that the Doctoral School actively ensure integration and coordination across all relevant disciplines. This could include fostering joint supervision</i>

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			<i>with experts from the different fields and enhancing their habilitation as PhD supervisors.</i>
10.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	<i>Further systematize the use of doctoral students' feedback by formally documenting follow-up actions and their impact on teaching and supervision practices, in order to strengthen the continuous improvement cycle, while endorse mandatory and optional courses, including transferable skills training (such as research grants management, research methodology, biostatistics or academic writing). It is recommended identification and selection of graduates of medical faculties for the new doctoral school of medicine, to foster integrated education that could bridge clinical practice with advanced research, leading to, and enabling them to become physician-scientists capable of translate bench-side discoveries into bedside treatments.</i>
11.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	<i>The report notes that some web pages for the Faculty of Medical and Health Sciences do not yet have an English version. It is recommended that the digital transformation strategy includes a mandatory "English-first" or "Dual-language" policy for all newly established doctoral structures to support internationalization.</i> <i>Further enhance the visibility and accessibility of information regarding available support services and resources.</i>
12.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	<i>Periodically review and refine learning outcomes to ensure their continued relevance to doctoral education objectives.</i>
13.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	PF	<i>Revision of the Curriculum (teaching plan) for the first year of advanced training with clear specifications regarding the</i>

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			<i>mandatory and optional courses, to ensure the fulfilment of the required ECTS number for all the PhD students, along with further strengthen of the formal documentation of intermediate assessment stages and their outcomes, in order to enhance transparency and traceability within the doctoral evaluation process.</i>
14.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	-
15.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	-
16.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	<i>Periodically review the regulations governing doctoral students' professional activity to maintain alignment with current academic practices.</i>
DOMAIN C. Quality management			
17.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	<i>While the current use of Turnitin meets mandatory criteria, it is recommended that the university officially integrates the AI-detection feature of the software into the formal evaluation process. Furthermore, the Council for Doctoral Studies (CSUD) should specify a clear similarity threshold (e.g., maximum percentage per source and total) in the Doctoral School's regulations to ensure consistency and eliminate subjectivity in the evaluation of anti-plagiarism reports.</i>
18.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	<i>The university should consider creating a formal "Stakeholder Advisory Board" specifically for the Medicine domain to provide more structured, periodic input on the clinical relevance of PhD research topics.</i>
19.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	-



Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	7	0	0
Domain B. Educational efficacy	8	1	0
Domain C. Quality management	3	0	0
Total	18	1	0

VI. Conclusions

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

The future Doctoral School of Medicine is intended to be launched within the Faculty of Biology and Geology at UBB Cluj Napoca, starting in the next academic year (2026/2027).

For the Medicine, there are 3 doctoral supervisors that are habilitated in the field, employed since 2025 at UBB Star as senior researchers, while additional academic staff from UBB (two graduated from medical universities) can contribute to the PhD training. All PhD supervisors meet the minimum required and mandatory CNATDCU standards for obtaining the habilitation certificate.

The university benefits from a modern and efficient research infrastructure, well-equipped compartment for animal studies, clinical facilities within public and private hospitals where according to the documents and recommendations during the visit, doctoral students have access.

Doctoral studies for the field of Medicine will start within a valuable higher education institution, UBB from Cluj Napoca, with a long doctoral school history. This might provide a solid start to the new domain, but efforts have to be made to identify and recruit more PhD supervisors and to boost the scientific activity of the formal existing PhD mentors.

Moreover, the panel committee strongly emphasises the need for identification and selection of graduates of medical faculties, enabling the formation of physician-scientists capable of translation of bench-side discoveries into bedside treatments, a compelling outcome for a doctoral school of Medicine.

Propose and substantiate a decision.

In conclusion, the members of the evaluators' committee support provisional authorization of the PhD program in the field of Medicine at UBB Cluj Napoca.

VII. Annexes

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

1. **Schedule of the on-site visit** (Jan 28th – Jan 29th, 2026).
2. **List of additional documents requested and reviewed during the evaluation process:**
 - Signed collaboration protocols and contracts with clinical partner institutions (e.g., "Prof. Dr. Ion Chiricuță" Oncology Institute, County Clinical Emergency Hospital) ensuring student access to clinical data and patients.
 - Specific Bioethics approvals or formal procedures from the ethics commissions of partner clinical hospitals for research involving human subjects.
 - Nominal list and academic status of course holders for the first year of advanced doctoral studies (Specialty Subjects).
 - Internal university procedure guaranteeing the minimum allocation of 20% of the doctoral grant for the research activity of the PhD students.
 - **Individual labor contracts (employment contracts)** for the three tenured doctoral supervisors (Dr. Bartoș Adrian, Dr. Florea Lia-Mira, and Dr. Nagy Viorica-Magdalena) within the newly established Doctoral School of Medicine.
3. **List of research centers and laboratories visited:**
 - INSPIRE Platform (Neuroimaging and MRI center).
 - STAR-UBB Institute facilities.
 - Laboratory of Nanomedicine.
 - Laboratory of Toxicology and Digital Imaging.