The Romanian Agency for Quality Assurance in Higher Education

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

Higher Education Institution/Education Provider Organization:	University of Petroşani
Doctoral School:	Doctoral School
Doctoral Domain:	Engineering and Management
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.	*Moldovan Liviu*	Expert evaluator	
2.	*Cazacu Vitalie*	International Expert	
3.	*Bungău Tudor*	PhD Student Evaluator	

I. Introduction

Higher Education Institution/Education Provider Organization: University of Petroşani (UPET)
Doctoral School: Doctoral School (DS)
Doctoral Domain: Engineering and Management (EM)
Type of evaluation: Maintaining accreditation (MAC)
Evaluation period: 9-10 July 2026
Membership of the external quality experts' panel:

- Moldovan Liviu - Expert evaluator
- Cazacu Vitalie - International Expert
- Bungău Tudor - PhD Student Evaluator

The University of Petroşani (UPET) is a public state higher education institution, with legal personality, which operates on the principle of autonomy and public accountability, based on the Constitution of Romania, the Higher Education Law no. 199/2023 (with subsequent amendments and completions), the University Charter, as well as other regulations and norms in force issued by the MEC, ARACIS, ANC, ANCS, CNCS and other bodies with responsibilities in the field of higher education. The University's mission has three components: training, research and contribution to the sustainable development of Romanian society. The educational offer of the University of Petroşani is based on the three study cycles: licence, master and doctorate. The organization of study programs is carried out in compliance with the provisions of Law no. 199/2023, art. 54–56 (bachelor's degree), art. 57-60 (master's degree), art. 61-71 (doctorate), and is presented in Chapter V of University Charter.

The doctoral school within the University of Petroşani was established by Decision no. 14 of the University Senate of 25.11.2009 and is coordinated by the Director of Council for Doctoral University Studies (CSUD), Director of the Doctoral School and Doctoral School Council (CSD). The mission and objectives of the Doctoral School, in line with the mission and objectives of UP, are clearly defined, in The multi-annual strategic plan for institutional development of the University of Petroşani for the period 2024-2029, and in Operational Plans of IOSUD-UP. The University of Petroşani, as the Organizing Institution of Doctoral University Studies (IOSUD), organizes the doctorate in the branch of Engineering Sciences, in the following fields: Mines, Oil and Gas; Industrial Engineering; Systems Engineering and Management.

In the DSUD Engineering and Management the research directions are defined in the document Research directions. The interdisciplinary doctoral scientific research carried out is supported by Centrul de Cercetări economice şi Sociale pentru Dezvoltare Regională (CCESDR), Research Center „Evaluarea riscurilor în industrie" and Centrul de cercetare de excelenţă interdisciplinară (EXCEL UPET).

This Report was developed by a team of 5 members, as follows: Prof. Univ. Dr. Habil. Eng. Andreea Cristina IONICĂ, Head of DSUD Engineering and Management (Decizie Responsabili domenii doctorat): Prof. Univ. Dr.Habil. Eng., Ec. Eduard Victor Edelhauser, Researcher I. Dr. Marius Simion Morar (representative of the economic environment), Ph.D. Raluca Anamaria Nicolăescu, and ec. Elena-Alina Ferţu (Doctoral Studies and Digitalization Department - CSDD).

II. Methods used

To prepare the external evaluation report (EER), the internal evaluation report (IER) and the related annexes were analyzed:

- Appendix 1 - State of functions 2025 – 2026
- Appendix 2 – Academic Guidance and Integrity Committee Members
- Appendix 3 – Verification sheets for compliance with minimum standards_CDR
- Appendix 4 – CDR evaluation synthetic report
- Appendix 5 – Grants obtained by doctoral supervisors in the last 5 years
- Appendix 6 – List of staff members who obtained the habilitation certificate
- Appendix 7 – Financial support for publishing articles

- Appendix 8 – ERASMUS-EURECA mobility for doctoral students and teaching staff
- Appendix 9 – Competences-learning outcomes sheet, by DSUD
- Appendix 10 – Defended theses and doctoral committees 2021 – 2025
- Appendix 11 – Sistemantiplagiat.ro
- Appendix 12 – Evolution of the number of registered doctoral students 2021 – 2025
- Appendix 13 – Bilateral partnership agreements in the field of doctoral studies
- Appendix 14 – PhD research dissemination results
- Appendix 15 – Periodic consultations with representatives of the socio-economic environment
- Appendix 16 - Scheduling external evaluation activities.

The analysis of the internal evaluation report of the doctoral university study field Engineering and Management and its annexes revealed that they contain, in an accessible and understandable form, the information necessary to quantify the fulfillment of the ARACIS performance criteria.

During 09-10.07.2026, the external quality experts' panel visited the institution, evaluating the material base consisting of lecture/seminar rooms, teaching and research laboratories, research centers.

The external quality experts' panel had meetings with the following stakeholders: representatives of the management of the Doctoral School, the team that has drafted the internal evaluation report, members of the University Ethics Committee, representatives of the quality assurance organizational structures, teaching staff involved in the activities within the Engineering and Management Doctoral Domain, the staff in charge with the research centers/laboratories, doctoral students of the Engineering and Management Doctoral Domain, employers of the Engineering and Management Doctoral Domain (Universitatea Constantin Brâncuşi Târgu Jiu, Centrul de Inginerie Bosch Cluj, SEWS Orăştie România, Complexul Energetic Oltenia Târgu Jiu, Mondo TV Petroşani, CONPET S.A. Ploieşti), alumni of the Engineering and Management Doctoral Domain. It was found that there is no clear correspondence between competences and learning outcomes, as well as the allocation of learning outcomes to disciplines, necessitating their codification and the development of correspondence matrices, and in the subject sheets in the evaluation section, the evaluated results are not indicated. They were not presented with the specific COR/ESCO codes for the Engineering and Management field which demonstrate the programme's alignment with Level 8 qualifications. These aspects were clarified and considered prior to the visit through supplementary annexes in completion files:

Annex 1 CF – The matrix of competences-learning outcomes and the matrix of the distribution of learning outcomes by study subjects.

Annex 2 CF – Subject sheets

Annex 3 CF- Specific COR/ESCO codes for the Engineering and Management field which demonstrate the programme's alignment with Level 8 qualifications.

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

DOMAIN A. Institutional capacity

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

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

	methodologies, regulations and procedures that are periodically reviewed as required by law.

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

To carry out the doctoral university study programs, IOSUD-UP has an adequate management system, as well as organizational components, the operation of which is based on methodologies, regulations and procedures periodically revised under the law. All organizational structures of IOSUD-UP operate on the basis of adequate competencies, attributions, processes and application procedures established by: Carta universitătii, Regulamentul intern al universitătii and other regulations and procedures annexed to the Charter, periodically revised, in accordance with the law, which ensures an effective management system. The management structures of IOSUD-UP are: Senatul, Consiliul de administraţie, Consiliul pentru studiile universitare de doctoratt; Faculty Council, Department Council, Consiliul Şcolii doctorale.

✓ 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

At the Doctoral School - University of Petroşani (SD-UP) level, there are specific regulations for the organization and conduct of doctoral studies, developed in accordance with the provisions of national legislation, which are applied both at the SD-UP level and at the doctoral fields. These are published on University of Petroşani webpage. The internal regulations that underlie the organization and conduct of activities within doctoral studies are: Regulament instituţional privind organizarea şi desfăşurarea studiilor universitare de doctorat la Universitatea din Petroşani, Regulamentul privind desfăşurarea studiilor universitare de doctorat la Şcoala Doctorală a Universităţii din Petroşani. The structure of IOSUD-UP and the Doctoral School is well defined, with a coherent management system, focused on delegation of responsibilities, transparency and participation.

The indicator is: fulfilled.

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

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

The University of Petroşani has established a participatory governance framework that ensures the systematic involvement of stakeholders in the development, adoption, and revision of methodologies, regulations, and internal procedures. The System Procedure for the elaboration of documented procedures (PS-04) explicitly mandates consultation with the university community: students, teachers, researchers, auxiliary teaching staff, alumni, and former academic staff, specialised Senate committees, academic departments and faculties, as well as external stakeholders such as potential employers and socio-economic entities. All regulatory documents undergo endorsement by the Board of Administration and final approval by the Senate, followed by dissemination to the relevant implementing structures.

✓ 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 faculty, department, subsidiary, extension - hereinafter "organisational components"

The representation of students in key decision-making structures: Senate, Board of Administration, CSUD, CSD, CEAC, and the Ethics Commission at or above legally prescribed thresholds guarantees that doctoral candidates have a direct voice in shaping the policies that affect their training and research environment. The inclusion of employer representatives in the CEAC and the Advisory Council ensures that curricula remain aligned with labour market demands.

The indicator is: fulfilled.

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

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

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

The educational infrastructure comprises 20 amphitheatres and lecture halls, 11 seminar and project rooms, and 117 teaching and research laboratories, all adequately equipped for their specific purposes. Research activities are supported by 9 institutionally certified research centres and several research laboratories, with doctoral students granted access to modern equipment through recent major investments. The university has made substantial investments in infrastructure modernisation. Through the PNRR-funded SmartUpet project (code 335044606), valued at 16,128,334.78 lei, 15 teaching centres/laboratories were equipped with state-of-the-art digital technology, and 11 research centres/laboratories were created or modernised.

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

The institution legally owns and manages a complete and well-maintained physical infrastructure that covers all essential domains: educational spaces amphitheatres, seminar rooms, laboratories, research facilities organized in 9 research centres, modern laboratories, administrative offices, and student services like dormitories, restaurant, library, sports facilities.

The indicator is: fulfilled.

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

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

All spaces allocated to doctoral study programmes, lecture and seminar rooms, teaching staff offices, the library, and research facilities, benefit from permanent maintenance, cleaning services, internet access, and modern amenities. The infrastructure is systematically adapted to the scientific specifics of the doctoral fields, ensuring that conditions support both academic activities and research in accordance with quality standards. The university adopts a sustainable and strategic policy for material resource

management. The DGA's activity is efficiently structured, and financial reporting demonstrates adequate budget management, with annual budget execution reports presented to the University Senate.

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

The institution has institutionalised asset maintenance through dedicated services within the DGA, ensuring that all movable and immovable assets are properly maintained on a continuous basis. The scope of maintenance covers all essential categories: educational spaces, research laboratories, administrative offices, library facilities, and student support infrastructure. The permanent provision of cleaning, repairs, internet access, and modern amenities confirms that optimal conditions are systematically ensured for studying, living, research, and work.

The indicator is: fulfilled.

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

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

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

For the doctoral field of Engineering and Management, three doctoral supervisors are active, all holding habilitation certificates obtained through ministerial orders and fully meeting the minimum CNATDCU standards necessary for doctoral supervision. The qualifications of teaching staff are publicly documented through CVs and scientific work lists posted on the Doctoral School website. All doctoral supervisors in the Engineering and Management field have demonstrated sustained scientific activity, obtaining at least 25% of the score required by CNATDCU minimum standards based on research outputs from the last five years. None of the supervisors simultaneously coordinate more than 8 doctoral students.

✓ 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 human resources allocated to the Engineering and Management doctoral field are suitable for the activities undertaken. The three doctoral supervisors possess the required qualifications, holding habilitation certificates and meeting or exceeding CNATDCU minimum standards. The availability of CVs, work lists, and verification sheets ensures transparency and verifiability of staff qualifications.

✓ Recommendations

Strengthen the human resource base of the Engineering and Management field by actively supporting young teaching staff with strong research potential to obtain the habilitation certificate.

The indicator is: fulfilled.

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

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

The University of Petroşani has institutionalised a comprehensive system for the professional and personal development of its staff, anchored in its multiannual strategic development plan for 2024–2029. The institution supports career advancement through organised promotion examinations for teaching titles, provided that minimum national standards are met. Financial support is available for publishing scientific articles in prestigious ISI journals, with up to 3,000 euros per article depending on the impact factor and the number of UP authors. Staff are encouraged to participate in ERASMUS+ mobility programmes, and the university ensures freedom to stand for election to leadership structures.

✓ 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 availability of financial support for ISI publications directly incentivises research excellence and international visibility. The annual planning and monitoring of professional development activities, governed by the System Procedure for human resource planning (PS-06), ensures that development is not ad-hoc but systematically embedded in institutional operations.

The indicator is: fulfilled.

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

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

All teaching staff within the Engineering and Management doctoral field meet the legal requirements for their positions, having been employed in accordance with national legislation and internal regulations approved by the University Senate. The recruitment process is governed by the Methodology for filling vacant teaching and research positions and the Methodology for the organisation and conduct of the promotion examination in the academic career.

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

The institutional commitment to legal compliance is evidenced by the regular updating of recruitment methodologies in line with legislative changes. While the report notes that two colleagues who obtained habilitation in the last five years did not affiliate with the Doctoral School, the institution has identified this as a priority area and intends to adapt the methodology to specify the obligation of affiliation. This proactive identification of a minor weakness and the planned corrective action demonstrate institutional maturity in quality assurance.

✓ Aspects that constitute best practice examples

Institutional maturity in quality assurance by proactive identification of a minor weakness like the low interest in affiliation to the doctoral school of qualified teaching staff.

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

The University of Petroşani has defined digital transformation as a strategic priority, formalised through the Digitalisation Strategy for 2022–2030. The University Management System (UMS) integrates multiple modules covering admission with online registration, enrolment, academic records, exam results, scholarship management, student accommodation, and financial tracking. The e-Learning Academis platform, along with the Microsoft Office 365 solution comprising OneDrive, Outlook, and Teams, supports online teaching, file sharing, collaborative work, and real-time communication between doctoral students and supervisors. Significant investment has been made in modernising digital infrastructure. Through the PNRR-funded SmartUpet project, code 335044606, 15 teaching/research laboratories were equipped with state-of-the-art digital technology, and research centres were created or modernised.

✓ 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

UPET has a coherent, strategy-driven digital transformation approach. The existence of a dedicated Digitalisation Strategy with a long-term horizon in 2022–2030 provides direction and accountability. The integration of multiple systems – UMS for administration, e-Learning Academis for teaching, Office 365 for collaboration, ensures that IT tools are embedded across all institutional procedures.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

✓ 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 in Engineering and Management is designed and structured in direct alignment with the expected learning outcomes, which are explicitly defined at the level of the doctoral field and correlated with level 8 of the National Qualifications Framework (CNC) and the European Qualifications Framework. The curriculum is organised based on transferable study credits (ECTS), with a total of 240 credits required for completion, allocated as 30 credits per semester over 8 semesters. The programme comprises two integrated components: a) the training programme based on advanced university studies PPUA, consisting of institutionalised teaching activities: courses, seminars, and laboratories which are delivered over 14 weeks in the first semester of the first academic year, carrying 180 ECTS credits for mandatory and optional disciplines; and b) the individual scientific research programme PICS, spanning the remaining duration of studies. The discipline “Doctoral research methodology. Writing the doctoral

* 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.

thesis. Intellectual property" includes a specific component on intellectual property. Optional subject packages allow doctoral students to personalise their learning pathways according to their research interests and professional objectives. The expected learning outcomes are specified for each discipline in the subject syllabi, detailing the knowledge, skills, and autonomy/responsibility that doctoral students should acquire. The curriculum is subject to periodic review through established procedures.

✓ 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 Engineering and Management doctoral programme is coherently structured around clearly defined learning outcomes that are consistent with national and European qualifications frameworks. The explicit statement of competencies as regards knowledge, skills, autonomy and responsibility at both programme and discipline levels ensures transparency and provides a solid foundation for designing teaching, research, and assessment activities.

The indicator is: fulfilled.

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

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

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

The doctoral programme in Engineering and Management at the University of Petroșani demonstrates a clear and structured alignment between its expected learning outcomes and the competences required by corresponding occupations, in accordance with both national qualifications frameworks and the European Classification of Occupations (ESCO). The programme is designed at Level 8 of the National Qualifications Framework (CNC) and the European Qualifications Framework (EQF), ensuring that the knowledge, skills, and autonomy/responsibility competencies developed through doctoral training correspond to the highest level of academic qualification.

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

The doctoral programme in Engineering and Management learning outcomes are explicitly correlated with the competences required by the occupations that doctoral graduates are expected to pursue. While the report does not list specific COR/ESCO codes for the Engineering and Management field, the programme's alignment with Level 8 qualifications and its focus on developing advanced research, analytical, and managerial competences correspond to occupations classified under ESCO codes such as 231005 – Professor, 231002 - Associated professor, 122313 / 122312 - Project manager / Responsible TEC (Technical – Economical Control), 2149.2.7 / 2149.18 / 2141.10 - Research engineer in quality / innovation / process.

✓ Recommendations

List specific COR/ESCO codes for the Engineering and Management field which demonstrate the programme's alignment with Level 8 qualifications.

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 University of Petroşani has systematically embedded student-centred learning principles into the doctoral curriculum and teaching practices for the Engineering and Management field. The curriculum design incorporates optional subjects grouped in packages, allowing doctoral students to personalise their educational pathways according to their research interests and professional objectives. Doctoral students are recognised as equal partners in the academic community, with their rights and obligations codified in the University Charter, the Code of Students' Rights and Obligations, and the Doctoral Study Contract.

✓ 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

Student-centred learning is not merely a declarative principle but is systematically implemented across the curriculum, teaching strategies, and institutional governance. The inclusion of optional subjects enables personalised learning pathways, while the combination of direct teaching with individual study and the use of modern digital tools supports diverse learning styles and fosters active engagement.

The indicator is: fulfilled.

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

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

The university's Internationalisation Strategy 2020-2027 and annual operational plans set clear objectives and responsibilities for expanding mobility participation. A particularly significant development is the university's active membership in the EURECA-PRO European University Alliance, which brings together 9 European universities and 24 associated partners from Austria, Belgium, France, Germany, Greece, Spain, and Poland. Within this alliance, the EURECA-PRO Doctoral School organises dedicated activities for doctoral students, including the PhD Journey, Online PhD Seminars, Online Lecture Series on Responsible Consumption and Production, the Biennial Conference on RCP, and Summer Schools. During the reference period, 35 doctoral students from the Doctoral School participated in Erasmus+ funded mobilities, including 5 from the Engineering and Management field which performed 7 mobilities, attending internships and scientific events abroad. Additionally, 29 doctoral supervisors benefited from Erasmus+ mobility, with 5 from the Engineering and Management field. Notably.

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

The institution provides doctoral students with substantial opportunities for both physical and virtual academic mobility through multiple channels. The institutional commitment to increasing mobility participation is reinforced through dedicated funding projects in FDI initiatives on internationalisation, the development of inclusive mobility plans, and the integration of virtual mobility options.

✓ Recommendations

Consider establishing specific mobility agreements with partner universities within the EURECA-PRO Alliance that offer research areas aligned with the field's research directions.

The indicator is: fulfilled.

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

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

UPET has established comprehensive mechanisms to ensure fair opportunities for doctoral students, accommodating diverse learning styles, abilities, and aspirations. The institutional framework is anchored in the University Charter, the Code of Students' Rights and Obligations, and the Doctoral Study Contract, which explicitly guarantee equal rights and opportunities for all doctoral students without discrimination. The Doctoral Study Contract enumerates specific rights, including access to research infrastructure, libraries, international databases, laboratory equipment, participation in research projects, national and international mobility, and the possibility of carrying out remunerated teaching activities.
To address diverse learning needs, the university operates the Remedial Educational Centre for Capable Students C.R.E.S.C.-UPET, funded through the ROSE project, which provides remedial educational services, tutoring, career counselling, personal development activities, and individual and group supportive counselling. The Centre for Career Counselling and Orientation CCOC-UPET offers professional guidance and career orientation services.

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

The existence of dedicated support centres C.R.E.S.C. and CCOC provides targeted assistance for students who may face learning difficulties or require career guidance, while the Programme for Stimulating High-Performing Students ensures that excellence is also recognised and nurtured. The accessibility measures for students with disabilities are substantial and growing, with a clear trajectory of improvement through externally funded projects.

The indicator is: fulfilled.

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

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

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

UPET provides doctoral students with comprehensive access to a wide range of learning resources and support services, tailored to the specific needs of doctoral education in Engineering and Management. The Central University Library provides 200 seats across 3 reading rooms, with a collection of over 286,819 volumes covering the full spectrum of scientific and technical literature. Doctoral students can access major international databases like Springer Link Journals, Clarivate Analytics Web of Knowledge, SCOPUS, and

Wiley Journals, both from on-campus computers and remotely through the ANELIS Plus portal. The Online Library catalogue contains over 50,000 bibliographic records, accessible via the university website.

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

The institution provides doctoral students with access to a rich and diverse set of resources and services that are adequate for the specific demands of the Engineering and Management doctoral programme. The substantial library collection and comprehensive digital database access through ANELIS Plus ensure that doctoral researchers have the scientific literature necessary for high-level research.

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 are adequately described at the level of the doctoral field in terms of professional and transversal competences including knowledge, skills, autonomy and responsibility, considering Level 8 of the National Qualifications Framework (CNC) and the European Qualifications Framework. These outcomes are specified in the same terms at the level of each individual discipline within the curriculum plan. The subject syllabi provide detailed information on the expected learning outcomes to which each subject contributes, along with correlations between the learning outcomes, the content of the discipline, and the assessment methods used to verify the acquisition of those outcomes. The Operational Procedure for Writing Learning Outcomes at Bachelor's, Master's, Doctoral, and Postgraduate Study Programmes, code PO-27, provides methodological guidance for formulating and aligning learning outcomes across all study cycles.

✓ 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 learning outcomes are described with precision using established descriptors aligned with national and European qualifications frameworks. The separation of outcomes into knowledge, skills, and autonomy/responsibility categories provides a comprehensive picture of what doctoral students are expected to achieve, supporting both teaching design and student learning strategies. The correlation between learning outcomes, subject content, and assessment methods in the discipline sheets ensures that students understand what is expected of them and how their achievement will be measured.

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.

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

For the training programme based on advanced university studies PPUA, continuous assessment is conducted during the semester through methods specified in the subject syllabi, including tests, exercises, papers, presentations, and project work. Summative assessment takes place during the

examination session, with evaluation methods in written or oral examinations, colloquia, or project reviews, clearly defined for each discipline. The Methodology for organising continuous and summative assessment activities for students at bachelor's, master's, and doctoral levels, provides the institutional framework for this process. Students have the right to contest assessment results through the established appeal procedure. The completion of doctoral studies is governed by the Methodology for Finalising Doctoral Studies, which establishes the procedures for thesis preparation, anti-plagiarism verification using the Sistemantiplagiat.ro software, evaluation by at least three referees of which at least two from outside the university, and public defence before a doctoral committee comprising a minimum of five members.

✓ 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 verification system is multi-layered, covering both the advanced training component PPUA and the research component PICS, and extends from ongoing monitoring through to the final examination. The continuous assessment methods embedded in each discipline allow for progressive verification of knowledge acquisition and skill development, while the summative examinations provide a culminating evaluation of learning outcomes.

The indicator is: fulfilled.

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

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

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

UPET applies a transparent and well-regulated admission procedure for doctoral studies in Engineering and Management, governed by the Methodology for the Organisation and Conduct of the Admission Competition for Doctoral Studies. The admission methodology is publicly posted on the university website at least six months before the admission session, ensuring prospective candidates have sufficient time for preparation. Information regarding doctoral fields, supervisors, research topics, tuition figures, required documents, and the competition calendar is disseminated through multiple channels, including the Doctoral School website, email, and direct contacts. Candidates are evaluated by an Admission Committee established for each field, appointed by the Rector's decision. The interview assessment covers five criteria: scientific context and motivation 15%, definition of research objectives 15%, research methodology 10%, estimated results 10%, and quality of presentation and candidate's answers 50%. The admission average is calculated as 25% of the bachelor's examination average and 75% of the interview grade, with a minimum passing threshold of 7.00.

✓ 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 admission procedures are systematically applied and transparently communicated. The publication of the admission methodology at least six months in advance, along with the detailed online dissemination of research topics, tuition figures, and competition calendars, ensures that all potential candidates have equitable access to information and adequate preparation time. The competition structure is academically rigorous and merit-based.

The indicator is: fulfilled.

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

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

UPET has embedded the principles of fairness and equal opportunities into its doctoral admission framework. The Methodology for the Organisation and Conduct of the Admission Competition for Doctoral Studies explicitly stipulates that the university grants at least 25 budget-funded places, within the approved tuition figure, for graduates from three specific categories: (i) national minorities; (ii) the social protection system; and (iii) persons with disabilities. This provision ensures that candidates from vulnerable or underrepresented groups have dedicated access to state-funded doctoral positions.

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

The institution has implemented concrete, quantifiable support measures for vulnerable groups. The reservation of at least 25 budget-funded places for candidates from national minorities, the social protection system, and persons with disabilities ensures that these groups have meaningful access to doctoral education, not merely formal eligibility. This measure addresses structural inequalities by providing dedicated opportunities rather than relying solely on merit-based competition, which may inadvertently disadvantage candidates from underrepresented backgrounds.

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)

UPET systematically applies comprehensive regulations governing the professional activity of doctoral students. The framework is established through the Institutional Regulation for the Organisation and Conduct of Doctoral University Studies and the Doctoral School Regulation. The way in which doctoral studies are carried out is established through the Individual Doctoral Research Plan PICD, which is developed by the doctoral supervisor in consultation with the doctoral student and approved by the Doctoral School Council at the end of the first semester of the first year. The Doctoral Study Contract, signed between the university and each enrolled doctoral student, specifies the rights and obligations of both parties. The university also applies the Regulation on the Professional Activity of Students Bachelor's and Master's levels for consistency across study cycles. The Programme for Stimulating High-Performing Students and Supporting Students with Learning Difficulties provides additional support for doctoral students who may need it.

✓ 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 university applies a well-structured and legally compliant regulatory framework that governs all aspects of doctoral student professional activity. The core regulations, the Institutional Regulation for Doctoral Studies and the Doctoral School Regulation are recent from 2025 and align with national legislation, ensuring that the institution operates in full compliance with current requirements.

The individualisation of doctoral study pathways through the PICD ensures that each doctoral student's programme is tailored to their research interests and professional objectives, while the PPUA provides a structured, credit-based foundation in advanced research methodologies and academic integrity.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation Improving the quality of education and research through internationalisation actions.	
Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

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

The Erasmus+ Office coordinates 58 inter-institutional agreements with partner universities across Europe and beyond, including non-EU countries under the K107 programme Albania, India, Egypt, Ukraine, Bosnia-Herzegovina, Kosovo, and the Republic of Moldova. The university's Internationalisation Strategy 2020-2027 and annual operational plans set clear objectives and responsibilities for expanding international engagement. A defining feature of the university's international cooperation is its active membership in the EURECA-PRO European University Alliance, which brings together 9 European universities and 24 associated partners. During the reference period, 35 doctoral students participated in Erasmus+ funded mobilities, including 5 from the Engineering and Management field (counting as 7 mobilities), and 29 doctoral supervisors benefited from Erasmus+ mobility, with 5 from the Engineering and Management field.

✓ 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 Erasmus+ framework, with its 58 inter-institutional agreements and the renewed ECHE Charter, provides structured, funded pathways for both doctoral students and academic staff to engage in international exchanges across a wide geographical scope, including non-European partner countries. The EURECA-PRO Alliance membership represents a transformative dimension of international cooperation. Unlike traditional bilateral agreements, this European University Alliance enables deep, institutionalised collaboration across teaching, research, and doctoral training. The institution's commitment to increasing mobility participation is further reinforced by dedicated FDI projects on internationalisation and inclusive mobility plans.

✓ Recommendations

Establish clear institutional support mechanisms for developing co-supervised doctoral theses with partner universities, including dedicated funding and simplified administrative procedures.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

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

The Doctoral School systematically monitors the scientific knowledge generated within the doctoral fields, which presents the results of the scientific research dissemination activity of doctoral students within the Engineering and Management field, including those who defended their theses and were validated by CNATDCU in the last five years. Doctoral students actively participate in national student scientific symposia organised annually by the university, including "GEOECOLOGIA", "Zilele Tehnicii Studenţeşti Petroşani", and "Student, Ştiinţă, Societate", with the most valuable works being awarded. They also publish and present at scientific events organised or co-organised by the university SIMPRO, BALKANMINE, ENVIROMINING, SESAM, International Conference on Responsible Consumption and Production and at other national and international conferences MANUFACTURING SCIENCE AND EDUCATION, ERGOWORK, Simpozionul Internațional de Management UPT.

- ✓ 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

UPET has effectively embedded scientific investigation as the central pillar of doctoral learning, ensuring that research activities are not peripheral but constitutive of the learning outcomes. The PICD framework ensures that each doctoral student engages in original, sustained research from the early stages of the programme, with the doctoral thesis serving as both the primary output and the principal vehicle for demonstrating the acquisition of Level 8 competencies which includes the ability to conduct independent research, analyse and synthesise complex information, and communicate findings to the scientific community.

The indicator is: fulfilled.

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

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

UPET demonstrates strong visibility and adequate capitalisation of scientific research results at both national and international levels in the Engineering and Management field. The institution's Research Strategy 2025-2029 sets clear objectives for increasing research capacity, improving dissemination performance, and attracting competitive funding. The dissemination results for the Engineering and Management field, are substantial: over the last five years, doctoral students and supervisors have produced 94 research outputs, comprising 2 Q1 articles, 3 Q2 articles, 23 Q4/ESCI/ISI proceedings publications, 35 BDI-indexed papers, 25 conference proceedings papers, 5 books/chapters, and 1 contract/patent. During the same period, 7 doctoral theses were completed and publicly defended in the Engineering and Management field, with 5 theses defended in English and 8 foreign students obtaining their doctoral degrees.

- ✓ 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 research outputs of the Engineering and Management field are clearly visible at both national and international levels through multiple channels: publications in high-impact journals Q1 and Q2, presentations at international conferences, participation in European-funded projects like Horizon 2020, Horizon-WIDERA, and active engagement in the EURECA-PRO European University Alliance.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

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

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

The University of Petroșani has established a comprehensive and functional quality assurance framework, with clear evidence of consistent application and demonstrated impact on educational quality. The institutional structure is anchored in the Quality Assurance and Evaluation Commission (CEAC) and the Quality Assurance Department (DAC), which operate based on specific regulations approved by the Senate. The university's Quality Assurance Policy and the annual Quality Action Plan set strategic directions and concrete measures for continuous improvement. The Doctoral School is subject to systematic internal evaluation through the Operational Procedure for the Evaluation and Internal Monitoring of the Doctoral School, which provides the methodological framework for annual assessment activities. The Internal Evaluation Report for the Doctoral School documents the application of these procedures and includes concrete findings on institutional capacity, educational effectiveness, and quality management. Evidence of impact is visible in concrete outcomes.

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

The institution is systematically applying quality assurance procedures and demonstrating their impact. The existence of dedicated quality assurance structures CEAC, DAC with clear regulations, the annual production of self-evaluation reports, and the specific internal evaluation of the Doctoral School through Operational Procedure for the Evaluation and Internal Monitoring of the Doctoral School provide robust evidence of consistent procedural application. The impact of these procedures is measurable and documented.

✓ Recommendations

Consider developing a "supervisor development" programme that provides targeted support for supervisors who are identified as needing improvement in specific areas, rather than solely relying on disaffiliation as the primary corrective mechanism.

The indicator is: fulfilled.

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

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

UPET demonstrates systematic and effective involvement of stakeholders in the implementation of quality assurance procedures. Doctoral students hold direct representation in all key structures responsible for quality assurance and procedure implementation. External stakeholders, including employers and socio-economic partners, are involved through the Advisory Council for Public-Private Partnership and through

membership in the CEAC. The university conducts periodic consultations with economic environment representatives, to align procedures with labour market requirements.

✓ 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

Stakeholder involvement in procedure implementation is institutionally embedded through mandatory representation in governing and quality assurance bodies, formal consultation mechanisms, and systematic feedback collection. The representation of doctoral students at or above legally required thresholds ensures that the primary beneficiaries of doctoral education have a direct and continuous voice in how procedures are implemented and refined.

The indicator is: fulfilled.

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

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

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

UPET has established a functional University Ethics Commission (CEU) that operates in full compliance with national legislation and institutional regulations. The CEU is governed by its own Organisation and Functioning Regulation, approved by the University Senate, and derives its mandate from the Code of University Ethics and Deontology, which constitutes an integral part of the University Charter. The commission's regulatory framework is explicitly aligned with the provisions of Law no. 199/2023 on higher education and all applicable legal norms.

✓ 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 University Ethics Commission operates based on a regulation that has been formally approved by the University Senate, ensuring that its mandate, composition, and procedures are institutionally legitimised and aligned with national legal frameworks. The commission's scope of activity extends beyond general ethics to include specific areas such as plagiarism prevention, research integrity, and the prevention of discrimination and hate speech, demonstrating a comprehensive approach to university ethics

The indicator is: fulfilled.

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

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

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

The core regulatory framework includes the Regulation on the Initiation, Approval, Monitoring and Periodic Evaluation of Study Programmes, which transposes legal requirements into institutional practice. The operational framework is further detailed through specific procedures: the Operational Procedure for the Elaboration, Revision and Approval of Curricula (PO-1), the Operational Procedure for Writing Learning Outcomes (PO-27), and the Operational Procedure for the Evaluation and Internal Monitoring of the Doctoral School (PO-31). The consistent application of these procedures is documented through annual reports. The Doctoral School produces an Annual Activity Report and an Internal Evaluation Report, which assess institutional capacity, educational effectiveness, and quality management.

✓ 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 disaffiliation of one supervisor and the withdrawal of supervision rights for three others following the periodic evaluation prove that the monitoring procedures have real, consequential outcomes for quality improvement. The high student satisfaction survey response rate and positive results indicate that the procedures are effective in maintaining a learning environment that meets doctoral student expectations. The successful external accreditation outcomes provide independent validation of the quality assurance system's effectiveness.

✓ Recommendations

Ensure that each curriculum review includes a specific assessment of the programme's international relevance, including the comparability of learning outcomes with similar programmes in the EURECA-PRO Alliance and the identification of opportunities for joint teaching or research components.

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

UPET has institutionalised the active involvement of both internal community members and external stakeholders in the implementation of procedures governing doctoral study programmes. Internal community involvement is secured through mandatory representation in decision-making and advisory bodies. Regular meetings and debates with employers, identify necessary skills and propose curriculum adjustments. Graduate satisfaction surveys and employability monitoring provide additional feedback loops. Curriculum adjustments based on stakeholder input are documented through annual updates to the curriculum plan and discipline sheets. Recent examples include the introduction of optional subjects such as Innovative Project Management and Sustainable Business Management for the Engineering and Management field. The annual reporting cycle, including the Doctoral School Activity Report and the Institutional Self-Evaluation Report, synthesises stakeholder feedback and demonstrates how it informs procedural adjustments.

✓ 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

Stakeholder involvement in procedure implementation is institutionally embedded through formal representation in decision-making bodies, structured consultation mechanisms, and systematic feedback collection. The representation of doctoral students in all key governance and quality assurance structures at or above legally prescribed thresholds ensures that the primary beneficiaries of doctoral education have a direct and continuous voice in how procedures are implemented and refined.

The indicator is: fulfilled.

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

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

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

UPET has established a systematic and structured process for the semi-annual evaluation of teaching staff by students. The evaluation is governed by the Regulation for the Periodic Evaluation of Teaching Staff Quality and the Procedure for Evaluating the Quality of Teaching Staff (PO-4). The evaluation results are collected and centralised by the Quality Assurance Department (DAC). The centralised results are then compiled into a synthesis report at the department, faculty, and university level, the Report on the Evaluation of Teaching Staff Quality. This report is made publicly available on the university website, ensuring transparency.

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

The institution systematically analyses semi-annual student evaluations at multiple levels including departmental, faculty, and institutional. The existence of a clear regulatory framework Regulation for the Periodic Evaluation of Teaching Staff Quality assures that the process is standardised, consistent, and transparent.

The indicator is: fulfilled.

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

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

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

The Quality Assurance Department (DAC) serves as the central hub for collecting, archiving, and analysing quality-related information from all academic and administrative structures. The university employs the integrated University Management System (UMS) platform, which manages databases on admission, enrolment, student academic status, evaluation results, scholarships, accommodation, diplomas, educational quality assessment, and financial analytics. Data collected is analysed and synthesised into annual public reports, including the Annual Internal Quality Self-Evaluation Report, the Rector's Report on the State of the University, and the Report on the Implementation of the Operational Plan.

✓ 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 University has established a multi-layered data collection and analysis system that covers all essential quality assurance domains: student performance, staff evaluation, research outcomes, stakeholder satisfaction, material infrastructure, and regulatory compliance.

The indicator is: fulfilled.

Criterion C.6. Transparency of information of public interest, including those regarding the study

programmes and domains offered, and transparency regarding the related certificates, diplomas and qualifications

Standard S.C.6.1. Transparency The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

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

The Doctoral School maintains a dedicated section on the university website that provides complete and constantly updated public information covering all essential aspects of the programme.0 The university also publishes the Doctoral Student Guide, which synthesises essential information for enrolled doctoral students. Decisions adopted by the University Senate and the Board of Administration are published in the "UP Documents" section, along with decisions of the Doctoral School Council (CSD) and the Council for Doctoral University Studies (CSUD).

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

The institution ensures that all information of public interest regarding the doctoral programme is systematically published and easily accessible, primarily through a dedicated and well-organised Doctoral School website section. The scope of published information is extensive, covering the full programme lifecycle from admission through the course of study to completion.

✓ Recommendations

Extend the English language section of the Doctoral School webpage.

The indicator is: fulfilled.

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

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

Decisions adopted by the University Senate and the Board of Administration are systematically published in the "UP Documents" section of the university website, ensuring public access to governance outcomes. Decisions of the Council for Doctoral University Studies (CSUD) and the Doctoral School Council (CSD) are also published on the Doctoral School website, specifically on the CSUD and CSD dedicated pages. Transparency is further ensured through the publication of activity reports from all key institutional structures: the Doctoral School activity report, the research activity report, the international relations activity report, the University Ethics Commission activity report, and financial statements including budget execution.

✓ 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

UPET has established a robust framework for transparent decision-making, anchored in the University Charter's explicit guarantee of transparency and operationalised through systematic publication of decisions from all governance bodies including Senate, Board of Administration, CSUD, and CSD.

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

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

The Doctoral School is subject to the Operational Procedure for the Evaluation and Internal Monitoring of the Doctoral School (PO-31), which provides the methodological framework for preparing internal evaluation reports. The preparation of the internal evaluation report for external evaluation and the submission of the external evaluation request to ARACIS are carried out in accordance with these procedures. The university has been institutionally evaluated by ARACIS in 2009, 2015, and 2021, obtaining the "High Confidence Degree" qualification on each occasion. The Doctoral School and its four doctoral fields underwent external evaluation in 2021 and obtained the "maintaining accreditation" qualification. The Engineering and Management field was periodically evaluated between 11-15 October 2021, receiving the same rating.

✓ 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 existence of dedicated operational procedures and the regular production of internal evaluation reports ensure that the university is consistently prepared for external evaluation cycles. The specific Engineering and Management field was evaluated in October 2021 and confirmed as meeting all standards. The follow-up evaluation in July 2025 further confirmed that the field complies with defined standards and performance indicators. The university's systematic approach to preparing internal evaluation reports, engaging stakeholders, and responding to ARACIS recommendations demonstrates institutional maturity in quality assurance

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ The institution benefits from a state-of-the-art and progressively evolving physical and technological infrastructure. ✓ IOSUD-UP manages six internally published academic journals and regularly arranges scholarly meetings and conferences spanning both domestic and international audiences. ✓ The institution actively serves as a collaborative member within the EURECA-PRO Alliance. ✓ The doctoral training is organized across four clearly delineated research domains, which are closely aligned with the faculty structures currently operating within UP. ✓ Furthermore, the university boasts	INTERNAL FACTORS	✓ A relatively minor proportion of PhD candidates have engaged in study or research stays abroad throughout the course of their doctoral work. ✓ The number of doctoral dissertations drafted in globally prevalent languages remains notably low. ✓ Similarly, doctoral projects carried out under bilateral international supervisory arrangements are few, and the institution's output of registered patents is equally modest. ✓ There is a clear imperative to enhance international prominence, both by elevating the university's position in global academic league tables and by intensifying efforts to recruit overseas doctoral applicants. ✓ Finally, the current exposure of both supervising staff and their doctoral

a deeply rooted and extensive history of expertise in supervising Ph.D. candidates.		candidates within the international scholarly environment is only moderate and calls for further development.

SWOT analysis

Opportunities: ✓ There is considerable scope to nurture and develop the capacities of early-career academic staff. ✓ Research initiatives are being actively carried out with financial backing from both national bodies and European funding programs. ✓ A specialized infrastructure is in place, enabling the pursuit of collaborative projects with the socio-economic sector. ✓ The institution provides ready entry to emerging information technologies. ✓ Partnerships are maintained with research entities that form part of the EURECA-PRO Alliance network.	EXTERNAL FACTORS	**Threats:** ✓ There has been a noticeable declining trend in the number of Master's degree holders who choose to enrol in a doctoral program. ✓ Graduates are increasingly relocating to other academic centres, both domestically and internationally. ✓ The region's industrial framework is not adequately developed, particularly when measured against the university's existing research capabilities. ✓ Engagement from the local business community in forging academic partnerships or collaborative training initiatives with IOSUD-UP remains restricted.

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	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
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	Strengthen the human resource base of the Engineering and Management field by actively supporting young teaching staff with strong research potential to obtain the habilitation certificate.
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	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	Fulfilled	
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).	Fulfilled	List specific COR/ESCO codes for the Engineering and Management field which demonstrate the programme's alignment with Level 8 qualifications.
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	
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	Consider establishing specific mobility agreements with partner universities within the EURECA-PRO Alliance that offer research areas aligned with the field's research directions.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	account the diversity of learning styles and abilities.		
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	
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.	Fulfilled	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	Fulfilled	
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	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	Fulfilled	Establish clear institutional support mechanisms for developing co-supervised doctoral theses with partner universities, including dedicated funding and simplified administrative procedures.
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 capitalised upon in an adequate manner.	Fulfilled	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures and proves their impact on quality assurance.	Fulfilled	Consider developing a "supervisor development" programme that provides targeted support for supervisors who are identified as needing improvement in specific areas, rather than solely relying on

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			disaffiliation as the primary corrective mechanism.
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	Fulfilled	
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	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	Ensure that each curriculum review includes a specific assessment of the programme's international relevance, including the comparability of learning outcomes with similar programmes in the EURECA-PRO Alliance and the identification of opportunities for joint teaching or research components.
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	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

A total of 32 performance indicators were analysed, of which 32 indicators were assessed as fulfilled, 0 indicator partially fulfilled and 0 indicators unfulfilled.

VI. Conclusions

During the visit, the external quality evaluation experts' panel had meetings with: representatives of the management of the organisational component, team that has drafted the internal evaluation report, members of the University Ethics Committee, representatives of the quality assurance organisational structures, teaching staff involved in the activities within the DSUD, staff in charge with the research centres/laboratories, doctoral students of the DSUD, employers* of the DSUD alumni, alumni of the DSUD.

From the discussions held during the planned meetings, it emerged that the learning environment offered to students at the Engineering and Management Doctoral Domain is one that meets the requirements of employers. During the periodic evaluation of the doctoral field of Engineering and Management within IOSUD University of Petroşani in 2021, it was concluded that 4 performance indicators, were Partially fulfilled, all other indicators being Fulfilled. The implementation of the recommendations from the periodic evaluation was carried out within the framework of the interim evaluation activity in follow-up process, concluding that: The doctoral university study field Engineering and Management is efficiently managed and benefits from the contribution of supervisors who demonstrate dedication and continuous involvement in supporting and advising doctoral students; Doctoral students benefit from access to modern laboratories, specialized equipment, a library equipped with up-to-date scientific resources, high-performance software applications, and financial support, all of which enable them to carry out research activities under excellent conditions; The program is developing at a sustained pace and has already succeeded in strengthening both its international and entrepreneurial components; The evaluated academic environment complies with the defined standards and performance indicators. The doctoral field Engineering and Management provides an appropriate and high-performing framework for training future doctoral students at the highest academic standards.

Based on what is presented in this external evaluation report (32 indicators fulfilled, 0 partially fulfilled, 0 unfulfilled), the members of the evaluation panel found that the conditions for "Maintaining Accreditation" (MAC) of the Engineering and Management Doctoral Domain organized by University of Petroşani.

VII. Annexes

Timetable for the evaluation of the external quality evaluation visit of the doctoral university study domain

Meeting minute

* Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.