

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:	Babeş-Bolyai University of Cluj-Napoca (UBB)
Doctoral School:	Doctoral School of Physical Education and Sports
Doctoral Domain:	Sports Science and Physical Education
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof. PhD. Dana BĂDĂU	Expert evaluator	
2.	Prof. PhD. Eleonora MILEVA	International Expert	
3.	Roxana Nicoleta POPA	PhD Student Evaluator	

I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);

This External Evaluation Report (EER) was prepared at the request of Babeş-Bolyai University of Cluj-Napoca (UBB), the Institute of Doctoral Studies (IDS), as part of the procedure to maintain accreditation of the doctoral study field in Sports Science and Physical Education. The external evaluation visit for the aforementioned field took place on July 8-9, 2026, with the physical participation of the members of the evaluation committee.

The Internal Evaluation Report (REI) for the field of doctoral studies in Sport Science and Physical Education was developed by a team consisting of: Prof. PhD. Monea Dana – coordinator of the report, responsible for collecting, organizing and final drafting of the document, and Prof. PhD. Grosu Emilia Florina – doctoral supervisor, referent Emanuela Barbon, and Sergiu Macavei - Doctoral student.

The methodology for developing the internal evaluation report included the following steps:

- Collecting data regarding the activity of the doctoral study program: curricula, material and human resources, research infrastructure, performance indicators;
 - Systematic analysis and interpretation of data according to ARACIS standards and the requirements of the educational legislative framework in force;
 - Consulting stakeholders – academic staff, doctoral students, graduates, employer representatives – in order to identify strengths and areas for improvement;
 - Preliminary drafting of the report, highlighting the progress made, the challenges identified, and the proposed improvement measures;
 - The report was approved by the Council of the IDS and the UBB Senate.
- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied);

Babeş-Bolyai University of Cluj-Napoca (UBB) is the largest and most comprehensive higher education institution in Romania, with an academic tradition dating back to 1581. Throughout its history, the institution has undergone multiple institutional transformations, consolidating in 1959 under its current name and developing as a multicultural and multi-denominational university, with lines of study in Romanian, Hungarian and German.

Doctoral university studies within UBB are coordinated by the Institute of Doctoral Studies, established in 2006, a structure that administers the doctoral schools in accordance with national regulations and the specific international standards for "graduate schools". The Institute ensures the methodological unity of doctoral programmes, the drafting and updating of specific regulations, as well as the approval of the study programmes of the doctoral schools.

Within this institutional framework is integrated the Doctoral School of Physical Education and Sport, established in 2011 by order of the Ministry of Education, subordinated to the Faculty of Physical Education and Sport. The doctoral programme, organised in the field of Sports Science and Physical Education, comprises a component of advanced university training and an individual scientific research programme, carried out under the coordination of a doctoral supervisor. The governance of the doctoral school is ensured by its own Council, made up of teaching staff and researchers qualified in accordance with the minimum standards approved by the Ministry, in accordance with National Education Law no. 1/2011.

The mission of the doctoral school aims at the advanced training of scientific research competences, monitoring the quality of the doctoral programme, stimulating the international mobility of doctoral students, promoting co-supervision at national and international level, as well as encouraging interdisciplinary approaches. Following the last external evaluation, the programme was updated by aligning it with ARACIS standards, strengthening the ethical dimension and academic integrity, as well as by promoting multidisciplinary research.

II. Methods used

- Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);

Before the on-site visit, the Self-Evaluation Report (RAE) of the UBB and other relevant documents (annexes, supplementary documents, etc.) were studied. In addition, we studied the websites of the Doctoral Schools of Physical Education and Sports (DSPES) of UBB. The visit from 8-9 July 2026 was a valuable opportunity to expand the information available on doctoral studies in Sport Science and Physical Education (SSPE) at UBB.

The evaluation committee analyzed the following documents provided by the institution: the internal evaluation report, links to official documents posted on the institution's website, additional annexes requested before the visit, and additional annexes during the visit. The committee held the meetings mentioned in the visit program, in which relevant aspects for the field of study under evaluation were debated: the university development strategy, the level of involvement of doctoral supervisors in the program development efforts, the feedback of doctoral students regarding the study program, the implementation of regulations, methodologies and quality management procedures at the organization level, the activity of the ethics committee and aspects of the functioning of research laboratories.

- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);

The on-site visit began with a preliminary meeting of the experts, members of the evaluation team. At this meeting, the preparation and harmonization of the evaluation stages were discussed. Throughout the entire evaluation period, we had the opportunity to participate in a series of group meetings with representatives of UBB, the DSPES field, ISD staff, the director of doctoral schools, employers and other people from the quality management and the ethics committee. All of this helped us to finalize the report.

According to the evaluation calendar, the evaluation committee visited: classrooms and seminar rooms; sports facilities: gym (sports games and gymnastics), fitness room, weight room, outdoor sports field; DSPES secretariat; Library, the DigitalSportUBB Research Centre and the Interdisciplinary Research Centre in the field of Physical Education and Sport.

- Other relevant methods or aspects.

Not applicable (N/A).

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.
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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 structure and organisation of UBB are regulated through a complex normative framework, made up of the Romanian Constitution, Higher Education Law no. 199/2023, the UBB Charter, the Internal Rules of Procedure and the General Regulation on election to the management structures and functions of UBB, adopted in 2024. All the normative documents are public and available on the university's website.

The University Senate is the main decision-making and deliberative body, made up of 75% teaching and research staff and 25% students respectively, with members appointed by universal, direct and secret vote. The Board of Directors, made up of the rector, vice-rectors, deans, the general administrative director and the student prefect, ensures the operational administration of the institution, meets weekly, and its decisions may be

invalidated by the Senate at the proposal of the specialist committees. The Faculty Council has the same 75%/25% proportion, with members appointed by universal, direct and secret vote, and meets monthly.

Doctoral studies are led by the Council for University Doctoral Studies (CSUD), which leads the Institute of Doctoral Studies, the position of CSUD director being assimilated to that of vice-rector. The Doctoral Schools have the status of departments within the faculties, being led by the Doctoral School Council and a director, both elected by the members of the School, the director's position being assimilated to that of department director.

Student representation is carried out in accordance with Law no. 199/2023, the UBB Charter and the Code of Student Rights and Obligations. The student prefect and sub-prefects represent students on the Senate Bureau and on the Board of Directors, while at faculty level students are members of the Faculty Council, from among whom their leader, called the Student Chancellor, is elected.

- ✓ 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 structure complies with the legislation in force and ensures a regulated balance between academic autonomy and student participation. The clear integration of the doctorate into the administrative hierarchy, through the assimilation of the CSUD director and Doctoral School director positions to existing administrative functions, eliminates ambiguities of subordination. Elections by universal, direct and secret vote confirm the transparency of the decision-making process.

- ✓ Aspects that constitute best practice examples

The coherent administrative integration of the doctoral structures, student representation structured across levels, and documentary transparency, with all regulations being public, constitute aspects of good institutional practice.

- ✓ Recommendations

Not applicable (N/A).

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.
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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)

At university level, the process of adopting and revising methodologies and regulations is carried out in accordance with the UBB Charter and the legislation in force, with consultation of the academic community through dedicated advisory councils (e.g. the Teaching Council). At faculty level, the process complies with the same legislation and the UBB Charter.

At the level of the Doctoral School of Physical Education and Sport, the process is coordinated by the DS Council, through participatory consultation of doctoral students, teaching staff and other stakeholders, through meetings, written forms or online platforms. Proposals are analysed and integrated into the final project, submitted to a council vote, decisions being mandatory, officially recorded and communicated to all members through official channels. The process may be repeated periodically for updating.

- ✓ 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 ARACIS evaluation committee found that the process of consultation is functional at all levels, with stakeholders' opinions being effectively integrated through concrete mechanisms of proposal, analysis and validation. The mandatory nature of decisions and official communication ensure transparency and applicability.

- ✓ Aspects that constitute best practice examples

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

Structured consultation through multiple channels, transparent integration of proposals, validation by vote and official communication of decisions constitute aspects of good practice.

✓ **Recommendations**

Not applicable (N/A).

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.
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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 has over 100 buildings, of which more than 85 are allocated to teaching spaces (~210,000 sqm, of which 74,556.62 sqm is teaching area): lecture halls, seminar/course rooms, laboratories and reading rooms. Students benefit from 7,186 places in dormitories and 20 dining locations. UBB owns 5 practice bases/scientific stations and the "Alexandru Borza" Botanical Garden. The "Lucian Blaga" Central University Library, with its network of libraries, offers 1,914 reading places and a collection of over 4 million volumes.

For the field of Sports Science and Physical Education, the PES Doctoral School benefits from the infrastructure of the Faculty and the University: specialist laboratories, testing and evaluation rooms, modern equipment for interdisciplinary research, spaces dedicated to individual and group study. Doctoral students have access to the faculty's and UBB's libraries, as well as to academic databases through the ANELIS consortium, and can use the infrastructure of other faculties/institutes for interdisciplinary projects. Applied and experimental research activities are supported by the "Iuliu Hațieganu" University Sports Park, which has infrastructure for performance testing and applied research. There are facilities adapted for people with disabilities.

✓ **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**

UBB's infrastructure is extensive and diversified, ensuring adequate conditions for teaching, administrative and research activities. The existence of excellence RDI units and of specific infrastructure for Sports Science and Physical Education (laboratories, the Sports Park, access to ANELIS) supports interdisciplinary research at international standards. For the doctoral programme evaluated, the ARACIS evaluation committee visited the DigitalSportUBB Research Centre and the Interdisciplinary Research Centre in the field of Physical Education and Sport, and among the modern facilities we note: the GPEXE UNO System, the Kinvent system, XSENS AWINDA, COSMED, the Ergoline Biosys 900 cycle ergometer, the ProComp 2 Thought Technology etc.

✓ **Aspects that constitute best practice examples**

The excellence RDI units integrated into the strategic research infrastructure, access to international databases through ANELIS and the existence of the university's own research centres constitute good practices.

✓ **Recommendations**

Not applicable (N/A).

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)

UBB's teaching and research spaces qualitatively correspond in terms of area, equipment, technical condition and safety. The management of each faculty has drawn up an infrastructure development project, and the university has introduced seed grants (2020) for teaching staff/researchers and grants for administrative performance (2024), which contribute to optimal working conditions. All spaces comply with the technical, safety and hygiene-sanitary standards in force. Since 2016, UBB has adopted the "UBB for Sustainable Development" programme (UBB Goes Green), which aims to implement green policies both in academic and administrative activities and in improving existing infrastructure.

Within the PES Doctoral School, doctoral students benefit from lecture/seminar rooms, specialist laboratories, IT infrastructure, a library, sports facilities and research centres, maintained and developed in accordance with institutional policies and the UBB Goes Green programme.

- ✓ 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 maintenance and development of the material base are supported through concrete institutional mechanisms: faculty development projects, seed grants and administrative performance grants, as well as the UBB Goes Green sustainability programme, which ensures continuous infrastructure updating. Compliance with technical, safety and hygiene-sanitary standards is explicitly mentioned for all spaces, including those dedicated to the PES Doctoral School.

- ✓ Aspects that constitute best practice examples

Grants for administrative performance as instruments for financing the improvement of working conditions, as well as the "UBB Goes Green" programme as an integrated approach to the maintenance and sustainable development of infrastructure, constitute aspects of good practice.

- ✓ Recommendations

Not applicable (N/A).

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.
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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 has a Human Resources Strategy aimed at supporting good practices through a unified staffing policy. As of 1 October 2025, the total number of legally established teaching positions was 2,874, with the tenured teaching staff structure comprising 1,602 teaching staff (228 professors, 472 associate professors, 793 lecturers, 109 assistants), to which are added 2 teaching staff over 65 years of age and 2 associate professors. UBB also has 1,044 employees as auxiliary teaching and research staff and 977 employees as non-teaching staff.

The doctoral supervisors of the PES Doctoral School number 4, tenured or associate members, holding the title of university professor or associate professor. All 4 doctoral supervisors have relevant research activity in the field, materialised through indexed publications (Web of Science, Scopus), specialist volumes and research projects. The list of doctoral supervisors is public, with the following available for each: the qualification decision, academic CV, CNATDCU summary sheet, list of scientific publications and list of supervised doctoral students, and compliance with the maximum supervision capacity prevents supervisor overload.

- ✓ 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 ARACIS evaluation committee found that the human resources of UBB for DSPES consist of 4 doctoral supervisors. The doctoral supervisors of the PES Doctoral School number 4, structured as follows: 1 tenured teaching staff member, 2 retired doctoral supervisors and 1 associate doctoral supervisor; 3 doctoral supervisors hold the title of university professor, 1 supervisor holds the title of associate professor; 2 doctoral supervisors are qualified in the field of Sports Science and Physical Education, 1 doctoral supervisor's right to supervise doctorates was conferred by Ministerial Order, and the fourth's by decision of the UBB Senate. For DSPES, the doctoral supervisors meet the legal qualification requirements and demonstrate relevant scientific competences, confirmed by internationally indexed publications. Transparency is ensured through the full publication of supporting documents (CV, CNATDCU sheet, publications, supervised doctoral students). Analysis of the documents shows compliance with the maximum doctoral supervision capacity.

✓ **Aspects that constitute best practice examples**

The full and transparent publication of documentation regarding doctoral supervisors (qualification, CV, CNATDCU sheet, publications, supervised doctoral students) constitutes an aspect of good practice.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

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

Since 2020, UBB has adopted the Individual Career/Academic Development Plan (PIC), an instrument that records the personal choice/career project and measures the commitment of teaching staff. The PIC is used for: outlining the academic profile, establishing weekly teaching norms, optimal allocation of resources and activities, professional evaluation by management and peer evaluation.

For administrative staff, the Human Resources Directorate offers professional training programmes. The Centre for Continuing Education and Distance and Reduced-Attendance Learning (CFCIDFR), through the e-learning Platform (ID Portal) and the Moodle ID-IFR Portal, provides university qualifications, master's specialisations and postgraduate continuing training programmes.

For the staff of the PES Doctoral School, professional and personal development is ensured through teaching, research and doctoral supervision activities, as well as through participation in continuing training programmes and access to e-learning platforms and Microsoft Teams, in accordance with UBB and ARACIS standards.

✓ **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**

UBB has structured instruments for the professional development of staff, both teaching (through the PIC, as a planning, evaluation and activity-norm instrument) and administrative (through the Human Resources Directorate's programmes). The existence of CFCIDFR diversifies continuing training opportunities, providing access to university and postgraduate qualifications. For the staff of the PES Doctoral School, development is integrated directly into the specific teaching and research activities, supported by access to modern digital platforms.

✓ **Aspects that constitute best practice examples**

The Individual Career Plan (PIC), as a multifunctional instrument for planning, evaluating teaching staff and allocating activities, constitutes an aspect of good institutional practice.

✓ **Recommendations**

Not applicable (N/A).

The indicator is: fulfilled.

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

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

The recruitment process for UBB employees is carried out transparently, in accordance with the legislation in force. For teaching/research positions, the Competition Methodology for filling vacant teaching and research positions applies. Career promotion is regulated separately for teaching staff and for administrative staff. Since 2022, UBB has applied the Procedure on the national and international visibility and accessibility of job announcements for teaching and research positions. UBB supports the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (the "HR Excellence in Research" distinction), complies with Recommendation 98/561/EC, and has adhered to the CoARA principles on research assessment.

The recruitment of doctoral supervisors takes place in two stages: qualification (under the coordination of the IDS, in accordance with the UBB Regulation on the public defence of qualification theses, drawn up in accordance with Ministerial Order 3998/2024) and co-option into a doctoral school (in accordance with Article 11 of the same regulation, with an approval circuit: DS Council → Faculty Council → IDS → CSUD → Senate). All information regarding these procedures is published on the IDS 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 recruitment process is regulated separately for each category of staff (teaching/research, auxiliary teaching, administrative, project positions), ensuring legal compliance at all levels. For doctoral supervisors, the qualification and co-option circuit is staged and verifiable, with successive approvals from several bodies (the DS Council, Faculty Council, IDS, CSUD, Senate), eliminating the risk of arbitrary decisions. The online publication of documents and procedural information reinforces the transparent nature of the process.

Aspects that constitute best practice examples

Adherence to the CoARA principles and to the European Charter for Researchers (the "HR Excellence in Research" distinction), the dedicated procedure for the international visibility of job announcements, as well as the staged, multi-level approval circuit for co-opting doctoral supervisors.

- ✓ Recommendations

Not applicable (N/A).

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)

The Directorate of Information and Communication Technology (DTIC), established in 2012, provides IT&C services to all users in UBB's faculties and units, implementing the university's Digital Transformation Strategy. DTIC develops 14 services dedicated to employees (FluxUBB, Email, Microsoft Teams, AcademicInfo, UBB Cloud, etc.) and 12 services dedicated to students (Online Admission, Doctoral Student Requests, Doctoral Student Clearance Sheet, etc.), with most academic and administrative processes being digitalised.

The records of doctoral students are ensured digitally through: AcademicInfo (since 2007), the Unique Student Register (rei.gov.ro), the platform for displaying public defences, the Integrated Education Register (for submitting files to the Ministry of Education and CNATDCU). Doctoral students also benefit from other dedicated platforms: online generation of the clearance sheet, online requests and appointments, pre-registration of non-EU candidates, PhDnews (scientific information) and the IDS website, which centralises regulations, procedures and forms.

Within the PES Doctoral School, academic and administrative procedures are carried out through UBB's institutional digital tools, in compliance with field-specific regulations, including through the faculty's own website, the Doctoral School section.

- ✓ 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

UBB has an extensive and mature IT&C infrastructure, coordinated by a dedicated structure (DTIC), which supports the almost complete digitalisation of academic and administrative processes. The multitude of platforms specific to doctoral students (AcademicInfo, clearance sheet, online requests, PhDnews) demonstrates complete digital coverage of the doctoral cycle, from admission to completion of studies. For the PES Doctoral School, the use of institutional digital tools, supplemented by the faculty's own online resources, supports easy access and the quality of services offered to doctoral students.

- ✓ Aspects that constitute best practice examples

The existence of an internal platform for recording doctoral students, the almost complete digitalisation of administrative processes, as well as the multitude of specialised platforms for the specific needs of doctoral students (online requests, electronic clearance sheet, non-EU pre-registration, PhDnews) constitute aspects of good practice.

- ✓ Recommendations

Not applicable (N/A).

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.
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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 doctoral university study programme of the PES Doctoral School is structured in relation to the expected learning outcomes and organised on the basis of transferable study credits, being reflected in the curriculum and in the course syllabi.

- ✓ 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

Structuring the doctoral programme on the basis of transferable credits and correlating it with the expected learning outcomes ensures compliance with the principles of the European credit system (240 ECTS) and facilitates academic recognition. The existence of course syllabi, which detail the competences acquired and the research/evaluation components, demonstrates a coherent structuring of the programme, integrating all the components necessary for a doctoral qualification (learning, practice, research, evaluation).

Following the evaluation of the documents posted on the website dedicated to the SSPE doctoral field, the ARACIS panel of experts found that the curricula do not have the descriptive section in which the mission, objectives, competences, learning outcomes and structure of the training programme should have been mentioned, and the learning outcomes are limited in number and very briefly detailed. The course syllabi do not have an updated bibliography, the number of learning outcomes is very limited and not entirely appropriate for doctoral studies, and for some disciplines we could not identify the course syllabi posted on the website. There is no evidence that the specialist disciplines are fully covered with updated teaching resources.

- ✓ Aspects that constitute best practice examples

* 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.

Customisation of the curricula regarding the disciplines of the first semester of study and the existence of optional disciplines.

✓ **Recommendations**

Drafting and posting all updated course syllabi on the website in accordance with the curriculum of the evaluated doctoral field. Updating the curriculum for doctoral studies in Sports Science and Physical Education to include: the program's identification data, the program's mission and objectives, the competencies ensured and the learning outcomes, the structure by semester and credits (ECTS), and the forms of evaluation. Defining the contexts for establishing the learning outcomes in relation to the specifics of the doctoral field.

The indicator is: partially fulfilled.

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

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

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

Indicator
I.P.B.2.1.2

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

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

The expected learning outcomes are correlated with the competences required by the corresponding occupations, in accordance with national and European policies. Within the PES Doctoral School, these are formulated in line with the level of the doctoral qualification and correlated with the occupational competences of the field, in accordance with national occupational standards and ESCO. The curriculum ensures the development of advanced research competences, field-specific professional competences and transversal competences. The correlation is achieved through the periodic updating of the curricula and course syllabi.

✓ **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 periodic updating of curricula and course syllabi supports a dynamic mechanism for adapting the curriculum to the evolution of occupational requirements in the doctoral field of Sports Science and Physical Education.

✓ **Aspects that constitute best practice examples**

The ARACIS evaluation committee found that the curricula and course syllabi are updated periodically.

✓ **Recommendations**

Not applicable (N/A).

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)**

UBB aims to ensure excellence in education through permanent reference to the student, with beneficiaries present in advisory councils at all levels of organisation. The student-centred focus is ensured through: transparency of the instructional-formative process, designing teaching activities based on students' needs, students' active participation in the construction of knowledge, and diversification of forms of evaluation. UBB's Teaching Council draws up and monitors educational policies, promoting curricular adaptability and interactive teaching methods. The Centre for Innovation in Teaching and Learning (CIPI), established in 2012, provides continuing training for teaching

staff, including programmes, digital resources and methodological guides developed for technology-based teaching. Students' activity is regulated by the Regulation on the professional activity of students (ECTS) and the Code of Student Rights and Obligations, which provide for continuous feedback mechanisms.

The PES Doctoral School promotes learning centred on the doctoral student through active involvement in research and teaching activities, transparency of objectives and evaluation, curricular flexibility, diversification of evaluation and continuous feedback, in accordance with its own regulation and the study contract. Attendance obligations are set out in the study contract, activities being carried out in person or online, in accordance with the methodologies approved by the UBB 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

UBB has a structured institutional framework for implementing student-centred learning, supported by dedicated structures (the Teaching Council, CIPI) and specific regulations (ECTS, the Code of Student Rights). At the level of the PES Doctoral School, the principles of doctoral-student-centred learning are applied concretely through involvement in research, curricular flexibility and continuous feedback, being supported by its own normative framework and by the possibility of carrying out activities in a mixed/online system

- ✓ Aspects that constitute best practice examples

The existence of a structure dedicated to teaching innovation (CIPI), which has provided active support to teaching staff for the transition to modern teaching methods, as well as the active involvement of students in advisory councils at all institutional levels, constitute aspects of good practice.

- ✓ Recommendations

Not applicable (N/A).

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.
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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 Centre for International Cooperation (CCI) supports UBB's internationalisation process, in accordance with the 2025-2029 Internationalisation Strategy (adopted by the Senate in January 2025), which continues the 2015-2020 Strategy. In 2021, UBB joined the EUTOPIA European University Alliance. Students, teaching staff and administrative staff have access to Erasmus mobility, with information published on the CCI website. Students can participate in mobility in person and/or virtually through summer schools and Blended Intensive Programmes (BIP), with ECTS credits awarded in accordance with the specific Operational Procedure. Through EUTOPIA, academic mobility and collaboration are supported through recognition mechanisms (EUTOPIA labels, certificates, micro-credentials) and through projects dedicated to students (DISCOVER Student Experiences). UBB recognises periods of study carried out abroad in accordance with its own regulation and promotes the European doctorate.

The PES Doctoral School provides doctoral students with national and international academic mobility (including EUTOPIA), in person and/or virtually, through Erasmus programmes, summer schools and BIP, recognised with ECTS credits, in accordance with UBB procedures and the 2025-2029 Internationalisation Strategy.

- ✓ 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

UBB has a mature and structured institutional framework for academic mobility, supported by a dedicated, periodically updated strategy and a specialised structure (CCI). Membership of the EUTOPIA alliance and the diversification of forms of mobility (Erasmus, BIP, summer schools, in-person and virtual presence) ensure varied opportunities for participation. The existence of a clear procedure for awarding ECTS credits for extracurricular mobility activities guarantees formal academic recognition of these experiences. For the PES Doctoral School, integration into this general institutional framework ensures doctoral students' access to the same national and international mobility opportunities.

- ✓ Aspects that constitute best practice examples

Membership of the EUTOPIA European University Alliance, with its own recognition mechanisms (labels, certificates, micro-credentials) and projects dedicated to stimulating student creativity (DISCOVER), as well as the diversification of mobility opportunities by combining in-person and virtual formats (BIP, summer schools).

- ✓ Recommendations

Not applicable (N/A).

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
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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 promotes access to its programmes for students from disadvantaged categories, supporting academic and social integration. The university has updated its Gender Equality Guide and its Anti-Discrimination Guide, the latter including three annexes: the Code of Conduct on Antisemitism, the Guide on the Prevention of Sexual and Moral Harassment, and the Code of Conduct for the Prevention of Xenophobia, Radicalisation and Hate Speech. UBB's language policy guarantees equity in the use of the three official languages, strengthening the institution's multiculturalism. UBB has established dedicated mental health procedures for students and employees, supporting an inclusive academic environment.

The Doctoral School promotes equity through equal opportunities adapted to the potential and aspirations of doctoral students, supporting diversity and academic and social integration, in accordance with UBB's inclusive policies.

- ✓ 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 ARACIS evaluation committee found that UBB has a consolidated institutional framework for ensuring equity and inclusion, materialised through dedicated policies (updated guides, codes of conduct), specific procedures (mental health) and cultural projects, which demonstrates a comprehensive approach to equity, addressing multiple dimensions of diversity (gender, ethnicity, language, mental health). At the level of the Doctoral School, inclusive principles are applied through direct reference to institutional policies and projects.

- ✓ Aspects that constitute best practice examples

The updating of the Anti-Discrimination Guide with specific annexes (antisemitism, harassment, xenophobia/radicalisation), the implementation of the Open2UBB project to increase inclusion capacity, as well as the establishment of dedicated mental health procedures for students and employees, constitute aspects of good practice.

- ✓ Recommendations

Not applicable (N/A).

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

The design of study programmes at UBB is a continuous process, based on feedback from students and graduates. The university promotes students' freedom of choice (specialisations, language of study, optional/elective courses) by diversifying its study programmes.

The Centre for Students with Disabilities (CSD) identifies solutions for evaluating students with disabilities under optimal conditions and remedies accessibility problems, offering teaching staff recommendations for adapting study materials.

- ✓ 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

UBB has institutional mechanisms dedicated to supporting the diversity of learning needs, both through curricular flexibility (electives, optional courses, choice of language of study) and through specialised structures for students with disabilities (CSD), financially supported through concrete institutional development projects. For the PES Doctoral School, access to specific resources (laboratories, scientific materials) is also adapted to the needs of doctoral students with special educational requirements, ensuring equity in participation in research activities.

Within the PES Doctoral School, access to resources and support services is ensured through scientific materials and research laboratories adapted to the needs of doctoral students, including those with special educational requirements, facilitating active and equitable participation in training and research activities.

- ✓ Aspects that constitute best practice examples

For the PES Doctoral School, access to specific resources (laboratories, scientific materials) is also adapted to the needs of doctoral students with special educational requirements, ensuring equity in participation in research activities.

- ✓ Recommendations

Not applicable (N/A).

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.
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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)

Teaching evaluation at UBB is being continuously diversified, with course coordinators announcing in advance, through the course syllabi, the forms, tasks and evaluation criteria, including their weighting in the final grade. Learning outcomes are presented to students from the perspective of their relevance to their own development, facilitating self-assessment and reflection on performance. Students dissatisfied with an evaluation may contest the results in accordance with the Guide on the method of contesting evaluation.

Within the PES Doctoral School, evaluation is adapted to the specifics of scientific research, integrating, in addition to examinations, research projects and scientific presentations. Learning outcomes and evaluation methods are clearly defined in the course syllabi, ensuring transparency and curricular coherence.

- ✓ 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 description of learning outcomes is supported by a transparent and anticipatory mechanism, which facilitates both students' understanding of expectations and self-assessment. The existence of a formal appeal guide reinforces the fair nature of the process.

For the PES Doctoral School, the diversification of evaluation methods adequately reflects the specifics of the field, and their detailing in the course syllabi ensures coherence and alignment with specific academic standards. The indicator is fulfilled.

The ARACIS evaluation committee found that the course syllabi briefly outline the learning outcomes and do not make the contexts of application clear. The SSPE doctoral field's curricula lack a descriptive section where competencies and learning outcomes can be identified. Not all course syllabi are posted on the website. The evaluation report refers to field-specific evaluations (physical performance, case studies, scientific presentations), although at the doctoral level, physical performance is not an eligible criterion.

- ✓ Aspects that constitute best practice examples

Integration and combination of field-specific evaluations.

✓ **Recommendations**

Review and update subject sheets so that the formulation of learning outcomes explicitly reflects the targeted performances by clearly specifying the object and purpose of the action, as well as the professional and social context in which they are manifested. To clarify how to write learning outcomes, the following aspects must be included in their description (in the curriculum and in subject sheets): the person who demonstrates the learning outcome (stud. /abs); the type of expected performance (indicates the level of learning through an action verb); the field of manifestation of the performance (what object and what purpose the action has); the context of manifestation of the performance (where it is socially/occupationally relevant).

Ensure an explicit and unitary correlation between the learning outcomes provided in the curriculum and subject sheets, including by using a common numbering and traceability mechanisms that allow identifying the contribution of each subject to the achievement of the program's competencies.

The indicator is: partially fulfilled.

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

For the doctorate, verification of learning outcomes is carried out through continuous evaluation of scientific activities and through the defence of the doctoral thesis, in accordance with the Doctoral School's regulation.

✓ **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**

For the doctorate, combining the continuous evaluation of scientific activity with the public defence of the thesis reflects the specifics of doctoral research, where the final result is validated through a rigorous and transparent process.

✓ **Aspects that constitute best practice examples**

Continuous scientific activity and public defence of the thesis) constitute an aspect of good practice.

✓ **Recommendations**

Not applicable (N/A).

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)**

In accordance with Higher Education Law 199/2023, enrolment for a doctorate is done through a competition. UBB draws up and annually updates the Methodology for admission to doctoral studies and the Regulation on the organisation of doctoral university studies, adopted by the Senate. Admission is organised through the Institute of Doctoral Studies, with each faculty operationalising the framework regulation through its own selection criteria, tests, calendar and enrolment conditions.

At the level of the PES Doctoral School, admission is regulated by its own Regulation on organisation and functioning and by the specific Admission Methodology, harmonised with the institutional methodology, establishing the principles of access, selection criteria and evaluation mechanisms. The competition is organised annually according to an official calendar (enrolment, file verification, tests, results, appeals), published institutionally. The topics and bibliography are established by the doctoral supervisors and published prior to admission. All information (regulations, calendar, topics, results) is published and archived on the doctoral school's web page, being permanently accessible through the institutional online platform.

- ✓ 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

Admission procedures are applied through a staged normative framework, from national legislation to the specific regulations of the Doctoral School, ensuring coherence and legal compliance. The existence of a detailed official calendar, published in advance, together with the topics and bibliography available publicly, guarantees transparency and non-discriminatory treatment of candidates.

- ✓ Aspects that constitute best practice examples

The full publication and archiving of admission information (regulations, calendar, topics, bibliographies, results) on a permanently accessible online platform constitutes an aspect of good practice, ensuring transparency and administrative traceability.

- ✓ Recommendations

Not applicable (N/A).

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)

Admission to doctoral study programmes is carried out in accordance with Law 199/2023, in compliance with the principles of equity and equal opportunity. At UBB, age, sex, ethnicity, mother tongue, religion, race, political affiliation or affiliation with legal organisations, as well as chronic diseases without risk to the community, do not constitute selection criteria. UBB offers special places for disadvantaged categories: Romanians everywhere and candidates of Roma ethnicity.

At the PES Doctoral School, admission complies with the same non-discrimination principles, with special places being ensured (distributed according to the institutional table) for Romanians everywhere and candidates of Roma ethnicity, as well as support measures for candidates with special educational requirements and/or disabilities.

- ✓ 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 process explicitly complies with the principles of equity and non-discrimination, through the formal exclusion of discriminatory criteria and the establishment of special places for vulnerable categories (Romanians everywhere, Roma ethnicity). The existence of a documented distribution of special places, together with support measures for candidates with disabilities, demonstrates the concrete application of these principles at the level of the PES Doctoral School.

- ✓ Aspects that constitute best practice examples

The allocation of special places for Romanians everywhere and candidates of Roma ethnicity, documented through the official distribution of admission places, constitutes an aspect of good practice.

- ✓ Recommendations

Not applicable (N/A).

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)

Students' professional activity is organised through the Regulation on students' professional activity (ECTS) and the Code of Student Rights and Obligations.

The academic path of doctoral students is regulated by the institutional normative framework and the regulations of the Doctoral Schools, being carried out in accordance with the study contract and the individual research plan, both approved by the doctoral supervisor. Doctoral students are involved in scientific research (publications, scientific events), may carry out teaching activities, and participate in courses to develop transversal competences, including through projects (mobility, internships, mentoring). Progress monitoring is documented in the individual plan, and completion of studies is conditional on the supervisor's reports, evaluation of the thesis and public defence.

- ✓ 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

Students' professional activity is regulated through a coherent normative framework, which ensures the student's status as a partner in the academic community. For doctoral students, the academic path is structured and monitored in stages (individual plan, scientific activity, teaching activity, continuing training), with completion conditional on clear academic standards. The diversity of opportunities offered supports the doctoral students' complex professional development.

- ✓ Aspects that constitute best practice examples

The involvement of doctoral students in teaching and research activities constitutes aspects of good practice.

- ✓ Recommendations

Not applicable (N/A).

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.
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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 internationalisation has continuously accelerated, with the university ranking first nationally in attracting Erasmus funds and in the number of Erasmus beneficiaries, with cooperation with over 700 universities. In 2020, UBB was accepted into The Guild, being recognised as the most representative university in South-Eastern Europe.

Through the EUTOPIA alliance, UBB participates in integrated thematic networks (Connected Communities), in the EUTOPIA Young Leaders Academy (supporting early/mid-career researchers) and in the DISCOVER programme (interdisciplinary collaboration for societal challenges). The Sustainability Officers Network (SON) carried out a strategic mapping in six priority areas (sustainable development, climate, biodiversity, social innovation, equity, education for sustainability).

The PES Doctoral School promotes international initiatives, facilitating scientific exchanges with partner universities and supporting short-term Erasmus mobility for doctoral students. It also encourages co-supervision programmes and the European doctorate route, through international coordination of the thesis and involvement in the European scientific community.

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

UBB demonstrates a solid and diversified capacity for international cooperation, confirmed by its position as national leader in the Erasmus field and by its extensive network of global partnerships. Membership of prestigious alliances (EUTOPIA, The Guild) strengthens international visibility and provides concrete frameworks for research collaboration. For the PES Doctoral School, Erasmus mobility and the possibility of co-supervision/European doctorate ensure an effective international dimension of doctoral training, supported by direct scientific cooperation with partner universities.

- ✓ Aspects that constitute best practice examples

The position of national leader in attracting Erasmus funds and beneficiaries, participation in structured European initiatives, membership of The Guild, as well as the presence of representative offices on other continents, constitute aspects of good practice.

✓ Recommendations

Not applicable (N/A).

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.
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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 doctoral study programmes integrate research internships and the involvement of doctoral students in ongoing research projects. The integration of research into the educational process is ensured through the institutional normative framework, being reflected in individual research plans, in the advanced training programme and in periodic evaluation mechanisms (progress reports, minutes).

Doctoral students are involved in institutionally monitored research activities, with results being capitalised on through publications, participation in scientific events, research projects and thesis writing. Doctoral supervisors contribute to the integration of research by coordinating scientific activity, being involved in projects and capitalising on results through publications, their activity being documented in institutional reports and publication lists. The integration of research is supported by the academic infrastructure, participation in competitively funded programmes and systematic monitoring of results.

✓ 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

Following the external evaluation visit, the ARACIS Commission found deficiencies in the educational resources of the SSPE doctoral field. The existing course materials are insufficient in volume and do not fully cover the topics provided in the subject sheets. The content of the course notes is not fully correlated with the objectives and learning outcomes stipulated in the subject sheets. The bibliography used is largely old, not being updated with recent specialized literature, and its content is not specific to the topics addressed. A lack of concordance was also found between the available educational resources and the topics explicitly mentioned in the subject sheets. Last but not least, for some of the subjects in the curriculum, the institution could not prove the actual existence of educational materials. These aspects affect the quality of doctoral students' training and require updating the bibliography, correlating the content with the subject sheets and ensuring a complete and verifiable record of teaching materials.

✓ Aspects that constitute best practice examples

The ARACIS evaluation committee found that scientific research is the central component of doctoral training, being systematically documented through individual plans, progress reports and records of scientific output. The active involvement of both doctoral students and doctoral supervisors in research activities that are capitalised on (publications, projects, scientific events) demonstrates a functional integration of research into the educational process. The existence of an institutional monitoring and evaluation system for these activities confirms solid mechanisms for capitalising on research results in achieving learning outcomes.

✓ Recommendations

Updating and creating educational resources (teaching materials) for each discipline included in the curriculum of the evaluated doctoral field to ensure a better correlation between the content taught, the learning objectives and the specifics of the study program.

Encouraging the valorization of the results of scientific research carried out by teaching staff by integrating their relevant publications into the bibliography of the syllabus, respecting the principles of topicality, relevance and academic quality.

Periodically reviewing the bibliographies of the syllabus to ensure a balance between established specialized literature, educational resources and recent scientific contributions of the subject holders.

The indicator is: partially 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.
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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 research results are capitalised on through scientific publications, technology transfer and are recorded in the Academic/Scientific Activity Management application, which enables tracking of the number of publications and the level of national/international recognition. In 2021, UBB obtained the status of a 5-star world-class university (QS), reconfirmed in 2025, including on the basis of the international visibility of its research.

For the PES Doctoral School, research results are systematically reflected through the updated list of publications and projects of doctoral supervisors: internationally indexed articles, collective volumes, book chapters, conference papers, national and international grants. The documentation includes active links to academic profiles (Scopus, Web of Science, Google Scholar), with scientometric indicators (publications, citations, Hirsch index, international collaborations).

- ✓ 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 visibility of UBB's research is externally confirmed by the 5-star QS ranking and by its own comparative evaluation mechanisms (the University Metaranking), and transparency is ensured through institutional recording systems (the scientific management application). For the field of Sports Science and Physical Education, national and international visibility is concretely supported by the verifiable scientometric profiles of the doctoral supervisors. The capitalisation of results is adequate, being reflected in objective indicators (citations, Hirsch index) and in the professional recognition of the supervisors

Aspects that constitute best practice examples

Transparent and updated documentation of the scientific performance and academic profiles of doctoral supervisors, as well as institutional alignment with the CoARA principles in research assessment.

- ✓ Recommendations

Not applicable (N/A).

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
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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)

Quality assurance at UBB is regulated through the Quality Assurance Policy, the 2024-2029 Strategic Plan, the annual Operational Plans and the annual Quality Assurance Programmes, which are evaluated at the end for the achievement of objectives. The procedures drawn up by the Qualitas Centre (CQ) are published in the Quality Manual.

At the level of the doctoral programme, quality mechanisms are operationalised through the annual analysis of academic results with a view to distributing budgeted or scholarship-funded doctoral places. The activity complies with the principles of academic integrity in research.

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

UBB has a structured and cyclical institutional quality assurance system, from strategic level (the Strategic Plan, the Quality Assurance Programmes) to operational level (CEAC, the Doctoral School). The existence of concrete annual evaluation mechanisms demonstrates the effective impact of the procedures applied.

✓ **Aspects that constitute best practice examples**

Annual distribution of places for doctoral studies according to the analysis of doctoral schools' performance.

✓ **Recommendations**

Not applicable (N/A).

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.
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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 Qualitas Centre (CQ) produces annual summary reports on these evaluations. The evaluation of teaching performance by students is carried out each semester through the AcademicInfo platform, with annual CQ reports.

Within the PES Doctoral School, the evaluation of doctoral supervisors, teaching staff and researchers is carried out through specific procedures, addressing in an integrated manner teaching activity, research and civic/institutional involvement, reported against PIC objectives. The evaluation of teaching performance by doctoral students is carried out each semester through AcademicInfo, with the results being used to optimise activity.

✓ **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 ARACIS evaluation committee found that, at the institutional level, the periodic (annual/semester) and institutionalised nature of the evaluations, together with the reporting of results to the Senate (through the Rector's Report), ensures transparency and effective use of feedback in the decision-making process. For the PES Doctoral School, the integration of teaching, research and civic evaluation reflects a comprehensive approach, aligned with individual objectives (PIC).

✓ **Aspects that constitute best practice examples**

CQ summary reports used directly to optimise teaching and research activity.

✓ **Recommendations**

Not applicable (N/A).

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.
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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)**

In 2025, UBB updated its Code of Ethics and Professional Conduct, based on values such as academic freedom, integrity, intellectual honesty, collegiality and equity. UBB's Ethics Committee is the structure responsible for overseeing the application of the code, being independent of the Senate and the Rectorate, functioning in accordance with Law 199/2023, Government Decision no. 305/2024 and the Framework Regulation approved by Order no. 6,869/2024, with a composition including a minimum of 25% students.

At the level of the PES Doctoral School, the University Ethics Committee exercises its duties in accordance with the regulation approved by the Senate and functions independently of any other institutional structure. At the Faculty

of Physical Education and Sport, compliance with ethical standards is ensured through the institutional framework, with doctoral students and scientific supervisors informed of the applicable principles and 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

UBB's Ethics Committee operates with formal institutional independence, legally guaranteed by the Senate and the Rectorate, in accordance with the updated national normative framework. Student representation on the committee (minimum 25%) strengthens its participatory and balanced nature. At the level of the PES Doctoral School and the faculty, the consistent application of this framework, together with the explicit information of doctoral students and scientific supervisors, ensures the effective functioning of ethical mechanisms at the level of the doctoral program.

- ✓ Aspects that constitute best practice examples

The formal independence of the Ethics Committee from the Senate and the Rectorate, as well as ensuring a minimum 25% student representation in its composition, constitute aspects of good practice.

- ✓ Recommendations

Not applicable (N/A).

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.
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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 Senate's Curriculum Committee regulates and monitors doctoral programmes by evaluating and approving curricula, as well as by verifying the accreditation files of doctoral schools. Annually, the Doctoral Schools update their curricula, validated by the CSD, the Faculty Council and approved by the CSUD, becoming public for candidates.

The PES Doctoral School systematically applies procedures for initiating, monitoring and revising programmes, through the annual updating of curricula, validated by academic structures and with the involvement of doctoral students and doctoral supervisors. Monitoring is carried out through: teaching evaluation by doctoral students, consultation with graduates and employers, and discussion of results in the Doctoral School, the Faculty Council and the CEAC.

- ✓ 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

Quality assurance procedures are applied consistently, through a multi-level validation circuit (CSD, Faculty Council, CSUD) which guarantees the compliance of doctoral programmes. The systematic involvement of all stakeholders in the revision process confirms the effective functioning of the quality mechanisms.

- ✓ Aspects that constitute best practice examples

Correlating the review of the programme with feedback from graduates, employers and practice partners, together with the structured validation circuit (CSUD) of curricula, constitute aspects of good practice.

- ✓ Recommendations

Not applicable (N/A).

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)

The process of initiating, authorising, accrediting, monitoring and evaluating doctoral fields/schools involves a staged circuit: drawing up the file at the level of the doctoral school and approval by the Doctoral School Council,

verification and approval by the ISD/CSUD, approval by the Board of Directors and, finally, approval by the University Senate, with verification by the Curriculum Committee.

For the PES Doctoral School, the process actively involves all these structures, ensuring the participation of the academic community and stakeholders at all decision-making stages.

- ✓ 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 involvement of members of the academic community and other stakeholders is ensured through a rigorously structured, multi-level decision-making circuit, in which each stage involves approval by a separate structure (from doctoral school level to the Senate). For the PES Doctoral School, the complete traversal of this circuit confirms the effective participation of all relevant institutional levels.

- ✓ Aspects that constitute best practice examples

The staged decision-making circuit, with successive approvals at six distinct institutional levels, constitutes an aspect of good practice, ensuring broad participation and mutual control of decisions.

- ✓ Recommendations

Not applicable (N/A).

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.
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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)

Since March 2024, the evaluation of the doctoral internship by doctoral students has also been carried out annually. The Qualitas Centre (CQ) draws up annual reports and summaries on the results of these evaluations. For the PES doctoral program, the evaluation of teaching performance by doctoral students is carried out each semester, through standardised questionnaires. Results concerning scientific supervisors are centralised and analysed at faculty level (management, CEAC), at Doctoral School level and individually by each supervisor evaluated, addressing the clarity of content, the coherence of evaluation, the adequacy of teaching methods and the quality of support provided. The conclusions are discussed in the Doctoral School and the Doctoral School Council, underpinning the adjustment of teaching strategies and professional development measures.

- ✓ 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 biannual/semester evaluation of teaching staff by doctoral students is applied systematically, through standardised instruments at institutional level, and the results are analysed at multiple levels, ensuring both individual accountability and collective improvement actions. The existence of concrete conclusions, translated into adjustments to teaching strategies and professional development measures, demonstrates the effective use of the evaluation results.

- ✓ Aspects that constitute best practice examples

Analysis of the evaluation results with direct translation of conclusions into concrete measures for adjusting teaching strategies and professional development.

- ✓ Recommendations

Not applicable (N/A).

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.
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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 has three integrated information systems: ManageAsist (administrative/financial-accounting management), AcademicInfo (academic records, used by faculty secretariats, with modules for admission, fees, teaching performance evaluation and graduate placement) and the UBB Academic/Scientific Activity Management system, for the management and quantitative evaluation of research).

The PES Doctoral School systematically collects and analyses data on doctoral activity, using institutional information systems to monitor quality. The data covers doctoral students' academic status, teaching evaluation results, human resources involved, research activities, and scientific performance. Collection is carried out periodically through institutional platforms, and analysis is carried out by the CEAC and the management of the Doctoral School.

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

UBB has an integrated IT infrastructure that supports the systematic collection of data at all administrative and academic levels. The diversity of data collected at the level of the PES Doctoral School (academic status, scientific performance, teaching evaluation) and its analysis by responsible structures (CEAC, Doctoral School management) demonstrates the effective functioning of an internal quality assurance system based on data. The existence of systems dedicated specifically to research (Academic/Scientific Activity Management) allows for a rigorous quantitative evaluation of scientific performance

- ✓ Aspects that constitute best practice examples

The use of three integrated and complementary information systems (administrative, academic records, research), with coverage at all levels of the UBB organisational chart

- ✓ Recommendations

Not applicable (N/A).

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.
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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)

Information of public interest at UBB is disseminated through multiple channels: the spokesperson, communications from the Communication and Public Relations Directorate (DCRP), press conferences, display panels, the university's website, social media accounts (Facebook, X, LinkedIn, YouTube, Instagram), faculty websites and admission brochures. The DCRP manages relations with the media and responds to petitions and complaints within the legal deadlines.

- ✓ 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 publication of information of public interest is ensured through a dedicated structure (DCRP) and through multiple complementary channels, guaranteeing wide accessibility. For the PES doctoral domain, compliance with legal and ARACIS requirements is concretely ensured through the publication of essential documents (curricula, programme sheets, supervisors' CVs) directly on the faculty website, with easy access through direct links.

- ✓ Aspects that constitute best practice examples

The full and accessible publication of the complete CVs of supervisors and members of supervision committees, alongside the curricula and doctoral programme sheets, with direct links on the faculty website,

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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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 PES Doctoral School ensures decision-making transparency through the publication of information of public interest (structure, curriculum, doctoral supervisors, admission conditions, regulations) on the faculty website and UBB platforms. Decision-making processes regarding the organisation of doctoral activities, the curriculum and the academic calendar are analysed and approved in the statutory structures (the Doctoral School Council, CSUD, Senate), with decisions being communicated through institutional publication. The participation of doctoral student representatives in management structures ensures the consultative and participatory nature of the decision-making process.

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

Decision-making transparency is guaranteed through a clear institutional circuit (from Doctoral School level to the Senate), with the systematic publication of adopted decisions on official UBB platforms. The participation of doctoral student representatives in management structures ensures a participatory decision-making process, which reflects the interests of the direct beneficiaries.

- ✓ Aspects that constitute best practice examples

Permanent access to regulations, procedures and strategic documents strengthens institutional predictability and trust, constituting aspects of good practice.

- ✓ Recommendations

Not applicable (N/A).

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)

UBB obtained the "High Level of Trust" rating from ARACIS at the institutional evaluations in 2009, 2014 and 2020, and annually submits study programmes/fields for authorisation or accreditation/re-accreditation evaluation.

The PES Doctoral School has met the requirements and recommendations made in previous external evaluations, implementing them in internal quality assurance procedures. The doctoral programme was evaluated by ARACIS in the field of Sports Science and Physical Education, obtaining the rating corresponding to its operating status, in accordance with the Government Decision on maintaining accreditation and the External Evaluation Report.

- ✓ 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

UBB consistently confirmed by excellent results. For the PES doctoral programme, undergoing ARACIS evaluation demonstrates compliance with the legal accreditation requirements.

- ✓ Aspects that constitute best practice examples

The systematic implementation of recommendations from previous external evaluations in the internal procedures of the PES Doctoral School constitutes an aspect of good practice.

- ✓ Recommendations

Not applicable (N/A).

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ Active collaborative relationships with personalities and institutions in the European academic environment, with an impact on the visibility and quality of scientific activity; ✓ Increasing visibility of the research results produced by the members of the Doctoral School (teaching staff and doctoral students), reflected in publication and scientific dissemination activities; ✓ A strong teaching and research material base, adequate for the doctoral training process; ✓ Access to high-performance equipment and research infrastructure, both through its own resources and through collaboration agreements.	INTERNAL FACTORS	Weaknesses: ✓ The existence of only one tenured doctoral supervisor at the level of the doctoral school evaluated and of 3 associate doctoral supervisors, of whom 2 are retired. ✓ The limited number of doctoral supervisors relative to the diversity of emerging topics in the SSPE field. ✓ A limited number of doctoral research internships at universities abroad, particularly for the SSPE field. ✓ A limited number of research projects and grants accessed by doctoral supervisors with the involvement of doctoral students.
SWOT analysis		
Opportunities: ✓ The expansion of internationalisation programmes, academic mobility, doctoral co-supervision and partnerships with universities and research centres abroad create favourable premises for increasing the quality and visibility of doctoral research. ✓ Access to national and European funding, including grants dedicated to doctoral and postdoctoral research, represents a major opportunity for developing research infrastructure and for involving doctoral students in relevant scientific projects. ✓ The accelerated development of digital technologies, analytical tools and innovative research methods in the field of sport and physical education offers the possibility of diversifying research topics and aligning them with international trends. ✓ The potential to attract doctoral students from abroad, in the context of the internationalisation of doctoral programmes and institutional reputation.	EXTERNAL FACTORS	Threats: ✓ Socio-economic instability, with effects on the funding of education and research; ✓ Intensifying competition from other IOSUD centres in the country; ✓ Low funding for scientific research.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	-
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	-
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	--
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	-
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	-
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	-
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	-
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	PF	Drafting and posting all updated course syllabi on the website in accordance with the curriculum of

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.		the evaluated doctoral field. Updating the curriculum for doctoral studies in Sports Science and Physical Education to include: the program's identification data, the program's mission and objectives, the competencies ensured and the learning outcomes, the structure by semester and credits (ECTS), and the forms of evaluation. Defining the contexts for establishing the learning outcomes in relation to the specifics of the doctoral field.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	-
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	-
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	-
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	-
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	-
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	PF	-Review and update subject sheets so that the formulation of learning outcomes explicitly reflects the targeted performances by clearly specifying the object and purpose of the action, as well as the professional and social context in which they are manifested. To clarify how to write learning outcomes, the following aspects must be included in their description (in the curriculum and in subject sheets): the person who

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			demonstrates the learning outcome (stud. /abs); the type of expected performance (indicates the level of learning through an action verb); the field of manifestation of the performance (what object and what purpose the action has); the context of manifestation of the performance (where it is socially/occupationally relevant). -Ensure an explicit and unitary correlation between the learning outcomes provided in the curriculum and subject sheets, including by using a common numbering and traceability mechanisms that allow identifying the contribution of each subject to the achievement of the program's competencies.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	-
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	-
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, 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	-
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	-
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	-
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	PF	-Updating and creating educational resources (teaching materials) for each discipline included in the curriculum of the evaluated doctoral field to ensure a better correlation between the content taught, the learning objectives and the specifics of the study program. -Encouraging the valorization of the results of scientific research carried out by teaching staff by integrating their relevant publications into the bibliography of the syllabus,

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			respecting the principles of topicality, relevance and academic quality. -Periodically reviewing the bibliographies of the syllabus to ensure a balance between established specialized literature, educational resources and recent scientific contributions of the subject holders.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	-
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	-
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	-
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	-
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	-
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	-
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	-
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	-

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	13	3	0
Domain C. Quality management	8	0	0
Total	29	3	0

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.

- Elaborarea de rapoarte financiare anuale in the field of doctoral studies in Sports Science and Physical Education, showing that at least 10% of the total funds obtained by the university from budget-funded doctoral grants and from tuition fees are used exclusively for the direct reimbursement of doctoral students' professional training and research expenses.
- Updating the curriculum for doctoral studies in Sports Science and Physical Education, so that it includes information on: the programme's identification data, the programme's mission and objectives, the competences ensured and the learning outcomes, the structure by semester and credits (ECTS), as well as the forms of evaluation.
- Periodic updating of the course syllabi and of educational resources specific to the doctoral field of Sports Science and Physical Education.
- Supporting doctoral supervisors in accessing research projects by providing dedicated administrative assistance, with the aim of facilitating the academic and professional integration of doctoral students within these grants.
- Annual preparation of evaluation reports for the SSPE doctoral field, to constantly monitor the quality of research and ensure permanent compliance with ARACIS standards.

Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

In Domain A, all 8 indicators were fulfilled, in Domain B, out of the 16 indicators, 13 were fulfilled and 3 partially fulfilled, and in Domain C, all 8 indicators were fulfilled. Out of the total of 32 indicators, 29 were fulfilled and 3 were partially fulfilled: I.P.B.1.1.1, I.P.B.5.1.1., I.P.B.9.1.1.

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.

Propose and substantiate a decision.



Following the completion of the accreditation/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:*

- a) ~~accreditation*~~ (AC)/maintaining accreditation (MAC);
- b) ~~conditional maintaining of the provisional authorisation to operate*~~ (CMPA)/~~conditional maintaining of accreditation~~ (CMAC);
- c) ~~non-accreditation*~~ (NAC)/~~withdrawal of the accreditation~~ (WAC).

VII. Annexes

* When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.