

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:	"1 Decembrie 1918" University of Alba Iulia
Doctoral School:	History
Doctoral Domain:	History
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.	Zahariuc Petronel	Expert evaluator	
2.	Musteață Sergiu	International Expert	
3.	Zvîncă Gabriel	PhD Student Evaluator	

I. Introduction

This report is prepared following the external quality assessment process initiated by ARACIS in order to maintain the accreditation of the History doctoral program at the "1 Decembrie 1918" University of Alba Iulia. The evaluation period was June 29-30, 2026, and the external quality assessment committee, approved by the ARACIS Council, was composed of:

1. Prof. univ. dr. Zahariuc Petronel, "Alexandru Ioan Cuza" University of Iași (team coordinator);
2. Prof. univ. dr. Musteață Sergiu, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova;
3. Stud. Zvîncă Gabriel, University „Babeș-Bolyai” of Cluj-Napoca.

The contact person within the Doctoral School, History, was CS I dr. Marius Rotar.

The "1 Decembrie 1918" University of Alba Iulia (UAB) was established in 1991, in Alba Iulia, a city of major historical significance for the Romanian state. UAB has undergone continuous development marked by the expansion of study programmes, the consolidation of academic structures and the strengthening of research activities. Between 2020 and 2024, institutional development continued through the introduction of new bachelor's and master's programmes. The current managerial strategy (2024–2029) focuses on quality enhancement, innovation, internationalization, human resource development and continuous adaptation to labour market requirements, with the objective of transforming the institution into a regional and national centre of educational and scientific excellence. Since 2000, the "1 Decembrie 1918" University of Alba Iulia has become a doctoral organizing institution. Within IOSUD-UAB there are four doctoral schools, in the following fields: History, Philology, Accounting and Theology. The history doctoral field obtained the maintenance of accreditation by the decision of the ARACIS Council of 16.12.2021 ([OME 5957-2021_1.pdf](#)). Director of IOSUD-UAB is prof. dr. Teodora Popescu, and the director of the Doctoral School of History is CS I dr. Marius Rotar.

The doctoral study field of History within IOSUD-UAB is organized within the Doctoral School of History (SDI), and the school's activity is supported by by doctoral supervisors with recognized national and international scientific visibility.

The structure of the Doctoral School includes both tenured academic staff of the "1 Decembrie 1918" University of Alba Iulia (Prof. Mihai Gligor, PhD; Prof. Daniel Dumitran, PhD; Prof. Cristian I. Popa, PhD; Senior Researcher I Dr. Beatrice Ciută; Senior Researcher I Dr. Marius Rotar), as well as affiliated doctoral supervisors (Senior Researcher I Dr. Alexander Rubel – tenured researcher at the Institute of Archaeology of the Romanian Academy, Iași; Senior Researcher I Dr. Andrei Soficar – "Francisc J. Rainer" Institute of Anthropology, Bucharest), affiliated with partner research institutions.

II. Methods used

The evaluation process began with the study and analysis of the Internal Evaluation Report (REI) of the evaluated study program and its annexes, in the analysis of documents, data and information available, in electronic format, on the websites of the "1 Decembrie 1918" University of Alba Iulia (<https://www.uab.ro/facultate/6-scoala-doctorala/>), the Faculty of History, Letters and Educational Sciences (<https://www.uab.ro/facultate/3-facultatea-de-istorie-litere-si-stiinte-ale-educatiei/>), in the meetings held with: the committee that drafted the REI, the management of the Doctoral School, the University and Faculty management and heads of departments, teaching staff, doctoral students, graduates, employers, directors of research centers in the Faculty, the CEAC committee of the University and the quality committee of the Faculty. Before the on-site visit, the commission requested additional clarifications regarding the fulfillment of the recommendations made during the previous

ARACIS evaluation, the remediation of some issues regarding the opening of some links in the REI, as well as detailed explanations about the fulfillment of some indicators, requirements to which the Doctoral School and the contact person responded promptly. The visit to the Doctoral School was carried out between June 29-30, 2026. Because the objective of the evaluation was "maintaining accreditation", the commission monitored the progress made by the Doctoral School History, after the last evaluation that took place in 2021, and visited: the material base (educational spaces, secretariat, research centers), the rooms assigned to the Doctoral School, etc.). Meetings with doctoral students, graduates, employers and teaching staff showed the existence of a favorable framework for the professional training of doctoral students and for the personal development of teaching staff, the excellent opportunities for the dissemination of learning and research results, the very good educational facilities and extracurricular training opportunities offered by the University.

According to the visit schedule, the evaluation committee carried out the following activities:

- Online meeting, five days before the visit, held on the zoom platform: <https://us02web.zoom.us/j/86324064225?pwd=bshcBfkTetCxMKaBCNMJyuy4TJp3p.1>
- REE analysis of the evaluated study program and its annexes;
- Analysis of documents, data and information available, in electronic format, on the websites of the University and the Faculty;
- Visit to the headquarters of the Doctoral School and to the headquarters of the Faculty of History, Letters and Educational Sciences, during which the educational spaces (classrooms and seminar rooms, laboratories, research centers), the secretariat, spaces dedicated to teaching staff, etc.) were visited;
- Meetings with the management of the Doctoral School, with the management of the Faculty and the Departments, with the contact person and with the team involved in the preparation of the internal evaluation report (REI);
- Meeting with doctoral supervisors;
- Meeting with doctoral students;
- Meeting with doctoral graduates;
- Meeting with employers of graduates of the doctoral field of history;
- Meeting with the directors of the Research centers at the Faculty of History, Letters and Educational Sciences;
- Meeting with representatives of the CEAC Commission of the University;
- Meeting with representatives of the quality committee of the Faculty;
- Meeting with representatives of the UAB Ethics Committee (did not take place, because during the reporting period there were no cases that fell within the remit of this committee).

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes

The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on
--------------------------	---

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

Presentation of the state of facts

The [Doctoral School of History](#) operates within the Institutional Organisation of Doctoral Studies (IOSUD) of the "1 Decembrie 1918" University of Alba Iulia, in accordance with the institutional regulations governing doctoral studies and the applicable national legislation. The organisational structure includes the [Council of the Doctoral School \(CSD\)](#), responsible for the academic coordination and administrative management of doctoral studies. During the evaluation period (2021–2025), the Council met regularly and adopted decisions covering all major aspects of doctoral education, including the organisation of admission, approval of annual study plans, teaching assignments and staffing plans, allocation of state-funded doctoral places, evaluation of doctoral supervisors, scholarship allocation, habilitation procedures, course syllabi and measures supporting doctoral research activities.

Teaching assignments and workload distribution are approved annually as part of the institutional planning process. Each doctoral candidate is assigned a supervisory committee, established through formal institutional decisions, composed of specialists from the University, together with experts from other higher education institutions, research institutes, and museums.

Analysis of the state of facts

The governance arrangements reflect a clearly defined distribution of academic and managerial responsibilities, enabling the Doctoral School to operate within a stable [institutional framework](#). Decision-making is supported by documented procedures and follows a predictable planning cycle, allowing academic, administrative, and resource-related processes to be coordinated before the beginning of each academic year. The role of the Doctoral School Council extends beyond formal administrative approval. The range of issues addressed during its meetings demonstrates its active involvement in academic planning, monitoring, and strategic coordination of doctoral education. This governance model promotes institutional accountability and facilitates timely responses to both regulatory requirements and organisational needs.

The management framework also integrates academic planning with human resource allocation and doctoral supervision, ensuring consistency among educational objectives, staffing decisions and research activities. The use of supervisory committees that incorporate external experts broadens the scientific expertise available to doctoral candidates and strengthens the openness of the doctoral programme to the national research community. Taken together, these elements indicate a governance system characterised by institutional coherence, clearly allocated responsibilities and decision-making mechanisms that effectively support the organisation and quality of doctoral education.

Best practice examples

- Governance based on a structured [annual planning cycle](#) that integrates academic, administrative and human resource decisions into a coherent management framework.
- Doctoral supervisory committees incorporating experts from universities, research institutes and cultural institutions, promoting interdisciplinary perspectives and strengthening the academic quality of doctoral supervision.
- A management model in which operational and academic decisions are systematically documented, ensuring transparency, institutional accountability and traceability of decision-making.

The indicator is fulfilled.

Standard S.A.1.2. Stakeholder engagement

The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.

**Indicator
I.P.A.1.2.1**

The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

Presentation of the state of facts

The Doctoral School of History has established consultation mechanisms that involve both internal and external stakeholders on matters related to the organisation and development of doctoral education. Internal stakeholder participation is ensured through the Council of the Doctoral School, in which academic staff and doctoral student representatives participate in discussions on doctoral admissions, study plans, allocation of funded doctoral places, staffing, doctoral supervision, research activities, and other academic matters.

During the evaluation period, the Doctoral School organised consultation meetings with representatives of museums, cultural and educational institutions and organisations active in the fields of cultural heritage, archaeology, conservation, restoration and history education. The discussions addressed opportunities for research collaboration, doctoral internships, joint educational activities and institutional partnerships. Doctoral students participate in the governance of the Doctoral School through elected representation on the Council and provide institutional feedback on the quality of doctoral education, supervision, research support, and training needs through periodic university-level surveys.

Analysis of the state of facts

Stakeholder engagement is embedded in the Doctoral School's governance model and extends beyond formal representation. Internal consultation mechanisms enable academic staff, doctoral supervisors and doctoral students to participate in discussions that influence the organisation and implementation of doctoral activities, thereby supporting participatory governance and institutional accountability. The inclusion of external stakeholders broadens the perspective of doctoral education by incorporating expertise from professional environments directly connected to the research profile of the Doctoral School. This interaction strengthens the societal relevance of doctoral research and facilitates closer alignment between academic activities and the expectations of the cultural and heritage sectors.

The systematic collection of doctoral students' feedback provides an additional source of evidence for institutional decision-making. Rather than functioning solely as a satisfaction survey, this process contributes to identifying priorities for academic development and supports evidence-informed quality enhancement. Taken together, these mechanisms demonstrate that stakeholder consultation constitutes an integral component of institutional governance, providing structured input for academic planning, quality assurance and the continuous development of doctoral education.

Best practice examples

- Integration of internal and external stakeholders within a governance model that combines academic decision-making with consultation of professional partners relevant to the Doctoral School's research profile.

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

- Active cooperation with museums, cultural institutions and research organisations, creating opportunities for doctoral internships, collaborative research and knowledge transfer.
- Systematic collection of doctoral students' feedback as an evidence base for institutional planning and quality enhancement.

The indicator is fulfilled.

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

Standard S.A.2.1. Material resources

The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
--------------------------	--

Presentation of the state of facts

The "1 Decembrie 1918" University of Alba Iulia provides the Doctoral School of History with the physical infrastructure required to organise doctoral education, research, and administrative activities. The facilities available to doctoral students and academic staff include lecture and seminar rooms, research facilities, academic offices, library services, reading rooms and specialised research centres. Doctoral candidates have access to institutional IT infrastructure, electronic information resources, scientific databases, and digital library services that support research and academic activities.

Administrative support is provided through the Doctoral Studies Office and the University's central administrative services. The infrastructure is accessible to persons with disabilities through dedicated architectural solutions and support measures, ensuring equal access to educational, research and administrative facilities.

Analysis of the state of facts

The material resources available to the Doctoral School provide an infrastructure that adequately supports the educational, research and administrative requirements of doctoral studies. The combination of teaching facilities, research spaces, library services and digital resources enables doctoral candidates to conduct research in an environment consistent with the standards expected for advanced academic training. The [integration of physical](#) and [digital infrastructure](#) facilitates access to scientific information, promotes efficient organisation of research activities and supports the development of independent research competencies. This integrated approach contributes to creating an academic environment that is conducive to scientific productivity and international academic engagement.

Accessibility measures and dedicated administrative services further enhance the inclusiveness and functionality of the learning environment, ensuring that doctoral students can fully benefit from the [University's academic resources](#) regardless of their individual circumstances. Overall, the infrastructure is appropriately aligned with the objectives of doctoral education and provides the material conditions necessary for the effective implementation of the doctoral programme.

Best practice examples

- Integrated research environment combining educational facilities, specialised research centres, library resources and digital infrastructure within a single academic campus.

- Institutional provision of accessible learning and research facilities, ensuring equal access to academic resources for all doctoral students.
- Integration of physical infrastructure with electronic scientific resources, facilitating advanced research and international scholarly engagement.

The indicator is fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
--------------------------	---

Presentation of the state of facts

The "1 Decembrie 1918" University of Alba Iulia has established institutional procedures for the management, maintenance and development of the material resources supporting educational, research and administrative activities. According to the documentation reviewed during the evaluation, the University's buildings, teaching facilities, research infrastructure and administrative spaces are subject to regular maintenance, technical inspections and refurbishment works carried out in accordance with institutional planning. The management of utilities, cleaning services, technical support and security systems is ensured through dedicated administrative structures.

The University also allocates resources for the renewal of research equipment, digital infrastructure and other facilities required for teaching and research activities. Infrastructure development and maintenance are integrated into the University's planning and investment processes, supporting the operational needs of the Doctoral School of History.

Analysis of the state of facts

The evidence indicates that the management of material resources is based on planned institutional processes rather than reactive interventions. The existence of regular maintenance schedules, technical monitoring and investment planning reduces operational risks and contributes to the continuity of educational and research activities. The integration of infrastructure management into the University's strategic planning demonstrates an approach that combines operational efficiency with long-term institutional development. This allows resources to be allocated according to academic priorities while preserving the functionality and value of institutional assets.

From the perspective of doctoral education, the management system provides a reliable operational framework that supports research continuity, efficient use of facilities and the effective delivery of academic activities. The coordination between maintenance, infrastructure renewal and institutional planning reflects sound administrative capacity and contributes to the sustainability of the Doctoral School's educational and research environment.

Best practice examples

- Institutional integration of infrastructure maintenance, investment planning and resource allocation within a unified asset management framework.
- Planned renewal of research equipment and digital infrastructure aligned with the University's strategic development objectives.
- Preventive maintenance procedures that ensure the continuous availability and operational reliability of educational and research facilities.

The indicator is fulfilled.

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

Standard S.A.3.1. Human resources

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

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

Presentation of the state of facts

The Doctoral School of History at the "1 Decembrie 1918" University of Alba Iulia conducts its academic activities through [doctoral supervisors who meet the legal requirements for supervising doctoral research](#) and whose expertise aligns with the scientific fields covered by the doctoral programme. Doctoral education is delivered by experienced academic staff with recognised scientific achievements, sustained publication activity and participation in national and international research projects. Teaching responsibilities and doctoral supervision are assigned through the annual staffing plans approved at the institutional level.

Each doctoral candidate is supported by a supervisory committee composed of the doctoral supervisor and additional specialists from the University and, where appropriate, from other higher education institutions, research institutes, and cultural organisations, who provide complementary scientific expertise throughout the doctoral research process. During the evaluation period, the Doctoral School recorded a consistent number of successfully defended doctoral theses, reflecting the ongoing implementation of doctoral supervision activities.

Analysis of the state of facts

The academic profile of the doctoral supervisors provides the expertise required to sustain advanced doctoral training and original research in the field of History. The alignment between supervisors' research interests, teaching responsibilities, and doctoral topics creates favourable conditions for high-quality supervision and coherent academic guidance. The involvement of experienced researchers with established scientific visibility contributes to a research-intensive academic environment in which doctoral candidates benefit from active engagement with current developments in the discipline. This strengthens the scientific foundation of the doctoral programme and supports the development of independent research competences.

The supervisory committee model further enhances academic support by incorporating complementary expertise and broadening the range of scientific perspectives available to doctoral candidates. Such an approach promotes interdisciplinary dialogue, facilitates scholarly collaboration, and reinforces the academic robustness of the supervision process. The successful completion of doctoral theses throughout the evaluation period provides evidence of the Doctoral School's capacity to support doctoral candidates in achieving the expected research outcomes and confirms the effectiveness of its academic supervision framework.

Best practice examples

- Academic supervision delivered by researchers with recognised scientific expertise and sustained national and international research activity.
- Supervisory committees that combine institutional and external academic expertise, enriching the scientific support available throughout the doctoral research process.

- Strong alignment between supervisors' research profiles, doctoral topics and advanced doctoral training, ensuring coherence between teaching, supervision and research.

The indicator is fulfilled.

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

Presentation of the state of facts

The "1 Decembrie 1918" University of Alba Iulia has [established an institutional framework](#) that supports the continuous professional development of its academic staff through research, international cooperation, and academic mobility. Academic staff affiliated with the Doctoral School of History participate in Erasmus+ teaching and training mobilities, national and international scientific conferences, collaborative research projects and scholarly dissemination activities. They are also actively involved in publishing research results in recognised scientific journals and academic publishing houses, as well as in collaborations with national and international research institutions.

The University's academic environment promotes interdisciplinary cooperation, international networking and participation in activities that contribute to the continuous development of teaching, research and doctoral supervision competences.

Analysis of the state of facts

The professional development framework helps maintain an active research culture that directly supports the quality of doctoral education. Continuous engagement in scientific research and international academic collaboration enables doctoral supervisors to incorporate current disciplinary developments, innovative research approaches, and international perspectives into doctoral training. Academic mobility and collaborative research provide opportunities to strengthen institutional partnerships, expand scientific networks and enhance the international dimension of doctoral education. These activities increase academic staff's exposure to diverse academic practices and facilitate the transfer of knowledge and experience that benefit both doctoral supervision and curriculum development.

The emphasis on scholarly dissemination and participation in research projects supports the sustained scientific visibility of the academic staff and reinforces the [Doctoral School's research profile](#). This contributes to an academic environment in which doctoral candidates are supervised by researchers who remain actively engaged with developments in their field and with the broader international academic community.

Best practice examples

- Integration of international mobility, collaborative research and scholarly dissemination into the professional development pathway of doctoral supervisors.
- Strong participation of academic staff in national and international research networks, enhancing scientific cooperation and the international profile of the Doctoral School.
- Institutional support for a research-oriented academic culture that links professional development with the continuous enhancement of doctoral education.

The indicator is fulfilled.

Standard S.A.3.2. Recruitment procedures
Teaching staff recruitment procedures compliant with the provisions of the law.

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
--------------------------	--

Presentation of the state of facts

The recruitment and appointment of academic staff at the "1 Decembrie 1918" University of Alba Iulia are carried out in accordance with the national legal framework, the University Charter and the [institutional regulations](#) governing academic recruitment, selection and career advancement. Academic vacancies are filled through open competition based on publicly available procedures that define eligibility requirements, evaluation criteria and selection stages. Candidates are assessed based on their academic qualifications, scientific achievements, teaching experience and research performance.

Within the Doctoral School of History, doctoral supervisors fulfil the legal requirements for supervising doctoral research, including the habilitation qualification or an equivalent status recognised by law. Teaching and supervision responsibilities are allocated through the annual staffing plans approved in accordance with institutional procedures.

Analysis of the state of facts

The [recruitment framework](#) reflects the principles of transparency, equal opportunity, and merit-based selection that underpin academic career development in higher education. Clearly defined recruitment procedures reduce the risk of discretionary decision-making and provide a consistent basis for the selection and appointment of academic staff. The alignment between recruitment requirements, academic qualifications and institutional needs supports the long-term academic capacity of the Doctoral School. By linking appointments to clearly established eligibility criteria and scientific performance, the University ensures that academic positions are filled through competitive procedures that safeguard educational quality and research excellence.

The application of the same regulatory framework to doctoral supervision reinforces the integrity of doctoral education by ensuring that supervisory responsibilities are entrusted to academics who satisfy both legal and professional requirements. This contributes to institutional credibility and strengthens confidence in the governance of doctoral studies.

Best practice examples

- Recruitment procedures based on transparent competition, clearly defined eligibility criteria and merit-based evaluation.
- Institutional alignment between recruitment, staffing planning and doctoral supervision, ensuring consistency between academic appointments and the strategic needs of the doctoral programme.
- Integration of recruitment procedures within the University's quality assurance framework, promoting fairness, accountability and institutional integrity.

The indicator is fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
--------------------------	---

Presentation of the state of facts

The "1 Decembrie 1918" University of Alba Iulia has incorporated [digital technologies into its academic](#) and administrative processes to support doctoral education. The Doctoral School of History uses the University's digital infrastructure to facilitate academic management, communication, access to institutional information and research support.

Information concerning doctoral studies, including regulations, admission procedures, academic calendars, study programmes and institutional decisions, is published through the University's official website and dedicated online platforms. Administrative processes are supported through electronic document management systems and digital communication channels.

Doctoral students and academic staff have institutional access to electronic library services, scientific databases, digital repositories and online research resources. Digital communication and collaboration platforms are also used to support interaction with national and international academic partners.

Analysis of the state of facts

Digital technologies are embedded in the Doctoral School's operational framework and contribute to the efficiency, accessibility, and transparency of doctoral education. The availability of [digital administrative services](#) reduces procedural complexity, facilitates access to institutional information, and supports timely interaction among doctoral students, supervisors, and administrative structures.

The integration of digital research resources strengthens the research environment by ensuring continuous access to scientific literature and specialised information resources essential for advanced doctoral research. This supports independent learning, improves research efficiency, and enhances the academic experience of doctoral candidates. The adoption of digital communication and collaboration tools also expands opportunities for academic cooperation beyond institutional boundaries. By facilitating interaction with external researchers and partner institutions, digitalisation supports the international dimension of doctoral education and increases the flexibility of research and supervision activities. Overall, digital transformation functions as an enabling component of institutional governance, improving the delivery of academic and administrative services while supporting the quality and internationalisation of doctoral education.

Best practice examples

- Integration of digital technologies into both academic and administrative processes, providing a coherent digital environment for doctoral education.
- Institutional provision of electronic research resources and digital library services supporting advanced scientific research and lifelong learning.
- Effective use of digital collaboration tools to facilitate communication, international academic cooperation and flexible doctoral supervision.

Recommendations

- Develop an integrated digital dashboard for doctoral studies, enabling doctoral candidates and supervisors to monitor academic milestones, research progress and administrative procedures through a single institutional platform.

- Integrate advanced digital research support services, including research data management, open science tools and digital resources, to further strengthen the digital research environment.

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.
--------------------------	---

The curriculum is structured into eight semesters, corresponding to four years of study. The doctoral student must obtain 240 credits (30 credits per semester). The first semester is allocated to training courses in the doctoral field of history. The scientific conditions that the doctoral student must meet to collect the 240 credits are interesting: Of the 240 credits, the doctoral student must obtain, on a mandatory basis, at least 30 ECTS credits for 1 (one) article published in a CLARIVATE/SCOPUS indexed journal + at least 30 credits for 2 (two) articles published in a journal indexed in 3 BDIs (other than CLARIVATE/SCOPUS) + at least 30 ECTS credits for 2 (two) international conferences abroad (MINISTERUL EDUCATIEI, CERCETĂRII ȘI TINERETULUI). The expected competencies and learning outcomes appropriately define the graduate's profile, the competencies specific to the History field, the outcomes sought, and the coherence between objectives, content, and assessment. The Discipline Sheets are well prepared, according to ARACIS standards, but at this moment they are not signed by teachers (this fact will be corrected).

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
--------------------------	---

Learning outcomes are related to with the skills required for the exercise of occupations specific to the field, according to national occupational standards and are correlated with the Classification of Occupations in Romania (COR) and the European Classification of Occupations (ESCO). These results are rigorously defined in Competencies and expected results, and their operationalization is achieved through

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

the curriculum detailed in the Curriculum and in the Subject Sheets. The intended learning outcomes of the doctoral study programme are aligned with Level 8 of the National Qualifications Framework (NQF). Competencies, knowledge and skills are directly correlated with occupations in the field of History included in the European Skills, Competences, Qualifications and Occupations classification (ESCO), such as: Archivist, Museum Curator / Museographer, Cultural Heritage Specialist, University Lecturer / History Teacher.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.
--------------------------	---

The discipline sheets were designed to adhere to the principle of student-centered learning. The history doctoral school pursues the student's professional development along several lines, such as: the autonomy of the doctoral student in the learning and research process; Personalized mentoring and ongoing academic support; Integration of research into the teaching process; Flexible and formative assessment, focused on progress; Access to relevant academic resources.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendation

The indicator is: fulfilled.

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

IOSUD-UAB ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually. Opportunities are supported by ERASMUS+ agreements (Annex B.3.1.2.a. Overview of ERASMUS agreements) for both doctoral students and teachers (Universitatea „1 Decembrie 1918” din Alba Iulia). According to the REI Annexes, doctoral students applied mostly for participation in conferences and less for research internships.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

Increasing the number of research internships through the ERASMUS + program, but also through other mobility programs.

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
--------------------------	--

The Doctoral School of History promotes an organizational culture based on equity, inclusion and respect for diversity, ensuring that all doctoral students have equal access to opportunities for training, research and professional development, regardless of gender, age, ethnic origin, socio-economic status, disabilities or

any other personal characteristics, as can be seen from the Regulations of the Doctoral School of History (SKM_360i24120217.080) and from Institutional Regulation for the organization and conduct of doctoral studies in the "1 Decembrie 1918" University of Alba Iulia (SKM_360i24103114490). IOSUD provides for doctoral students: non-discriminatory access to all education and research resources; academic, methodological and psycho-pedagogical counselling services offered through (Universitatea „1 Decembrie 1918” din Alba Iulia).

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.4. Accessibility and efficient student-centred 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.
--------------------------	--

UAB is conference participation supporting doctoral students with adaptation and learning difficulties or with disabilities, including by reducing accommodation fees: Regulation for the organization and conduct of admission to the bachelor's and master's degree courses for, the year 2026-2027, Methodology regarding the organization and conduct of the admission contest for the IOSUD-UAB doctoral studies and the Regulation regarding the accommodation, organization and functioning of the student dormitories within the "1 Decembrie 1918" University of Alba Iulia. The library offers unlimited access to ANELIS PLUS scientific databases, through the electronic catalog and the section dedicated to online resources. The Moodle platform is used by PhD supervisors to distribute course materials, scientific articles and additional resources, as well as to upload offered sets and research best.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.
--------------------------	--

The learning outcomes are formulated in line with the level 8 descriptors of the National Qualifications Framework and the European Qualifications Framework, emphasizing advanced research skills, higher-level critical thinking and innovation capacity specific to the field of History. These outcomes are clearly communicated to doctoral students and doctoral supervisors through the Subject Sheets, the Doctoral School Regulations and the Doctoral Academic Studies Contract, constituting the central reference for the design, monitoring and evaluation of the doctoral course, as well as for the final certification of skills at the time of the thesis defense. Learning outcomes are integrated into the Subject sheets (Universitatea „1 Decembrie 1918” din Alba Iulia) and in Curriculum for the Doctoral Field History 2025-2026, being accessible on the official website of IOSUD-SDI ([MINISTERUL EDUCATIEI](#)).

CERCETĂRII ȘI TINERETULUI. At the beginning of each academic year, they are presented and discussed in detail with doctoral students and doctoral supervisors, ensuring a common and clear understanding of the training objectives. Course syllabi clearly define the course content, teaching methods and assessment criteria, ensuring coherence between training activities and evaluation processes while supporting the academic development of doctoral candidates. Performance evaluation focuses on the demonstration of advanced competences, including the ability to conduct critical analysis, to make original contributions to the specialized literature in the fields of history and archaeology.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

The evaluation of learning outcomes is carried out through a unitary, transparent and rigorous system, in compliance with the Institutional Regulation for the organization and conduct of doctoral studies in UAB, the Regulation of the Doctoral School of History (SDI), the Operational Procedure for the submission, support and evaluation of the scientific progress reports of doctoral students and the provisions of Order no. 3.020/2024 (National Framework Regulation). The verification of the achievement of the learning outcomes within the History doctoral program is carried out both through continuous evaluations and through final exams. The entire evaluation process guarantees objectivity, high scientific quality and national and international recognition of the title of Doctor of History obtained at UAB. The evaluation allows the systematic monitoring of the scientific and professional progress of doctoral students, the Annual Research Report and the evaluation of dissemination activities being the central tools for tracking original contributions, publications in WoS/Scopus/BDI indexed journals, participation in international conferences, research internships and teaching activities.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.

The admission process within SDI, in the field of History, respects the transparency and rigor of the admission process, with all the information about it, respecting the principle of equal opportunities for all candidates, without any discrimination and selection based on merit. All the procedures of the admission process are clearly defined, easily accessible and uniformly applied, based on admission criteria that contribute to ensuring the quality of the recruitment of doctoral students, but also to the compatibility with national and European standards in the field of doctoral research. Therefore, all methodologies and regulations regarding the organization and conduct of admission competitions are public and are made available to candidates on the IOSUD-UAB website.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

The admission process within SDI is carried out in compliance with the principles of fairness and equal opportunities for all candidates, without any form of discrimination. The use of the online platform ensures transparency of information and correct publication of results, guaranteeing equal access to the selection. The allocation of special places for Romanians abroad and for candidates from outside the EU, under the CPV regime, reflects the correct application of these principles. See, Regulations for the organization and conduct of admission to the bachelor's and master's degree courses for the year 2026-2027 ([SKM_360i25121914100](#)), The methodology regarding the organization and conduct of the admission contest for the IOSUD-UAB doctoral studies ([SKM_360i26020214310](#)).

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

SDI, through IOSUD-UAB, supports the academic path of doctoral students, adapting to both their educational and professional needs, and offering flexibility in carrying out their studies. The doctoral student has the possibility to complete, extend, reduce, interrupt or resume the doctoral program, according to the provisions of the organizational and operating regulations applicable at the level of IOSUD-UAB and SDI. In accordance with the Institutional Regulations for the organization and conduct of doctoral studies in UAB and the Regulations of the Doctoral School of History (SDI), the doctoral study programs ensure the formation of professional skills (content, cognitive and research) in specialized fields, as well as transversal skills. By accumulating the transferable credits corresponding to these components across the entire duration of doctoral studies, a total of 240 ECTS credits is obtained. SDI applies these regulations in the management of doctoral candidates' academic activities, ensuring the fair and transparent administration of individual academic and professional situations.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.

The History Field of SDI, and through IOSUD-UAB has concluded Mobility Agreements with universities abroad, which aim to Mobility of doctoral students (Annex B.3.1.2.a. Overview of ERASMUS Agreements), with a number of 20 PhD partnerships, Between November 2021 and November 2025, a total of 9 PhD students in the field of History participated in international conferences abroad (Annex B.3.1.2.b. ERASMUS Mobility of PhD Students (2021–2025)). Between 2021 and 2025, several workshops were organized for doctoral students, in which presentations were made by prestigious personalities at

international level. The involvement of academic staff and doctoral supervisors in Erasmus mobility programmes, international research projects and prestigious scientific conferences contributes to the continuous modernization of teaching methods, research directions and interdisciplinary approaches.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.
--------------------------	--

The doctoral students are involved in the scientific research activity, one of the necessary conditions for defending the doctoral thesis being to participate in conferences with scientific papers in their research area (minimum 2 participations) and to publish at least 2 papers in specialized journals indexed in international databases or listed Web of Science ([SKM_360i24120217080](#)). The doctoral theses defended so far in the field of History reveal that they were based on a quality scientific activity carried out by doctoral students, which is why all the theses were validated by the CNATDCU and based on which the validation orders were issued by the Ministry of Education and Research. it is a 100% percentage. In collaboration with the Faculty of History, Letters and Educational Sciences, SDI organizes annually the National Conference of Students and Doctoral Students. History. Archaeology. Museology. History of Art. Heritage. The year 2026 will see the XXXV edition. See, Bulletin of Student Scientific Circles, indexed CEEOL.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
--------------------------	---

The scientific research activity within SDI is carried out on the basis of the UAB Scientific Research Strategy, as well as the research directions outlined for the 7 doctoral supervisors in the field of History. The results of scientific research are visible both nationally and internationally (["Universitatea „1 Decembrie 1918" din Alba Iulia](#)). SDI members have directly sought to increase their publications in WOS journals (20 WOS articles between 2021 and 2025). These activities highlight an applied, interdisciplinary and internationally oriented research. The publication of doctoral theses further contributes to increasing the visibility and scientific impact of the results obtained.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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
--------------------------	--

The Doctoral School for History (SDI) applies procedures to assure quality and the continuous improvement of the School. These are done through the feedback questionnaire on the activity carried out during the doctoral studies (Operational procedure regarding the organization and conduct of the process of periodic evaluation of the quality of doctoral supervisors of the "1 Decembrie 1918" University of Alba Iulia). The SDI assures quality through the periodic updating of the study materials that ensures the alignment of the content with the current curricular requirements and the expectations of the doctoral students, maintaining the relevance and accessibility of the information. Also, the continuous training of the teaching and administrative staff allows their adaptation to modern educational technologies, providing a quality educational act, appropriate to the particularities of the doctoral program. The SDI assures quality through particular mechanisms, such as the permanent supervision of teaching activities, the continuous updating of study materials, the training of teachers and the careful monitoring of research activities contribute to maintaining a high academic level, adapted to curricular requirements and developments in the academic and socio-economic environment. In terms of entities involved in the quality assurance processes, there exists a close collaboration between the Quality Evaluation and Assurance Commission of the "1 Decembrie 1918" University of Alba Iulia and that of the Faculty of History, Letters and Educational Sciences supported by the Center for Quality Management - CMC, which strengthens the institutional culture of quality and supports the development of effective mechanisms for preventing and correcting possible malfunctions. The on-site discussions with responsible people for the improvement of quality education revealed the actions and procedures applied by the organizational component that assures a high level of quality and the continuous improvement.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.
--------------------------	--

The opinions of the members of its own community regarding the doctoral study program in History is verified, meant to ensure a permanent and efficient consultation. PhD students are represented in the CSUD, participating in the decision-making process and contributing to the adjustment of educational and research processes. At the level of the Faculty of History, Letters and Educational Sciences in partnership with SDI, international conferences and workshops are organized with representatives of public institutions and the cultural and business environment (Anexa C.1.2.1. Status of conferences 2021-2025). The collection of student feedback is carried out systematically, through applied questionnaires, and the results are analyzed to identify the aspects that need improvement (Report on the process of evaluating the level of satisfaction of doctoral students in relation to professional and personal development provided by the "1 Decembrie 1918" University of Alba Iulia - first semester of the academic year 2025-2026). At the same time, SDI maintains constant academic relations with universities and research centers in other countries, through organized workshops, contributing to the strengthening of the

international dimension of the doctoral program. This institutional framework is complemented by the presence of two representatives of the business environment in the Commission for Quality Assessment and Assurance (CEAC), where the employers' perspective is reflected in discussions on updating curricula, the relevance of the skills formed and ensuring adequate professional insertion for graduates.

In the internal evaluation report, the SDI correctly identified the need to:

- Intensify the active participation of all stakeholders in all stages of the decision-making process, through permanent consultation mechanisms and by expanding collaborations with the business environment, in order to strengthen the relevance of research topics and developed skills.
- Establish dialogue forums to facilitate real-time analysis of feedback and the rapid implementation of necessary improvements.
- Involve all institutional actors in the application of procedures, policies and regulations.

During the on-site discussions, the evaluation Commission noted the fact that the University and the SDI are verifying the opinion of relevant stakeholders, but there is a lack of formality to the procedure, which could assure that their opinion is taken in consideration for the improvement of the programme.

- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** The formalisation of consultation with the relevant stakeholders, including PhD graduates and employers, for the improvement of the doctoral programme, at least once per year, including a report after each consultation containing recommendations and opinions from the stakeholders.

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.
---	--

Inside the University, the institutional structures responsible for quality assurance, the Commission for Evaluation and Quality Assurance at the level of the "1 Decembrie 1918" University of Alba Iulia, the Council of Doctoral Studies (CSUD), the Council of the Doctoral School of History and the Commission for Evaluation and Quality Assurance at the level of the Faculty of History, Letters and Educational Sciences, perform their duties rigorously, according to the approved regulations. They coordinate, evaluate and permanently monitor academic and research activities in the field of History, ensuring the coherence and efficiency of the quality system. Regarding the ethical dimension, the University has a regulatory and institutional framework, which guarantees compliance with the principles of academic integrity, accountability and transparency. The activity of the Ethics Commission is regulated by the Regulation on the organization and functioning of the University Ethics Commission. The university provides the academic community with a comprehensive set of resources dedicated to promoting integrity, such as the University Code of Ethics and Deontology which defines the standards of conduct, rights and responsibilities of the institution's members. Also, in order to ensure transparency and public accountability, the Ethics Commission prepares annual reports documenting the activity carried out, the complaints solved and the measures adopted, contributing to the strengthening of the institutional culture of ethics. The University uses a modern system of verifying the originality of academic papers. The

institution has acquired specialized services provided by the www.sistemantiplagiat.ro platform, through which doctoral theses, scientific papers and other academic documents are analyzed. The institution also has a Strategy for preventing and combating plagiarism in the elaboration of doctoral theses, a document that establishes the directions, measures and institutional responsibilities necessary to protect academic integrity and to reduce the risks of misconduct in teaching and research activity. During the on-site visit, the Ethics Committee representatives confirmed the independence of the organism and its important activity in relation to the actions compliant to the national law.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.
--------------------------	---

The process of initiation, monitoring and revision of doctoral study programs is complex and carried out in accordance with the regulations and procedures approved by the Senate of the University: the Regulation on the initiation, approval, monitoring and periodic evaluation of programs and fields of study, the Regulation on the organization and conduct of postgraduate training and development study programs professional continuous, and the Regulation for the Organization and Conduct of Advanced Research Postdoctoral Programs at the "1 Decembrie 1918" University of Alba Iulia. These stages are coordinated by SDI and permanently aim to adapt the program to the requirements of science and the socio-economic environment. The initiation of a doctoral program is based on the analysis of labor market needs, the comparative study of national and international academic offers, and the consultation of stakeholders. The proposals are endorsed by the SDI Council and approved by the CSUD and the Senate. The monitoring of doctoral activities is carried out through internal procedures, periodic reporting of doctoral supervisors and supervisory committees, through the analysis of annual reports and through the use of digital tools that facilitate the tracking of academic progress. The results of these mechanisms are visible through the diversification of research topics, the increase in the level of professionalism of scientific activities and the performance of doctoral students at conferences and specialized publications (Annex B.9.1.1. Situation of doctoral students in supervision and their publications, 2021-2025). At the same time, the data on the theses defended and validated (Annex I.3. The situation of doctoral theses defended between 2021-2025) demonstrates the efficiency and sustainability of the evaluation and monitoring processes implemented at institutional level.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.
--------------------------	---

The process of initiation, monitoring and revision of the History doctoral program within SDI, IOSUD-UAB, is a participatory and structured one, involving teaching staff, doctoral supervisors, doctoral students and institutional partners. The representation of doctoral students in decision-making structures is ensured by their presence on the Administration Council (1 representative), the Senate (29% of the members),

the CSUD (3 doctoral students) and the CSD (1 doctoral student), which facilitates direct and efficient communication between the parties involved. The SDI community consists of doctoral supervisors, doctoral students, members of the guidance and academic integrity commissions, the director and CSD, administrative staff from IOSUD, CSUD, the Council of the Faculty of History, Letters and Educational Sciences. In addition, there are internal stakeholders (such as the Ethics Commission, CEAC), but also external stakeholders (graduates, employers, economic and institutional partners, ARACIS, CNATDCU, etc.). All doctoral students are periodically consulted through feedback questionnaires (Operational procedure regarding the organization and conduct of the process of periodic evaluation of the quality of doctoral supervisors of the "1 Decembrie 1918" University of Alba Iulia), and the teaching staff are involved through thematic consultations and proposals to improve the educational process. Direct collaborations with the cultural and economic environment, with employers, professional organizations and partner institutions, as well as cooperation with external academia, contribute to ensuring the current relevance of the research contents and themes of the doctoral program. This participatory model reflects the commitment of the academic community to maintain a doctoral program adapted to both the requirements of the university environment and the developments of the labor market and the economy. The results are visible in the diversity and practical applicability of the proposed research topics. During the on-site discussions, the University own community and relevant stakeholders mentioned that they are involved in the quality assurance procedure through informal consultations.

- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** The formalisation of consultation with the relevant stakeholders, including PhD students, graduates and employers, for the reviewing of the study programmes and domains.

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	The organisational component analyses the results of the students' biannual evaluation of teachers.
I.P.C.4.1.1	

The evaluation of the teaching staff involved in the doctoral program in the field of History is carried out within an institutionalized process, applied at the level of the Faculty of History, Letters and Educational Sciences. The teaching and scientific activity of the teaching staff is periodically evaluated, and the feedback provided by the doctoral students is an essential component of this process. The annual evaluation carried out through questionnaires complements the periodic evaluations, providing an updated picture of the professional competences, the quality of the guidance, the clarity of the feedback provided and the support provided in the conduct of the doctoral research (Operational procedure regarding the organization and conduct of the process of periodic evaluation of the quality of the doctoral supervisors of the "1 Decembrie 1918" University of Alba Iulia). The results of these evaluations are centralized by the responsible structures (CSUD and the Council of the Doctoral School), which analyze the data obtained and use them in formulating plans for the improvement of teaching and scientific activities. In addition, PhD supervisors and teaching staff benefit from training and improvement activities, such as lectures and workshops held by international experts, including research methodology, academic ethics and the use of digital tools in the management of doctoral projects. Through this complex framework of evaluation and training, the Doctoral School ensures a constant development of the quality of the tutoring process and a permanent correlation between institutional standards and individual academic performance. The on-site discussions with PhD students and graduates confirmed that the mechanism for analysing the activity of the teaching staff is in place. However, the feedback offered was through physical anonymously completed forms, which made it difficult to offer a sincere feedback. The quality assurance

department confirmed that starting with 2025 – 2026 academic year, the evaluation of teachers is performed virtually through a dedicated digital platform.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.
--------------------------	---

The organizational components involved, CSUD, SDI and CMCSI systematically collect information on the activity of doctoral students, doctoral supervisors, research results and the degree of satisfaction of the participants. Data on courses and research results are stored in digital platforms, such as:

- Smart UMS platform for recording doctoral activities; Online training platform (Teams), used to upload course materials; Research portal that centralizes the results of scientific research activity; the electronic archive of SDI, which contains all the relevant documents for the doctoral activity.

Also, a selection of this information is presented on the IODUD-SDI website, in the CV of each doctoral supervisor and in the centralization of the research results. Through these tools, the quality assurance process becomes transparent, documented and easy to evaluate.

At UAB level, and particularly in IOSUD-SDI, there is an integrated system for data collection and analysis through internal IT platforms, used to monitor research activities and doctoral progress. During the on-site evaluation, the Commission has noticed in the discussions with the internal responsible persons for assuring internal quality, that data and information are periodically and systematically collected and analysed in order to assure the quality of the doctoral programme. In this regard, the organization provides annual reports on the situation of internal quality assurance.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.
--------------------------	--

All information regarding the doctoral programs, the school's regulations, the curriculum, the theses defended and the confirmation of the doctoral degree are available on the website of IOSUD – "1 Decembrie 1918" University of Alba Iulia. On this site there exists concrete and complete information on doctoral study programs, such as the admission to doctoral studies; proposed research topics; doctoral degree programs; activities regarding the conduct of the doctoral program, schedule of activities, fees, scholarships, facilities, information sessions, planning of courses and seminars, research programs, various forms; the legislation applicable to doctoral programs; information on publication and mobility opportunities for doctoral students; information on the criteria for pre-defending and defending doctoral theses, announcements regarding the defense of doctoral theses; enabling information; information on PhD

supervisors in the field of History CV, scientific results. IOSUD and SDI provide information of public interest, both in the dedicated section on the website for doctoral studies, and in the dedicated section on the website of the Faculty of History, Letters and Educational Sciences dedicated to doctoral studies: information on the SDI management and doctoral supervisors (fields of specialization, contact information, CV, scientific results), admission to SDI, research topics, the guide for the elaboration of the doctoral thesis, the SDI Regulation, the doctoral study contract, the content of the study programs, links to the abstracts of the doctoral theses to be defended publicly, the scheduling of exams and research reports. During the discussions with the PhD students and the graduates, they confirmed that all relevant information are available to them, are communicated throughly by the institution, by the PhD students-representatives, by coordinators, by the Secretariat and through emails. Employer representatives also underlined the fact that relevant information is transmitted to them.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

The transparency of decision-making processes is ensured by the institution by publishing the results of admissions, the composition of doctoral committees and annual activity plans on the SDI and IOSUD websites. The SDI ensures the transparency of decision-making processes and the maintenance of open and honest communication with all stakeholders, which is also reflected in the SDI Regulation. The decisions of the CSUD and the SDI are communicated by email to the doctoral supervisor and the doctoral student and to the other interested parties (members of the guidance and academic integrity committees, in the public advocacy committees), in compliance with the GDPR principles. The transparency of decision-making processes is strengthened through the publication of decisions, as well as by respecting the rules of institutional communication; in this regard, any decision of the Board of Directors or the University Senate is made public in a concise and transparent manner. Thus, both the coherence of the regulatory framework and the confidence of stakeholders in the correctness and openness of the decision-making act are ensured. During the on-site evaluation discussions, students, graduates, and employers, confirmed that there exists a high level of transparency in regards to decisions taken by the University and the SDI. Moreover, students are represented in the Senate and in the Board of Directors, which are passing the information to their peers whenever necessary.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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.

The University periodically undergoes the external evaluation processes carried out by ARACIS, in accordance with national legislation and international quality standards in higher education. UAB was

externally evaluated by ARACIS and obtained the High Degree of Trust rating, according to the certificate received (years 2009, 2015, 2020 and 2025). SDI carries out procedures related to the external quality assessment process, according to the law. SDI implements and coordinates the necessary procedures for external quality assessment, ensuring the compliance of doctoral fields, including the field of History, with national and international standards. The PhD field of History and implicitly, SDI were evaluated by ARACIS in 2021, the External Evaluation Report of the History field being in order to maintain accreditation, according to the ARACIS Council Decision of 16.12.2021. During the on-site discussions, the quality assurance internal representatives detailed the methods through which the University and SDI undergoes the external evaluations, mentioning that it strictly follows an internal approved Regulation that assures that each domain, the doctoral programme included, are aligned with the ARACIS standards and are evaluated when necessary.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ Doctoral supervisors demonstrate strong research performance and experience in supervising doctoral research. ✓ Access to libraries, archives and international databases in the humanities. ✓ Financial support for conference participation and publication in relevant indexed journals. ✓ Monitoring of doctoral progress through periodic reports. ✓ Expansion of access to international databases (JSTOR, Archive.org). Development of multimedia tools for historical visualization.	INTERNAL FACTORS ↑	Weaknesses: ✓ Limited internationalization (low number of visiting professors and international doctoral candidates). Limited access to certain external archives or subscription databases. ✓ Limited international visibility due to the predominantly national focus of some research topics. Low number of international doctoral candidates. ✓ Lack of an integrated digital system for continuous monitoring of research performance.
SWOT analysis		
Opportunities: ✓ Training in digital	↓	Threats: ✓ Legislative instability

humanities, AI applications in historical research, text mining and historical GIS. Development of digital history laboratories. Implementation of digital archiving platforms. ✓ Publication in international languages. Promotion in international databases. Participation in European research networks. ✓ Expansion of evaluation criteria including indexed publications and international projects.	EXTERNAL FACTORS	affecting doctoral education. Reputational risks related to ethics and academic integrity. ✓ The small number of undergraduate and master's students. ✓ The high density of Faculties that include the field of history in the region.
---	------------------	---

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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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.		
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	Develop an integrated digital dashboard for doctoral studies, enabling doctoral candidates and supervisors to monitor academic milestones, research progress and administrative procedures through a single institutional platform. Integrate advanced digital research support services, including research data management, open science tools and digital resources, to further strengthen the digital research environment.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	f	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to	F	Increasing the number of research internships through the ERASMUS +

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	participate in academic mobility programmes organised in person and/or virtually.		program, but also through other mobility programs.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, 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.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	The formalisation of consultation with the relevant stakeholders, including PhD graduates and employers, for the improvement of the doctoral programme, at least once per year, including a report after each consultation containing recommendations and opinions from the stakeholders.
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	The formalisation of consultation with the relevant stakeholders, including PhD students, graduates and employers, for the reviewing of the study programmes and domains.
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	
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		
Domain B. Educational efficacy	14		
Domain C. Quality management	10		
Total	32		

VI. Conclusions

The doctoral field History within the Doctoral School from "1 Decembrie 1918" University of Alba Iulia is a good field, with consistent results, both in terms of the number of doctoral theses defended and their publication, and in terms of correspondence with the labor market, with most graduates having a job. We have deduced this from the RIE analysis, from the on-site visit, from the analysis of documents available on the websites, from the meetings and discussions that the evaluation committee had, as well as from the prestige of the history doctoral field at "1 Decembrie 1918" University of Alba Iulia. The history doctoral field is rigorously organized, in accordance with ARACIS standards, and the periodic evaluation of the field has been carried out constantly, with the application of all recommendations from the external evaluation reports from 2021. The doctoral supervisors have a good level of scientific activity, as well as a teaching activity that corresponds to a quality education. The Doctoral School of History attracted two important specialists from other research institutions in the country: dr. Alexander Rubel (Iași) and dr. Andrei Soficaru (București). Most graduates of the history doctoral field have published their theses. At the same time, the management of the Doctoral School, the Faculty leadership, and the doctoral supervisors show great willingness to permanently improve the doctoral field of History.

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) **maintaining accreditation** (MAC).

VII. Annexes

Visit schedule; Meeting minutes.

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