



External Evaluation Report (EER) for Doctoral Study Domains (AP/AC)

Higher Education Institution:	Alexandru Ioan Cuza University of Iași
Doctoral School:	Philosophy and Social-Political Sciences
Doctoral Domain:	Social Work
The objective of the external evaluation:	AC

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Rusu Horațiu	Expert evaluator	
2.	Spătaru Tatiana	International Expert	
3.	Denisa Mălan	PhD Student Evaluator	

I. Introduction

The external evaluation of the SOCIAL WORK doctoral university study field was carried out by the Romanian Agency for Quality Assurance in Higher Education (ARACIS), pursuant to Article 28.d of Government Decision no. 962/2024 approving the Methodology for External Evaluation of Education Quality in Higher Education – Official Gazette no. 807/13.08.2024.

The objective of the external evaluation of the SOCIAL WORK field within the Doctoral School of Philosophy and Social-Political Sciences of IOSUD-UAIC, for which the site visit of the ARACIS expert evaluators took place between November 26 – 28, 2025, was to identify and certify the extent to which the mandatory normative requirements, the performance standards and indicators regarding the quality of the teaching-learning process, including the contribution of their own scientific research, are met, with a view to ensuring education quality at the institutional level and for the evaluated study programs.

Alexandru Ioan Cuza" University of Iași (UAIC) was established on October 26, 1860. UAIC is the oldest higher education institution in Romania, continuing a tradition of excellence and innovation in education and research. Today, the university has 15 Faculties (with 92 Bachelor's university study programs and 134 Master's programs), 14 Doctoral Schools (with 29 doctoral and postdoctoral fields), over 25,717 students (18,584 in Bachelor's studies, 6,277 in Master's studies, and 856 in doctoral studies). The total number of tenured teaching staff, employed on an indefinite period, is 719, of which: Professors: 209; Associate Professors: 250; Lecturers: 225; Assistant Professors: 35. International collaboration is conducted with 666 universities from 78 countries. Projects are developed within Erasmus+. The total number of projects for which funding was obtained through the Romanian Secondary Education Project (ROSE) is 30 (2017-2024), and the total value of funded projects is over 19 million lei. Other projects are also being implemented, financed through the Institutional Development Fund (FDI), European Structural and Investment Funds, the National Recovery and Resilience Plan (NRRP), Interreg VI-A Next Romania-Republic of Moldova, and research projects with national funding. <https://www.uaic.ro/despre-uaic/prezentarea-universitatii/>.

IOSUD UAIC organizes doctoral university studies within 14 doctoral schools in the following 29 fields: Mathematics, Physics, Chemistry, Informatics, Biology, Geography, Geology, Environmental Science, Philosophy, Philology, History, Theology, Law, Sociology, Political Sciences, Communication Sciences, Education Sciences, Psychology, Economics, Finance, Accounting, Cybernetics and Statistics, Economics and International Business, Management, Marketing, Business Information Systems, Business Administration, Administrative Sciences, Sports Science and Physical Education. <https://www.uaic.ro/studii/studii-universitare-de-doctorat/scoli-doctorale/>.

The Social Work doctoral university study field is to function within IOSUD "Alexandru Ioan Cuza" University of Iași, being structurally and academically integrated into the Doctoral School of Philosophy and Social-Political Sciences. The Doctoral School coordinates advanced research and doctoral training activities in several fundamental and applied fields of social sciences: Philosophy, Sociology, Communication Sciences, Political Sciences. The field's mission is to train high-level researchers and specialists in the field of social work, capable of contributing to the development of scientific knowledge and the substantiation of social policies.

At the level of the Social Work doctoral field (Annex 6), 3 doctoral supervisors will carry out their activity; they have obtained the habilitation certificate (Annexes 1, 3, and 5), being tenured staff of "Alexandru Ioan Cuza" University of Iași and affiliated with the School of Philosophy and Social-Political Sciences (Annex 2 & 4). All doctoral supervisors provide proof of indexed publications

and international visibility (<https://www.fssp.uaic.ro/departamente/scoala-doctorala/domenii-si-specializari/asistenta-sociala>).

Future doctoral students will benefit from the existing research infrastructure within the Faculty of Philosophy and Social-Political Sciences, as well as within the department. Doctoral students will have access to international databases through the infrastructure of the "Alexandru Ioan Cuza" University Library of Iași, as well as through the institutional account for databases subscribed to by the University and available via ANELIS. Furthermore, they will benefit from additional financial resources for professional training activities and international academic mobilities.

The Faculty of Philosophy and Social-Political Sciences favors the conduct of research activities through access to adequate academic infrastructure: university libraries, international scientific databases, research centers, and partnerships with public institutions and non-governmental organizations active in the field of social services, and international partners. Over the course of three decades, the Iași school of social work has trained over 5000 graduates of Bachelor's and Master's studies. These graduates are active in various areas of social work, representing a solid recruitment potential for continuing doctoral studies, through the practical experience accumulated and the interest in deepening scientific research.

In the list of the best universities in Romania, classified according to their research performance in the Social Work field, EduRank.org places the Social Work field of UAIC in second place at the national level (after UB), 179th in Europe, and 541st in the world, among over 14,000 universities from 183 countries analyzed. (Romania's 8 best Social Work universities [2025 Rankings]). At the European and international level, Social Work has asserted itself in recent years as a doctoral field with accelerated development. Over 80 universities in Europe offer doctoral studies in social work (80 PhD programmes in Social Work in Europe | PhDportal).

II. Methods used

The accreditation process of the Social Work doctoral field within the IOSUD consisted of completing the following stages:

- Analysis of the Internal Evaluation Report of the Social Work doctoral field, made available to the ARACIS team;
- Discussions via telephone, email, and face-to-face with representatives of the Social Work doctoral field;
- Face-to-face discussions with doctoral students from the Doctoral School of Philosophy and Social-Political Sciences;
- In-person discussions with graduates of the Doctoral School of Philosophy and Social-Political Sciences;
- In-person discussions with members of the Quality Management Department and other representatives of the organizational structures in the field of quality assurance at UAIC;
- In-person discussions with the IOSUD Director and the Director of the Doctoral School;
- In-person discussions with members of the University Ethics Commission;
- Visit to the institution's headquarters during the period 26-28.11.2025, which included visiting: Spaces

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.

UAIC possesses a functional organizational structure for the management and administration of doctoral university study programs, formalized through internal normative acts, regulations, and operational procedures. The Social Work doctoral field will be organized within the Doctoral School of Philosophy and Social-Political Sciences, having duties clearly established through the regulation on the organization and operation of doctoral schools and through university senate decisions. <https://www.uaic.ro/studii/studii-universitare-de-doctorat/scoli-doctorale/>

Managerial processes are substantiated by methodologies approved at the institutional level, which regulate: admission to doctoral studies, organization of research activities, monitoring of the doctoral path, periodic evaluation of doctoral students, public defense of theses, and quality assurance mechanisms. These documents are periodically revised and are accessible to the academic community. <https://www.uaic.ro/studii/studii-universitare-de-doctorat/>

The Council for Doctoral University Studies ensures the operational leadership of the Institution Organizing Doctoral University Studies (IOSUD) and functions based on the provisions of the Code of doctoral university studies and its own Regulation. <https://www.uaic.ro/organizare/consiliul-studiilor-de-doctorat/>. Within each doctoral school, there are administrative structures that support the coherent and efficient conduct of doctoral activities. <https://www.uaic.ro/studii/studii-universitare-de-doctorat/scoli-doctorale/>

The analysis of the factual situation highlights that IOSUD UAIC meets the requirements of indicator I.P.A.1.1.1, through the existence of functional organizational components and a management system adequate for the doctoral university study field. The Doctoral School of the Faculty of Philosophy and Social-Political Sciences possesses a managerial structure, formed by the Doctoral School Director, the Doctoral School Council, the Secretariat, academic staff, and doctoral supervisors in accredited doctoral fields: Philosophy, Sociology, Communication Sciences, and Political Sciences.

Institutional methodologies and regulations are applied consistently, and decision-making processes are structured on the principles of transparency, responsibility, and managerial efficiency.

The periodicity of internal document revision ensures continuous adaptation to legislative changes and standards imposed by ARACIS, contributing to maintaining a high level of academic management quality. The involvement of the doctoral school's leadership structures and the collaboration with administrative support departments demonstrate the existence of a coherent and functional system.

The Social Work doctoral university study field is to join the other fields, applying the Regulation regarding the initiation, approval, monitoring, and periodic evaluation of Bachelor's university study programs, of Master's and doctoral fields approved by the UAIC Senate in 2024, as well as the Institutional Regulation regarding the organization and operation of doctoral university studies, adopted by the UAIC Senate in 2025.

Among the identified examples of institutional best practice, we note the existence of standardized operational procedures for the stages of the doctoral path; the use of computerized systems for

tracking doctoral students and monitoring academic activities; informational transparency through the publication of regulations and methodologies on the institutional website; the involvement of doctoral student representatives in the consultative structures of the doctoral school.

Strengths:

1. The Doctoral School of Philosophy and Social-Political Sciences (into which the Social Work field will be integrated) has a tradition of operation, national and international visibility, and outstanding results, thus constituting a consistent foundation for the transfer of experience to the new field.

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 ¹ and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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IOSUD UAIC demonstrates the existence of institutionalized mechanisms for consulting stakeholders in the process of drafting, adopting, and revising internal methodologies, regulations, and procedures. Within the faculty and department managing the doctoral university study field, deliberative and consultative structures operate, within which internal normative documents are debated and endorsed. The opinions of academic staff, doctoral supervisors, and administrative staff are collected through meeting minutes, internal consultations, and institutional endorsement procedures.

Master's graduates in the Social Work field mentioned the need to develop the field to update scientific perspectives, evidence-based practice, and lifelong learning. (Annex 7) Partners from the socio-economic environment highlighted the need for employees with research competencies in the Social Work field, which is possible only by pursuing doctoral university studies. (Annex 8). Stakeholders, such as doctoral student representatives, graduates, and, on specific occasions, representatives of the socio-professional environment, are involved in periodic consultations through working meetings and thematic consultations. The documents related to these processes are recorded in decisions of the leadership structures and archived according to internal quality management procedures.

The analysis highlights that IOSUD UAIC meets the requirements of indicator I.P.A.1.2.1 through the existence of functional processes for consultation and stakeholder involvement in the normative decision-making process. Academic staff and doctoral supervisors actively contribute to the formulation and revision of strategic documents, and consultation mechanisms are integrated into the institutional quality assurance cycle. The degree of formalization of consultation processes is adequate, and the traceability of expressed opinions in final documents is, generally, ensured. The involvement of doctoral students and other external stakeholders is present, but it manifests more strongly at the consultative level than at the decision-making level.

Among the identified examples of institutional best practice, we note: consulting academic staff, doctoral supervisors, doctoral students, and doctoral graduates on draft regulations; including doctoral student representatives in the consultative structures of the doctoral school; transparent communication of draft methodologies through institutional platforms.

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

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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IOSUD UAIC possesses, in accordance with the law, an adequate material base for conducting activities specific to the doctoral university study field, materialized through distinct spaces intended for teaching, research, and administrative activities. From the visit to the facilities, we note that teaching and research activities take place in properly equipped lecture halls and seminar rooms, workspaces for doctoral students, reading rooms, and documentation centers, as well as within digital infrastructures facilitating access to national and international scientific resources. There are administrative spaces dedicated to teaching and research staff, as well as support services for students and doctoral students (secretariats, counseling services, specialized offices). The spaces and material equipment are presented in Table no. 4 and no. 5. (IER, pp. 17-20).

The spaces are equipped with functional IT equipment, adequate furniture, and connectivity infrastructure to the institutional network. Students and academic staff benefit from free access to the most important online scientific documentation resources (Clarivate Analytics (Web of Science+Derwent Innovation+Journal Citation Report), Science Direct, SCOPUS, MatSciNet, SciFinder, ScienceDirect National Archives, ScienceDirect Current Archives 2016, and e-books, etc.). Furthermore, accessibility measures for persons with disabilities are ensured through the existence of access ramps, adapted sanitary facilities, and appropriate signage.

The analysis of the factual situation highlights that IOSUD UAIC meets the requirements of indicator I.P.A.2.1.1, by ensuring a quantitatively and qualitatively appropriate material base for conducting teaching, research, and administrative activities. The available spaces are functional, adequate in terms of area and purpose, and the existing equipment efficiently supports academic and research activities. There is a reasonable correlation between the number of doctoral students and the capacity of the infrastructure utilized. Measures regarding accessibility for persons with disabilities are implemented appropriately, although they could be expanded to align with European best practices.

Among the identified examples of institutional best practice, we note: the existence of spaces dedicated to doctoral research and individual activities of doctoral students; equipping rooms with modern equipment (video projectors, video conferencing systems, Wi-Fi access); institutional access to international scientific databases; providing access ramps and other facilities for persons with disabilities.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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IOSUD UAIC possesses institutional mechanisms for the administration and maintenance of real estate and movable assets used in conducting university study programs, including the evaluated doctoral university study field. The management of material assets is regulated through internal procedures, administration regulations, and annual maintenance plans. The maintenance of teaching, research, and administrative spaces is carried out through specialized technical and

administrative management structures, based on service contracts, intervention logs, and periodic scheduling. Cleaning, sanitization, routine repairs, and monitoring of the technical condition of equipment are ensured. There are official records regarding the periodic inventory of assets, asset sheets, maintenance logs, and internal reports regarding the use of material resources. The investments in the material base are presented in the Rector's annual reports of UAIC.

The analysis of the factual situation reveals that real estate and movable assets are administered in an appropriate and sustainable manner, ensuring functional conditions for carrying out study, research, and work activities. Existing procedures allow for monitoring the state of the infrastructure, prompt intervention in case of malfunctions, and planning of maintenance works. An adequate correlation is noted between academic needs and available material resources.

Among the identified examples of institutional best practice, we note: the existence of electronic logs for recording maintenance interventions; periodic planning of preventive maintenance works; use of standardized procedures for asset inventory; periodic monitoring of the condition of IT and research equipment.

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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The Social Work DSUD is proposed for establishment with (3) three habilitated academic staff members in the field of Social Work (proof of habilitation for each of the three can be found in Annexes 1, 3, and 5: OME no. 3034/15.01.2019; OME no. 3897/23.04.2025; OME no. 3898/23.04.2025). The UAIC Senate Decisions regarding affiliation to IOSUD UAIC are included in Annex 2 and Annex 4. All three academic staff members meet the CNATDCU minimal standards currently in force (all being habilitated based on current standards).

Regarding Bachelor's and Doctoral studies, information available on the personal pages of the three supervisors (on the UAIC website) reveals a mixed background of the three academic staff members

(https://www.fssp.uaic.ro/images/fssp/CV-uri/ro/GABI_IRIMESCU_Curriculum_Vitae.pdf; <https://www.fssp.uaic.ro/prof-dr-daniela-tatiana-soitu>; https://www.fssp.uaic.ro/images/fssp/CV-uri/ro/CV_Europass_Contiu_Soitu.pdf), in fields such as social work, sociology, psychology, and psychopedagogy, which can ensure the premises for a holistic training of doctoral students. All three supervisors have experience both in participating (https://www.fssp.uaic.ro/images/fssp/CV-uri/ro/GABI_IRIMESCU_Curriculum_Vitae.pdf;) and in coordinating research projects (https://www.fssp.uaic.ro/images/fssp/CV-uri/en/CVEuropass_CTC_Soitu_eng.pdf; <https://www.fssp.uaic.ro/prof-dr-daniela-tatiana-soitu>; REI pp.26-27). All three supervisors have publications in the field and their research themes can be found on the previously mentioned pages.

Regarding teaching activities, the Doctoral School proposes a curriculum that includes 4 courses (Scientific Research Methodology; Academic Ethics and Integrity; Theories of Argumentation and Interpretation; Paradigms of Knowledge and Communication – see Study Plan). According to data available on the Doctoral School website and information obtained during the visit, the four courses

will be delivered by academic staff with a habilitation certificate and a minimum academic rank of Associate Professor (<https://www.fssp.uaic.ro/departamente/scoala-doctorala/plan-de-invatamant-si-fise-disciplina>). All academic staff members possess the experience and professional competencies to deliver the proposed courses (see <https://www.fssp.uaic.ro/departamente/scoala-doctorala/plan-de-invatamant-si-fise-disciplina> and the CVs of tenured staff available on the SD website).

We consider that, from the perspective of national standards, the available and projected human resource is adequate for carrying out teaching and research activities at the doctoral level.

At the same time, we appreciate that, for the time being, the courses cover a too broad area of knowledge domains. The 20% weights allocated to each field functioning/that will function within the Doctoral School (see discipline sheets <https://www.fssp.uaic.ro/departamente/scoala-doctorala/plan-de-invatamant-si-fise-disciplina>; or see for example https://www.fssp.uaic.ro/images/files/scoala-doctorala/5_FD_Paradigme_ale_Cunoasterii_si_Comunicarii_RO_26-27_previzionat.pdf) are insufficient from our point of view. Although graduates and students (of other doctoral fields functioning within the Doctoral School), with whom we met, positively appreciated the structuring of courses and their contents, we consider that, regarding the Social Work DSUD, a greater emphasis could be placed on specific topics.

Strengths:

1. All academic staff members are tenured and meet the CNATDCU standards currently in force.

Weaknesses:

1. The curriculum and course specifications (syllabi) are not sufficiently adapted to meet the specialized training requirements in the Social Work field.

Short term recommendations (1-2 years):

1. Restructuring the curriculum and course specifications (syllabi) to place greater emphasis on topics specific to the Social Work field.

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.
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The filling of teaching and research positions is carried out in accordance with the Internal Methodology regarding the filling of vacant teaching and research positions (Competition Methodology for filling teaching positions at "Alexandru Ioan Cuza" University of Iași - https://www.uaic.ro/wp-content/uploads/2025/03/Metodologia-de-concurs-privind-ocuparea-posturilor-didactice-UAIC_anonimizat.pdf), in force as of March 20, 2025. The staffing plans (job charts) are drawn up based on the UAIC Regulation regarding the compilation of staffing plans for teaching and research staff (approved in the UAIC Senate meeting of September 18, 2025).

All information regarding employment is available on the UAIC webpage: <https://www.uaic.ro/angajariuaic/>. All information regarding academic competitions is published on the "Alexandru Ioan Cuza" University of Iași webpage: Teaching and Research Positions Archives - "Alexandru Ioan Cuza" University of Iași.

We assess that both the criterion of legal compliance (the competition methodology is developed in accordance with the provisions of the Framework Methodology for filling vacant teaching and research positions in higher education) and the criterion of transparency are met.

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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Alexandru Ioan Cuza University of Iași tracks doctoral students and their academic progress through the eSIMS platform (site visit findings; IER, p. 30). During the 2022-2025 period, UAIC implemented a NRRP project titled "Framework for the sustainable development of the university's digital component – eUAIC", which aimed at integrating digital technology at the level of teaching, communication, and administrative processes. The Self-Evaluation Report presents, on pp. 30-31, some of the systems used: e-SIMS, the Blackboard – SafeAssign e-learning platform. The UAIC Library uses the Aleph system to efficiently manage resources, cataloging, loans, and users' online access to collections (<https://aleph-new.bcu-iasi.ro/F>).

During the visit, the committee noted (direct observation & discussions) that both academic staff and doctoral students have access to computers on which licensed software such as Microsoft, SPSS, etc., is installed (see also IER pp. 16-18). Regarding doctoral university studies, UAIC's digital platforms ensure the efficient online management of the main administrative and academic activities of doctoral students. Communication with doctoral students is carried out via email and through the dedicated website: <https://www.fssp.uaic.ro/departamente/scoala-doctorala>.

The University offers doctoral students access to digitized academic resources (e.g., E-books) through the online catalog (<https://aleph-new.bcu-iasi.ro/F/PNSLR4D88B8GPY2BT6AGIH62KURG9EVHDQ6MF8F5LMVPCXYIQ-09287?func=find-b-0>) and through the digital library (<https://dspace.bcu-iasi.ro/>) belonging to the "Mihai Eminescu" Central University Library Iași. Furthermore, the Central University Library (BCU) also offers access to international databases relevant to the Social Work field, such as Scopus, Web of Science, JSTOR, ScienceDirect, EBSCOhost, and others, available through institutional subscriptions (<https://www.bcu-iasi.ro/baze-de-date-stiintifice/>).

Through the BCU and the website of the Doctoral School of Philosophy and Social-Political Sciences, access to digital information and resources is provided both for community members and for third parties.

We therefore conclude that IT tools and digital resources supporting teaching, research, and administrative processes are implemented and utilized at the level of the Doctoral School.

Short term recommendations (1-2 years):

1. Ensuring better research visibility by creating web pages for the research centers and laboratories specific to the Social Work doctoral field.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s²

The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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The doctoral university study program is grounded in a curriculum developed in accordance with the requirements of the National Qualifications Framework and with European standards regarding expected learning outcomes. The structure of the curriculum is organized based on the European Credit Transfer and Accumulation System (ECTS), ensuring the coherence of the educational path and the correlation of the doctoral students' workload with teaching and research activities.

The curriculum comprises advanced theoretical training activities, seminars, individual and collective research activities, participation in scientific projects, academic internships, and assessment activities, which, overall, lead to the acquisition of competencies specific to the doctoral level. The programmatic documents (curriculum, course specifications, evaluation guides) are approved by the competent structures and are periodically revised (IER, pp.36-40)

The analysis highlights that the study program meets the requirements of indicator I.P.B.1.1.1, as it is developed and structured coherently in relation to the expected learning outcomes and is organized based on ECTS credits. There is adequate alignment between the program objectives, course contents, teaching-learning methods, and assessment modalities. The course curriculum integrates the components of theoretical training and advanced research in a balanced manner, ensuring a logical progression of acquired competencies.

Among examples of best practice, we list: the clear and operationalized formulation of learning outcomes at the program level; the use of modern, research-centered teaching-learning methods; the involvement of doctoral students in competitive research projects.

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).
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The expected learning outcomes for the doctoral university study program are formulated in the official curricular documents (IER, partially, course specifications) and are correlated with the competencies related to the doctoral qualification level, in accordance with the National Qualifications Framework and European benchmarks. In the curriculum design process, the organizational component correlates the competencies acquired by doctoral students with the occupational profiles relevant to the field of study, by

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

referencing national occupational standards and the European Skills, Competences, Qualifications and Occupations (ESCO) classification.

The analysis highlights that the expected learning outcomes are aligned with the competencies required by the occupations corresponding to the doctoral level, according to the requirements of occupational standards and the ESCO structure (IER, pp. 36-40). The correlation is also present in the curricular documents and is supported by institutional mechanisms for periodic review.

Among the examples of best practice noted during the visit, we list: the use of correlation matrices between learning outcomes, competencies, and occupational profiles; explicit referencing of competencies to ESCO descriptors; involvement of specialists from the socio-professional environment in updating targeted competencies; monitoring the professional insertion of graduates.

Short term recommendations (1-2 years):

1. Adapting the course specifications (syllabi) to the Level 8 descriptors of the European Qualifications Framework (EQF).

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.
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The Doctoral School of Philosophy and Social-Political Sciences organizes its activity based on the Institutional Regulation regarding the organization and operation of doctoral university studies (approved in the UAIC Senate meeting on May 22, 2025). The implementation of Student-Centered Learning principles is evident both from the regulation (see, for example, Art. 25-28) and from the course specifications (<https://www.fssp.uaic.ro/departamente/scoala-doctorala/plan-de-invatamant-si-fise-disciplina>; https://www.fssp.uaic.ro/images/files/scoala-doctorala/5_FD_Paradigme_ale_Cunoasterii_si_Comunicarii_RO_26-27_previzionat.pdf) and the individual training program model available online (https://www.fssp.uaic.ro/images/files/scoala-doctorala/Program_individual_de_pregatire_studii_universitare_de_doctorat_-SD_FSSP-AS-proiect_2026.pdf).

Therefore, we consider that the IOSUD and the Doctoral School of Philosophy and Social-Political Sciences promote Student-Centered Learning through access to research resources, flexibility of the research trajectory, development of transversal skills (see curriculum), support offered for mobility, and modern teaching methods, which support the autonomy, critical thinking, and active involvement of the doctoral student in the training process.

The indicator is: fulfilled.

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

Standard S.B.4.1. Access to resources and services

The organisational component provides access to adequate resources and support services, according to the needs of the students.

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to
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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.

Within the "Alexandru Ioan Cuza" University of Iași, the Doctoral School of Philosophy and Social-Political Sciences ensures access for doctoral students in the Social Work field to a coherent set of educational resources, research infrastructure, and support services, adapted to the specificities of the doctoral cycle and individual learning needs. Access to educational resources is provided through the "Mihai Eminescu" Central University Library of Iași and the faculty libraries, which make available to doctoral students an up-to-date collection of books and specialized journals in social work, sociology, social policies, psychology, social law, and public management. At the same time, doctoral students benefit from institutional access to international scientific databases and electronic research resources necessary for drafting doctoral theses and publishing in indexed journals. This aspect was explicitly verified by the external evaluation committee during the library visit and through the analysis of access to electronic resources made available to doctoral students.

The learning and research infrastructure is provided through spaces dedicated to doctoral activities, including lecture halls, seminar rooms, and computer labs equipped with modern equipment (video projectors, computers, smart boards). The Doctoral School possesses computer labs equipped with licensed software.

Support services for doctoral students are provided both at the level of the Doctoral School and at the university level. The Doctoral School Secretariat provides permanent administrative counseling regarding the doctoral trajectory, while academic guidance is ensured by doctoral supervisors and the guidance and academic integrity committees. The role of these structures is established through the institutional and Doctoral School regulations, published on the website:

<https://www.fssp.uaic.ro/departamente/scoala-doctorala/domenii-si-specializari/asistenta-sociala>

Access to resources is complemented by openness to internationalization and academic mobility, developed within the Doctoral School and the university's cooperation networks. Opportunities for participating in international mobilities and involvement in research projects are communicated to doctoral students during the Doctoral School's current activities, being confirmed during the meeting with the academic staff involved in the doctoral program.

A best practice element is represented by the existence of specific equipment for visually impaired doctoral students, integrated into the IT infrastructure. Furthermore, the methodological support organized around research groups and the existence of thematic training sessions constitute practices compatible with the European standards of doctoral education.

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.

Learning outcomes are explicitly defined in the documents underlying the organization of the field and are formulated in accordance with the national model for organizing doctoral studies and with the doctoral program structure assumed by IOSUD UAIC (see IER p. 33, pp. 37-29). The doctoral program is designed based on two fundamental components: the training program based on advanced university studies (PPUA) and the scientific research program (PCS) – see <https://www.fssp.uaic.ro/images/files/scoala->

[doctorala/Program individual de pregatire studii universitare de doctorat -SD_FSSP-AS-proiect 2026.pdf](#)

For the training program based on advanced university studies, the learning outcomes aim at the acquisition of: advanced theoretical competencies in the field of Social Work and related social sciences; capacity for critical analysis of specialized literature; methodological competencies in social research; capacity to integrate classical and contemporary theories in the analysis of social phenomena; academic argumentation and conceptualization skills. For the scientific research program, the learning outcomes are designed around developing the competency of an autonomous researcher, capable of producing original scientific knowledge in the field of Social Work. It is assumed that the graduate of the field will acquire the capacity to: formulate research problems relevant to the field; develop and apply adequate research designs; rigorously use data collection and analysis methods; theoretically interpret results; draft and disseminate academic work in validated scientific registers; relate ethically and responsibly to social research.

The relevance and consistency of the learning outcomes were discussed and validated in a consultative manner during the field's foundation stage. The minutes of the consultation with Master's students explicitly show that the need for developing research competencies in Social Work and the necessity of professionalizing the field through doctoral studies were analyzed (Annex 7). Furthermore, the consultation with the socio-economic environment confirms the explicit demand for specialists with applied research competencies in the social field, competencies which are directly reflected in the learning outcomes assumed for the doctoral field (Annex 8).

An example of best practice is the inclusion of learning outcomes in the doctoral program architecture from the design stage. Moreover, the explicit consultation of: Master's students (Annex 7) and partners from the socio-economic environment (Annex 8) reflects a participatory and realistic approach in defining results, anchoring them in the real needs of the profession.

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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The mechanisms for verifying the achievement of learning outcomes are explicitly stipulated in the Institutional Regulation regarding the organization and operation of doctoral university studies within IOSUD UAIC and in the regulations of the Doctoral School of Philosophy and Social-Political Sciences, approved by the UAIC Senate. These documents establish a formalized system of continuous and final assessment, in accordance with the provisions of the Framework Regulation approved by OME no. 3020/2024.

According to the architecture proposed for the doctoral field, the verification of learning outcomes is carried out: during the studies, through assessments related to the subjects in the training program based on advanced university studies; during the scientific research program, through the periodic evaluation of research activity; through the final examination, the public defense of the doctoral thesis.

The doctoral student will benefit from systematic guidance regarding the drafting of the doctoral thesis, by becoming familiar with the institutional guide for thesis elaboration, which includes drafting standards, evaluation criteria, and related procedures. Furthermore, they will be informed about the normative framework applicable to the procedure for awarding the doctoral title, in accordance with the Methodology regarding the analysis of the administrative procedure conducted within IOSUD, approved by OMEC no. 3741/2025.

Progress monitoring and verification of the degree of achievement of learning outcomes will be supported by the use of a self-assessment grid, developed by the accreditation team of the Social

Work field within UAIC. This will allow doctoral students to periodically evaluate acquired competencies and will constitute an instrument for systematic reflection in the dialogue with the doctoral supervisor regarding the evolution of the doctoral trajectory.

The completion of studies is achieved exclusively through the public defense of the doctoral thesis, which represents the integrative assessment evaluating: research originality, theoretical and applied relevance, methodological rigor, contribution to the development of the field, and capacity for academic dissemination. Evaluation processes are designed in accordance with the national methodology and UAIC provisions applicable to doctoral student evaluation, published on the university and Doctoral School websites: <https://www.uaic.ro/studii-doctorale> <https://www.fssp.uaic.ro/departamente/scoala-doctorala/>

On the one hand, it is worth noting as a best practice: the integration of research assessment into the overall evaluation of the doctoral student; the orientation of assessment towards competencies and scientific contribution; the association of the thesis defense with the publication of results.

On the other hand, although the course specifications (<https://www.fssp.uaic.ro/departamente/scoala-doctorala/plan-de-invatamant-si-fise-disciplina>) clearly detail diverse examination methods, varying from common assessments and research projects to written final evaluations, it is noted that these (with one exception: https://www.fssp.uaic.ro/images/files/scoala-doctorala/5_FD_Paradigme_ale_Cunoasterii_si_Comunicarii_RO_26-27_previzionat.pdf) do not present a direct, explicit correlation with the learning outcomes.

Weaknesses:

1. The course specifications (syllabi) are not directly correlated with the learning outcomes; this correlation is achieved only indirectly.

Short-term recommendations (1-2 years):

1. Updating the course specifications so that they are structured based on the achievement of learning outcomes.
2. Detailing, in the section related to assessment methods for lectures and seminars, the specific knowledge, skills, responsibility, and autonomy targeted.

The indicator is: partially fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator I.P.B.7.1.1

The organisational component applies the admission procedures..

Admission to doctoral studies within IOSUD UAIC is carried out based on the Institutional Regulation regarding the organization and operation of doctoral university studies (see Chapter 4) and the Regulation regarding the organization and conduct of admission to the doctoral university study cycle (for the 2025-2026 academic year) or, in the case of citizens from third countries, based on the Regulation regarding the admission to university studies of foreign citizens from third countries.

Although, up to this moment, no admission session has been organized for the Social Work DSUD, the selection process will respect the same principles of transparency, equity, and objectivity applicable to the other fields within the Doctoral School of Philosophy and Social-Political

Sciences. In this regard, the Doctoral School's admission page <https://www.fssp.uaic.ro/departamente/scoala-doctorala/admitere-scoala-doctorala> is extremely relevant, containing clear and detailed information about the entire process (criteria, calendar, supervisors, topics, number of places, content of the application file, interview scheduling, etc.). The admission procedure includes a competition consisting of a written test and an interview based on the presentation of a research project, each having a weight of 50% in establishing the final grade.

The availability of documents and information on the website, and the transparency of the process (also resulting from discussions with students from other doctoral fields within the DS), clearly support the fact that admission procedures are applied appropriately.

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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The framework for conducting the admission process to the doctoral university study program is provided for by the Institutional [Regulation regarding the organization and operation of doctoral university studies](#) (see Chapter 4) and by [the Regulation regarding the organization and conduct of admission to the doctoral university study cycle](#).

In the regulation for admission to doctoral university studies, for the 2025-2026 academic year, there are provisions regarding ensuring the equity of the process (Art. 10, Art. 11 para 8, Art. 12, Art. 13, Art. 14) and regarding ensuring equal opportunities for all candidates including persons with disabilities (see Art. 11, para 2).

Based on the findings made from the submitted file and following the discussions held during the visit (see meeting schedule and minutes), we assess that admission to university programs is conducted under conditions of equity and equal opportunities, with adequate support measures for vulnerable groups, including for candidates with special educational needs or disabilities.

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.

The academic path of doctoral students is organized and managed within a unitary regulatory system, applicable to all doctoral study fields within IOSUD – "Alexandru Ioan Cuza" University of Iași, to be implemented under the same conditions for the Social Work field as well. The conduct of doctoral university studies is grounded in the national legislative framework in force and on the internal regulations of the university and of the Doctoral School of Philosophy and Social-Political Sciences, which explicitly establish the rights and obligations of doctoral students, the conditions for enrollment, suspension or extension of studies, the regime of academic mobilities, activity evaluation, as well as the completion procedure through the public defense of the doctoral thesis. The institutional regulations are made available to the public and potential doctoral students via the official platforms of the university and the Doctoral School: <https://www.uaic.ro/studii-doctorale/> and <https://www.fssp.uaic.ro/departamente/scoala-doctorala/>.

In support of the doctoral path, the university provides a set of resources and opportunities designed to support the professional development of doctoral students, such as: doctoral

scholarships, research grants, access to scientific events, digital libraries, well-equipped laboratories, university IT applications, Erasmus+ mobility programs, and international academic partnerships. These are complemented by mentorship and professional development activities, carried out through courses and workshops dedicated to academic ethics, scientific writing, and research management.

The doctoral program is formalized through the Doctoral Studies Contract and comprises a training program based on advanced university studies, established according to the Doctoral School's curriculum, as well as an individual scientific research program, developed by the doctoral supervisor in consultation with the doctoral student and endorsed by the Doctoral School Council. The supervisor is supported in the guidance activity by the guidance and academic integrity committee. This mechanism ensures a flexible and personalized path, in accordance with the principles of student-centered education.

The professional activity of the doctoral student implies involvement in research projects, publication of scientific studies, participation in conferences, international mobilities, and research internships, as well as strict adherence to academic ethics norms. For awarding the doctoral title, a set of mandatory minimum standards is foreseen (see for example: https://www.fssp.uaic.ro/images/files/scoala-doctorala/Act_aditional_standarde_minimale_domeniul_Sociologie.docx) regarding the dissemination of research results, which include publishing articles or book chapters in internationally recognized journals and publishing houses, as well as participating in at least one national or international scientific event.

The educational process is organized in accordance with the European Credit Transfer and Accumulation System (ECTS), each learning, research, and evaluation activity being quantified in credits corresponding to the doctoral student's total workload (see https://www.fssp.uaic.ro/images/files/scoala-doctorala/Program_individual_de_pregatire_studii_universitare_de_doctorat_-SD_FSSP-AS-proiect_2026.pdf). This structuring allows for the correlation of learning outcomes with the targeted professional competencies and offers transparency in evaluating the doctoral progress. As a best practice element, the existence of a digitalized administrative system for managing the doctoral path and public access to normative documents regulating the professional activity of doctoral students is to be highlighted.

Short-term recommendations (1-2 years):

1. To develop a doctoral guide specific to the elaboration of theses in the Social Work field.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.3.1. Procedures and implementation of procedures

The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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At the level of "Alexandru Ioan Cuza" University of Iași, a unitary regulatory framework functions, regulating the initiation, approval, and evaluation of university study programs, including doctoral fields. The organization and development of educational programs are carried out based on the [Regulation regarding the initiation, approval, and evaluation of Bachelor's and Master's study programs and of Master's and doctoral fields](#), a document ensuring decisional coherence and the academic substantiation of study offers.

The University consistently applies a quality-oriented institutional policy, structured within a formalized system of strategies and implementation tools, synthesized in the [Quality Manual](#). This defines the principles, responsibilities, and operational mechanisms through which the quality of teaching and administrative processes is ensured.

The management of documents associated with the Quality Management System is carried out based on clear institutional procedures, which establish both the document flow and the responsibilities associated with each stage. In this regard, the University uses specific [procedures regulating the process of drafting, endorsement, approval, revision, and archiving of all normative and methodological documents](#) applicable at the institutional level (findings from discussions with representatives of the organizational structures in the field of UAIC quality assurance).

The ethical dimension of the academic process is guaranteed by the [Code of University Ethics](#) and Deontology, which grounds the professional conduct of academic staff, researchers, and students and contributes to promoting academic integrity as an institutional value (findings from discussions with Ethics Commission representatives and students).

Regarding strategic planning, evaluation and quality assurance policies are integrated into the [Strategic Plan](#) and the Operational Plan of the University, documents which establish development objectives and their monitoring tools.

Overall, following findings based on the IER, existing online documents, and discussions held during the visit (see meeting schedule and minutes), we assess that "Alexandru Ioan Cuza" University of Iași possesses consolidated institutional mechanisms for the initiation, internal evaluation, and approval of doctoral university study fields, these being correlated with national legislation and the provisions of the University Charter and systematically applied across all academic structures.

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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At the level of "Alexandru Ioan Cuza" University of Iași, the process of applying quality assurance procedures is a participatory one, involving both members of the academic community and representatives of the external environment. This was evidenced by the discussions held with stakeholders during the visit (see meeting minutes).

The evaluation and quality assurance structures include academic staff, students, and representatives of the socio-economic environment, thus ensuring a pluralistic approach to quality monitoring and improvement processes. At the institutional level, quality mechanisms are coordinated through the [Quality Evaluation and Assurance Commission](#), while at the faculty and Doctoral School level, responsibility is distributed among the Faculty Council, the Director of the Doctoral School, the Doctoral School Council, and program coordinators.

These actors are actively involved in the implementation and compliance monitoring of procedures regarding the initiation, monitoring, and periodic review of study programs and fields, ensuring decisional coherence, compliance with the regulatory framework, and continuous adaptation of educational offers.

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation

The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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IOSUD UAIC has carried out all the necessary procedures for the external evaluation with a view to accrediting the Social Work DSUD. From the discussions held with representatives of various structures within IOSUD (CSUD Director, Doctoral School Director, field representatives) or within UAIC (e.g., Vice-Rectors, Dean, Vice-Deans, Department Director, Ethics Commission, Quality Commission) as well as from discussions with employers, it emerged that all structures and stakeholders were involved in the process of drafting the IER (see meeting minutes, Annex 7, Annex 8).

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ University environment with a tradition in training specialists in the Social Work field at Bachelor's and Master's levels; ✓ IOSUD and the Doctoral School possess extensive experience in managing doctoral schools and doctoral fields, respectively; ✓ The attractiveness of UAIC and FFSSP as a high-performance university and scientific center; ✓ Easily accessible and clear information about doctoral studies on the Doctoral School's website; ✓ Doctoral supervisors with experience in the field; ✓ All academic staff members are tenured and meet the CNATDCU standards currently in force; ✓ The Doctoral School (into	INTERNAL FACTORS 	Weaknesses: ✓ The curriculum and course specifications (syllabi) are not sufficiently adapted to meet the specialized training requirements in the Social Work field. ✓ The course specifications (syllabi) are not directly correlated with the learning outcomes; this correlation is achieved only indirectly.
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which the field will be integrated) has a tradition of operation, national and international visibility, and outstanding results, thus constituting a solid foundation for the transfer of experience to the new field; ✓ Existence of facilities for educational inclusion (e.g., assistive technologies for persons with disabilities); ✓ Substantiation of the field through consultation with Master's students and employers in the social services sector; ✓ Openness towards internationalization and academic mobility.		
SWOT analysis		
Opportunities: ✓ High interest from employers for specialists with advanced research competencies; Increasing the international mobility of future doctoral students; ✓ Increasing the international mobility of doctoral supervisors; ✓ Growing need for applied research in the field of social services and public policies; ✓ Development of international cooperation and interdisciplinary academic networks; ✓ Digitalization of education and facilitation of virtual mobilities and international	EXTERNAL FACTORS	Threats: ✓ Slow adaptation to EU standards regarding doctoral training; ✓ Competition for student recruitment at national, regional, and international levels; ✓ The capacity to adapt to and meet demands for online and hybrid education at the doctoral level; ✓ Devaluation of doctoral education;

collaborations; ✓ Possibility of developing emerging research directions (innovative social intervention, evidence-based social policies, service evaluation).		
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Restructuring the curriculum and course specifications (syllabi) to place greater emphasis on topics specific to the Social Work field.
6.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	

7.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	Ensuring better research visibility by creating web pages for the research centers and laboratories specific to the Social Work doctoral field.
DOMAIN B. Educational efficacy			
8.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
9.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	Adapting the course specifications (syllabi) to the Level 8 descriptors of the European Qualifications Framework (EQF).
10.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
11.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
12.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
13.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	PF	Updating the course specifications so that they are structured based on the achievement of learning outcomes. Detailing, in the section related to assessment methods for lectures and seminars, the specific knowledge, skills, responsibility, and autonomy targeted.
14.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
15.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	

16.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	To develop a doctoral guide specific to the elaboration of theses in the Social Work field.
DOMAIN C. Quality management			
17.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
18.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
19.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

[Additional medium-term recommendations, applicable at the level of the Social Work DSUD:](#)

- Periodic consultation with doctoral supervisors from other universities who are members of the Doctoral School in the Social Work field;
- Documenting consultations, meetings, and decisions for subsequent evaluations;
- Developing a Guide stipulating UAIC's measures for monitoring the use of artificial intelligence (e.g., ChatGPT, Gemini, Copilot) in doctoral students' work;
- Organizing focus groups with doctoral students from various Doctoral Schools within UAIC, for a better understanding of the needs and development trends of doctoral education;
- Restructuring the Doctoral School's webpage to more clearly highlight the doctoral fields.

VI. Conclusions

Based on the analysis of performance indicators, internal and external evaluations, as well as the continuous monitoring carried out by competent institutional structures, a series of general conclusions can be drawn regarding the quality of education offered by UAIC with a view to accrediting the Social Work doctoral university study field.

The Bachelor's university study programs and the Social Work Master's university study field are distinguished by a solid academic tradition, with continuous operation and accreditation maintained without interruption. The program is rigorously organized, in accordance with ARACIS standards, both regarding the curriculum, human resources, and educational infrastructure, and from the perspective of managerial processes and the involvement of quality assurance structures. Another positive aspect constitutes the active involvement of academic staff in research activities and academic life, as well as stimulating student participation in extracurricular and scientific

activities. The use of digital platforms, alongside the modernization of material facilities and the adaptation of curricula, contributes to creating a flexible and inclusive educational environment. In conclusion, through the accreditation of the Social Work doctoral university study field, quality academic training can be ensured, supported by a solid institutional framework, adequate teaching resources, and a firm commitment to continuous improvement, being fully compatible with the requirements of the European Higher Education Area (EHEA) and the expectations of the contemporary labor market.

Following the completion of the accreditation procedure, the ARACIS evaluation committee proposes the accreditation of the Social Work DSUD within the Doctoral School of Philosophy and Social-Political Sciences, IOSUD "Alexandru Ioan Cuza" University of Iași.

VII. Annexes

The site visit schedule and the meeting minutes are annexed to the report on the ARACIS SharePoint platform.