



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

Higher Education Institution/Education Provider Organization:	Academia de Studii Economice din București / Bucharest University of Economic Studies
Doctoral School:	Marketing
Doctoral Domain:	Marketing
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof. Manolică Adriana, PhD, Alexandru Ioan Cuza University of Iasi	Expert evaluator	
2.	Prof. Zadori Ivan, PhD, University of Pecs, Hungary	International Expert	
3.	PhD Student Crişan Mihai Ioan - Babeş Bolyai University of Cluj- Napoca	PhD Student Evaluator	

I. Introduction

- [the context in which the external evaluation report was drafted:](#)

The external evaluation report was prepared by the ARACIS External Quality Evaluation Commission following the external evaluation visit conducted for the purpose of maintaining the accreditation of the doctoral study field MARKETING, organized by the Bucharest University of Economic Studies, during the period **18–20 March 2026**, at the Bucharest University of Economic Studies.

The evaluation commission, approved by the ARACIS Council through Decision no. **13/H/15.01.2026** and accepted by the requesting institution (RI), had the following composition:

- Prof. Adriana Manolică, PhD – Alexandru Ioan Cuza University of Iași, Romania
- Prof. Ivan Zadori, PhD – University of Pécs, Hungary – International expert
- Mihai Ioan Crișan – PhD student, Babeș-Bolyai University of Cluj-Napoca, Romania

From the requesting institution, Prof. Răzvan Zaharia, PhD was appointed as the contact person.

- [description of the higher education institution:](#)

Established by Royal Decree no. 2,972 of April 1913, published in the Official Gazette of Romania on 13 April 1913 under the name “Academy of High Commercial and Industrial Studies”, based on the promulgated law, the Bucharest University of Economic Studies (**hereinafter referred to as ASE**) is a higher education institution whose evolution has been marked by a series of transformations and changes, leading to its current status as a university of advanced research and education. ASE provides educational services, scientific research activities and other science-based services, develops master’s, doctoral and postdoctoral programmes, and accesses funding from national and European programmes.

The university headquarters are located at 6 Piața Romană, District 1, Bucharest, postal code 010374, Post Office 22, Romania. The contact telephone numbers are +40 21 319 19 00 and +40 21 319 19 01, fax +40 21 319 18 99, and the official website is www.ase.ro

ASE also uses communication channels specific to social media platforms in order to disseminate information of interest to various stakeholder groups, including students, alumni and employers, through LinkedIn, Facebook and Instagram.

Currently, ASE comprises **13 faculties**, organized into academic departments, doctoral schools, research centres and university extensions. Within these structures, the university provides bachelor’s, master’s, doctoral and postdoctoral study programmes, as well as postgraduate programmes for continuous professional training and development. In addition, independent scientific research activities are carried out. ASE also includes the Department for Teacher Training.

- [general description of the doctoral study domain:](#)

The Doctoral School of Marketing (SDMK) continues a tradition of nearly six decades in the organization and delivery of doctoral studies in the field of marketing. Its origins date back to 1968 and are closely linked to the name of Professor Constantin Florescu, the founder of the Romanian school of marketing and the first PhD supervisor in the field of marketing in Romania.

Currently, SDMK embraces the vision of remaining the strongest academic entity in the field of marketing at the national level and even in South-Eastern Europe. Its mission is to contribute to the advancement of marketing theory and practice through scientific research results, to train new researchers in accordance with international standards, and to engage in addressing issues relevant to the socio-economic environment and to local and national communities.

The strength of the doctoral school is reflected both in the number of its members — the **18 PhD supervisors** making SDMK the largest academic structure of this kind in Romania and in this part of Europe — and in their professional quality, which is demonstrated by the scientific and teaching results achieved.

The strategic objectives of the doctoral study field Marketing derive from the mission assumed by the Doctoral School of Marketing, as well as from the managerial programme proposed by the director of the doctoral school during the election process. These objectives are fully aligned with the strategic and policy documents adopted at the university and faculty levels. Within the doctoral study field Marketing, a total of **61 PhD students** are currently enrolled, of whom **27 benefit from state-funded positions**.

II. Methods used

- [Analysed documents:](#)

During the external quality evaluation process of the Marketing study programme, the **internal evaluation report** submitted by the institution, together with its **annexes**, was thoroughly analysed by the evaluation commission. These documents

constituted the main source of information regarding the institutional framework, the organisation and functioning of the programme, as well as its academic and research performance.

- [On-site visit:](#)

During the evaluation visit, it was observed that the Doctoral School of Marketing (SDMK) benefits from an appropriate research infrastructure. The four rooms of the “Constantin Florescu” Marketing Research Laboratory (rooms 2404, 2405A, 2405B and 2405C, located on the 4th floor of the Virgil Madgearu building) are equipped with a CATI system that can be used for quantitative marketing research, such as opinion surveys.

The laboratory also provides facilities for conducting qualitative marketing research, including focus groups (rooms separated by a one-way mirror and equipped with audio-video recording systems), as well as an eye-tracking device used for neuromarketing research. Other relevant methods or aspects.

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 evaluation confirmed that ASE has a coherent and sustainable organisational structure, an appropriate governance and administrative system, adequate material and financial resources in the short and medium term, and the human resources necessary to accomplish its mission and strategic objectives.

✓ [Analysis of the state of facts:](#)

The university governing structures within ASE, according to its Charter, are: the [University Senate](#), the [Board of Administration](#), the Faculty Councils, the Council for Doctoral University Studies (CSUD), the department councils, and the doctoral school councils. The Rector, confirmed through OME no. 3923/28.02.2024, ensures executive leadership and management based on the assumed managerial performance criteria and indicators, as well as the [Management Contract](#) concluded with the ASE [University Senate](#), represented by the President of the Senate, regarding the execution of managerial duties. Within the faculties, operational leadership is ensured by the Dean, Vice-Deans, and Department Directors.

The academic structures, decision-making competencies, and the procedures for electing the governing bodies within ASE are described in the [Charter](#), the [Internal Regulations](#), the [Regulations on Organization and Functioning](#) and the [Organizational Charts of the Education and Research Structure](#) and the [Technical-Administrative Structure](#).

All these documents are periodically reviewed in accordance with legislative changes and the recommendations of ARACIS and CNATDCU. The organizational structure and management mechanisms of the Doctoral School of Marketing ensure clarity of responsibilities, decision-making transparency, and coherence of administrative and academic processes. The periodic review of these documents contributes to the continuous updating of the regulatory framework, and their approval by the University Senate guarantees the legality and legitimacy of the decision-making process.

✓ [Aspects that constitute best practice examples:](#)

- Well-structured and transparent university governance
- Comprehensive regulatory framework for institutional management

✓ [Recommendations](#)

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: [Fulfilled](#)

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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✓ Presentation of the state of facts:

Within SDMK, the process of adopting and revising regulations, methodologies and procedures is based on a transparent and participatory mechanism involving various stakeholder groups. Members of the Faculty of Marketing (teaching staff, researchers and doctoral supervisors), the [Faculty Advisory Council](#) and doctoral students contribute through consultations, debates within the Faculty Council and proposals submitted to the Doctoral School Council.

In addition, feedback from other stakeholders – doctoral students, graduates, institutional partners and representatives of the business environment – is collected through questionnaires, interviews and thematic meetings, ensuring the continuous adaptation of regulations to academic standards and to the needs of the academic and professional community.

✓ Analysis of the state of facts:

The process is coordinated by SDMK in cooperation with the Dean's Office of the Faculty of Marketing, the Quality Management Department and the leadership of IOSUD-ASE, ensuring alignment with national and international regulatory requirements. This collaborative approach contributes to maintaining a coherent and regularly updated regulatory framework relevant to the academic and professional environment.

✓ Aspects that constitute best practice examples:

- Participatory mechanism in the development and revision of regulations
- Institutional cooperation ensuring regulatory coherence

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: [Fulfilled](#)

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

Standard S.A.2.1. Material resources

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

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

Teaching and research activities of the study programmes are carried out in ASE's own educational facilities, including **83 lecture halls and amphitheatres, 113 seminar rooms** and **79 laboratories** equipped with computing technology and multimedia systems (video projectors, projection screens, flipcharts etc.). The allocation of teaching spaces and the organisation of timetables are based on the size of study groups and the capacity of available rooms, ensuring appropriate conditions for academic activities.

The material base of the Department of Physical Education and Sports includes a Sports Complex commissioned in 1996, comprising two multi-purpose sports halls, an aerobics and judo gym, a medical physical education room, a physical development room and three fitness rooms, all equipped with modern technical equipment and audio systems.

ASE also provides dining facilities for students and staff, including the Moxa cafeteria and the Cihoschi restaurant cafeteria. The student cafeteria located in the Moxa complex has a serving capacity of up to 250 persons per session and operates under appropriate hygienic conditions.

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

All ASE facilities, including dining and extracurricular spaces such as career counselling offices and medical services, are accessible to persons with disabilities and comply with current safety and hygiene standards. Accessibility is ensured through facilities such as a mobile access ramp, elevator, adapted restrooms, notice boards for visually impaired persons and designated parking spaces.

✓ Analysis of the state of facts:

ASE provides modern and adequate facilities for teaching, research and administrative activities, contributing to a supportive and inclusive academic environment. Teaching and scientific activities take place in lecture halls equipped with multimedia technology, research laboratories and seminar spaces that facilitate interaction between doctoral students, doctoral supervisors and invited experts from academia or the business community.

Administrative offices ensure the coordination of doctoral activities and provide counseling and support services for doctoral students. In addition, doctoral students benefit from access to modern libraries, scientific databases and dedicated areas for individual or group study.

ASE also offers complementary services, such as psychological counseling, support for international mobility and cultural activities, which contribute to the personal and professional development of doctoral students. The institution promotes inclusion and accessibility by providing facilities for persons with disabilities, including adapted building access and appropriate infrastructure.

✓ Aspects that constitute best practice examples:

- Integrated academic support environment for doctoral students
- Comprehensive support services and inclusive infrastructure

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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✓ Presentation of the state of facts:

Teaching and seminar rooms at ASE are equipped with modern technical resources that support teaching and learning activities, including smart boards, video projectors, computers, videoconferencing equipment and wireless Internet access. The university provides fully licensed software, covering both general applications (operating systems, antivirus programmes, Microsoft Office) and specialised academic software such as SPSS, EViews, SAS/R and Stata.

The ICT infrastructure includes a voice network and redundant servers that ensure reliable connectivity and support the operation of online learning platforms and digital academic services (<https://biblioteca.ase.ro/resurse-electronice/platforme-specializate/>). ASE libraries provide access to Romanian and international publications (<https://biblioteca.ase.ro/resurse-electronice/resurse-electronice-ebooks/>) as well as relevant scientific databases. In addition, the institution implements development and investment plans aimed at improving educational facilities and student accommodation.

✓ Analysis of the state of facts:

Within SDMK, the management and maintenance of material assets are carried out in accordance with institutional regulations and applicable legislation, ensuring appropriate conditions for teaching, research and administrative activities. The buildings hosting the doctoral school are periodically modernised and maintained, while lecture halls, laboratories and offices are equipped with ergonomic furniture, modern IT equipment and audio-video technologies that support academic activities. Movable assets, including research equipment and teaching resources, are systematically monitored and maintained through institutional procedures and technical support services, ensuring their efficient use and the continuous functioning of the educational and research infrastructure.

✓ Aspects that constitute best practice examples:

- Provision of licensed specialised software for teaching and research
- Robust digital infrastructure supporting online learning and research

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

Standard S.A.3.1. Human resources

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

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

Within SDMK, human resources are aligned with the specific requirements of the doctoral field of Marketing. The academic staff (<https://doctorat.ase.ro/programe/marketing/>) includes experienced researchers and doctoral supervisors with recognized scientific contributions at national and international levels. Their expertise covers multiple subfields of marketing, such as consumer behaviour, brand management, digital marketing, sustainability and market research, ensuring a comprehensive and up-to-date doctoral training. In addition, staff members are actively involved in research projects, international conferences and collaborations with the socio-economic environment, contributing to the development of doctoral students' research and analytical competences and to maintaining a high-quality academic environment.

✓ Analysis of the state of facts:

SDMK comprises 18 doctoral supervisors, of whom 16 hold the title of full professor and two are associate professors (<https://doctorat.ase.ro/programe/marketing/>). All members hold a PhD in Marketing; 12 have obtained the habilitation in Marketing, while the remaining six have more than 25 years of academic experience in the field, including at least 15 years of doctoral supervision. All 18 members meet the CNATDCU criteria for the habilitation certificate, valid at the beginning of the 2024–2025 academic year. The academic qualifications and extensive experience of the teaching staff ensure a high standard of doctoral education and research within the Marketing Doctoral School, while also supporting the integration of doctoral students into the international scientific community.

✓ Aspects that constitute best practice examples:

- Highly qualified academic staff with extensive doctoral supervision experience
- Compliance with national academic qualification standards

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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✓ Presentation of the state of facts:

ASE supports the continuous professional and personal development of its staff through structured activities based on annually identified training needs and aligned with academic and administrative requirements (https://cercetare.ase.ro/wp-content/uploads/2022/09/Strategia-de-cercetare-ASE-2022_RO.pdf). These activities aim to update professional competencies, facilitate participation in national and international training programmes, internships and experience exchanges, and provide access to specialization opportunities through European projects such as Erasmus+, POCU and ROSE (<https://www.erasmus.ase.ro/>). Professional development initiatives may be undertaken both at the institutional level and at the initiative of staff members, with the possibility of full or partial funding from the university. Training activities organised by ASE are fully financed by the institution, and participation is recognised as part of the staff's working time (<https://cercetare.ase.ro/wp-content/uploads/2024/12/Proiect-de-formare-continua-in-domeniul-cercetarii-stiintifice-pentru-cercetatorii-ASE.pdf>).

✓ Analysis of the state of facts:

ASE adopts a strategic and coherent approach to the professional development of its teaching and research staff. Within SDMK, doctoral supervisors are encouraged to participate in training and professional development programmes, engage in innovative teaching initiatives, and use modern educational technologies. Academic staff are also supported in participating in national and international research projects, publishing in indexed journals, and strengthening collaboration between academia and the socio-economic environment. In addition, SDMK promotes a collaborative academic climate that encourages mentoring, exchange of

good practices, and active participation in the academic community. Overall, these initiatives contribute to the continuous professional development of staff and to maintaining a high-quality academic and research environment.

✓ Aspects that constitute best practice examples:

- Institutional support for continuous professional development of academic staff
- Promotion of research engagement and academic collaboration

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

All teaching staff of the Marketing Doctoral School (DSUD Marketing) meet the legal requirements for occupying teaching positions. The staffing of teaching and research positions is carried out in accordance with the *National Framework Methodology for Competitions* and the *Competition Methodology for Filling Vacant Teaching Positions within ASE*.

All teaching positions announced for competition are included in the official staffing lists of the specialized departments and are published on the main webpage for *Teaching Staff Recruitment Competitions*, ensuring that candidates who meet the legal requirements can participate in a non-discriminatory manner. The staffing lists are prepared in accordance with the *Methodology for the Preparation of Teaching Staff Position Lists at ASE*.

✓ Analysis of the state of facts:

Doctoral supervisors join SDMK following a process that evaluates their scientific achievements and a vote by the SDMK General Assembly, which confirms the appropriateness of the affiliation and the fulfillment of the conditions established at both the national and institutional levels (art. 22 of the *Institutional Regulation for the Organization and Conduct of Doctoral Studies*). Subsequently, each affiliation is reviewed by the Faculty of Marketing Council and approved by the ASE Senate.

✓ Aspects that constitute best practice examples:

- Transparent and regulated procedures for filling academic positions
- Multi-level institutional validation of doctoral supervisors

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

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:

ASE electronically reports information requested by UEFISCI through periodic submissions to the Universities' Central Registry (RMU). Over the past five years, multiple applications have been developed to facilitate digital access to resources, such as: an *online payment* platform that instantly updates the payment status directly in the student management system, and an *online admission* that allows the creation of an electronic application file, payment of options, and completion of *registration* within minutes, without the need to physically visit the university campus.

✓ Analysis of the state of facts:

ASE utilizes numerous [specialized IT systems, platforms, and software](#) that facilitate access to information and provide high-quality services to the academic community. These include internally developed applications for various essential operations, such as: creating SIMUR user accounts and resetting passwords, [requesting accommodation, electronic payment](#) for accommodation and tuition fees, fully online [admissions, automatizarea documentelor pentru studenți](#) (recently, ASE developed an application that automatically generates certificates for students, facilitating electronic document requests for over 25,000 students. This application eliminates the need for in-person interactions with administrative offices, reducing waiting times and streamlining the process of obtaining necessary documents), student life satisfaction feedback surveys, and [teaching staff evaluations](#). The network infrastructure serving the online learning platforms consists of two state-of-the-art redundant servers that ensure maximum connectivity and operational efficiency. The online platform [online.ase.ro](#) has been updated to one of the most recent versions while maintaining a familiar interface to avoid disrupting the teaching process. The platform is hosted on high-performance equipment, regularly checked, and maintained fully functional, with a high level of security despite periodic attempted cyberattacks. ASE also provides dedicated spaces for wireless Internet access, including suitable furniture. The wireless infrastructure has been expanded with additional high-performance equipment installed in teaching spaces and student residences. ASE uses the University Management Information System (SIMUR), which contains all data regarding student enrollment and information on tuition fees and their payment status, including personalized access for each student through the [Student Personal Page application](#).

✓ Aspects that constitute best practice examples:

- Digitalization of administrative services for students
- Robust and secure digital infrastructure supporting online education

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: [Fulfilled](#)

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s*

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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✓ Presentation of the state of facts:

The doctoral university study programme in the field of Marketing is organized in accordance with the national and European qualifications framework and is structured based on the expected learning outcomes. The curriculum includes an advanced doctoral training programme, conducted in the first semester of Year I, and an individual training plan for the doctoral candidate for the following seven semesters. The programme is organized according to the European Credit Transfer and Accumulation System (ECTS), with a total of 240 ECTS credits allocated across the entire duration of the studies. Credits are assigned in proportion to the workload of the doctoral candidate and are correlated with learning, teaching, research, and assessment activities (https://doctorat.ubbcluj.ro/wp-content/uploads/2025/07/ECumene_Regulament_2025.pdf). The number of credits, targeted competences, types of activities, and assessment methods are detailed in the study plans and discipline sheets (<https://fisadisciplina.ase.ro/SelectiePlan.aspx?pp=209>). Educational experiences include advanced courses, thematic seminars, methodological training activities, research internships, participation in scientific conferences, the development and dissemination of research results, as well as continuous assessment of the doctoral progress—all of which lead to the attainment of a doctoral-level university qualification in the field of Marketing.

✓ Analysis of the state of facts:

* 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 examination of the available documentation indicates that the doctoral programme is coherently organized concerning the anticipated learning outcomes and the specific competencies at level 8 of qualification. The arrangement based on ECTS credits appropriately mirrors the workload necessary for the acquisition of advanced research, critical analysis, and innovation skills. The integration of teaching, learning, and research activities into a unified pathway facilitates the gradual development of the doctoral candidates' scientific and methodological competencies. The individual research plan, conducted under the supervision of the doctoral supervisor and the guidance committee, ensures the personalization of the doctoral journey and its alignment with training and research objectives. In summary, the curriculum structure, credit system, and assessment mechanisms sufficiently support the attainment of learning outcomes and culminate in a recognized university qualification at both national and international levels.

✓ [Aspects that constitute best practice examples](#)

An illustrative instance of exemplary practice is the evident correlation between research endeavors and the anticipated learning outcomes, facilitated through the Doctoral Individual Plan. This framework enables the customization of the training pathway to meet the particular needs of each doctoral candidate.

✓ [Recommendations](#)

It is recommended to continue the **periodic review of the curriculum**.

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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✓ [Presentation of the state of facts:](#)

The anticipated learning outcomes for the doctoral university programme in Marketing are delineated in accordance with the doctoral level and are systematically organized across the dimensions of knowledge, skills, and responsibility/autonomy. These outcomes are incorporated into the programme documentation (including the competence sheet, curricula, and discipline sheets) and are communicated to doctoral students at the commencement of each academic year. The purpose of these learning outcomes is to cultivate the competencies required to perform advanced scientific research activities, conduct critical analysis, interpret complex data, and develop innovative solutions within the field of marketing. The competency profile aligns with specific professional roles within the domains of economic sciences and marketing, such as those in academia, applied research, consultancy, or decision-making positions in public and private organizations. The Internal Evaluation Report emphasizes the alignment between the learning outcomes and the competencies specified in the national occupational standards as well as in the European Classification of Skills, Competences, Qualifications, and Occupations (ESCO) (https://doctorat.ase.ro/wp-content/uploads/ARACIS/2025/MRK/LINK3_FisaCompetentelorSiARezultatelorInvatarii_SDMK2025.pdf).

✓ [Analysis of the state of facts:](#)

The analysis of the available documents indicates the existence of a coherent correlation between the expected learning outcomes and the skills required by the corresponding occupations in the field of Marketing. The results are formulated in such a way as to meet the labour market demands, both in the academic environment and in the socio-economic sector, and are aligned with European requirements regarding doctoral level qualifications. The curriculum structure and research activities support the development of relevant professional and transversal skills, such as critical thinking, scientific communication, academic leadership, and professional ethics. The correlation with ESCO contributes to ensuring the international comparability of the qualification and to increasing the professional relevance of the programme.

✓ [Aspects that constitute best practice examples](#)

An instance of exemplary practice is the utilization of ESCO references and occupational standards in delineating the graduate's competency profile, thereby guaranteeing that the doctoral programme conforms to European requirements and promotes the recognition and professional mobility of graduates.

✓ [Recommendations](#)

It is recommended to continue the **periodic updating of learning outcomes and their correlation with occupational standards and ESCO**, by consulting the academic and socio-economic environment, in order to maintain the relevance and European compatibility of the doctoral qualification.

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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✓ Presentation of the state of facts:

The curriculum of the doctoral university study programme in Marketing is designed based on student-centred learning principles, with an emphasis on the autonomy of doctoral candidates and their active involvement in the training and research process. The programme structure allows for the adaptation of the doctoral pathway to the interests and research topics of each candidate through the Individual Doctoral Plan (<https://doctorat.ase.ro/activitati/planul-individual-de-doctorat-pid/>). The teaching and learning strategies employed include interactive activities, scientific seminars, methodological workshops, individual mentoring provided by the supervisor and the guidance committee, as well as blended learning, which combines face-to-face activities with online components. Didactic materials and bibliographic resources are made available to doctoral candidates in electronic format via institutional platforms. The learning process is supported by continuous feedback and periodic assessment of the doctoral progress, including progress reports and public presentations of research results, facilitating the adjustment of the educational pathway to the individual needs of the candidates.

✓ Analysis of the state of facts:

The analysis underscores the consistent implementation of student-centred learning principles at both the curriculum level and within the employed teaching strategies. The emphasis on research-based learning, mentoring, and personalised feedback significantly contributes to the development of critical thinking, academic responsibility, and the autonomy of doctoral candidates. The utilization of interactive methods and digital tools facilitates the adaptation of the teaching and learning process to individual learning styles and paces, as well as to the specific requirements of doctoral research. The active participation of doctoral students in scientific activities and in decision-making regarding their own scholarly journey exemplifies the effective application of the student-centred approach.

✓ Aspects that constitute best practice examples

An exemplary practice involves individual mentoring paired with the systematic incorporation of ongoing feedback into the doctoral training process. This approach enables the personalization of the learning trajectory and facilitates the enhancement of doctoral candidates' research capabilities.

✓ Recommendations

It is advisable to **enhance and broaden interactive and collaborative initiatives** in order to reinforce the student-centred component of the doctoral programme.

The indicator is: Fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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✓ Presentation of the state of facts:

The organisational part of the doctoral university study program in Marketing warmly supports doctoral students in engaging with academic mobility programs, whether they take place in person or online. These opportunities are offered through various institutional initiatives like Erasmus+ (<https://international.ase.ro/21/erasmus-for-studies/>), summer schools, research internships, and international scientific conferences, all in line with the institution's guidelines and procedures. Encouraging participation in these activities, they are smoothly integrated into the doctoral journey, including the research components outlined in the Individual Doctoral Plan. The institution also provides supportive administrative and financial mechanisms to help cover the costs, depending on available resources. Moreover, digital platforms make it easy for students to join academic events remotely or in hybrid formats, opening doors to scientific conferences, courses, and international collaborations from anywhere.

✓ Analysis of the state of facts:

The analysis underscores the existence of an institutional framework that offers authentic opportunities for the academic mobility of doctoral students, both via formal exchange programmes and through engagement in international scientific activities.

Incorporating mobility into the doctoral journey facilitates the enhancement of research skills, international exposure, and the fortification of the doctoral students' academic profile (<https://doctorat.ase.ro/conferinte/norme-csud/>).

Moreover, the capacity to participate in virtual mobilities and online academic activities expands doctoral students' access to international collaboration, particularly in circumstances where physical mobility is constrained. These mechanisms endorse the internationalization of the programme and promote student-centred learning.

✓ [Aspects that constitute best practice examples](#)

An exemplary practice involves the incorporation of participation in academic mobilities and international scientific events into the Doctoral Individual Plan, as well as the utilization of virtual mobilities to enhance doctoral students' access to international academic collaboration.

✓ [Recommendations](#)

It is recommended to **strengthen and diversify international partnerships**.

The indicator is: [Fulfilled](#)

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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✓ [Presentation of the state of facts:](#)

The organisational component of the doctoral university study programme in Marketing provides a fair framework for the conduct of the doctoral journey, through the application of transparent procedures regarding admission, annual assessment, and monitoring of the doctoral candidates' academic progress. These procedures are designed to offer equal opportunities to all students, based on their potential and academic and professional objectives. The doctoral journey is tailored to individual needs and aspirations through the Individual Doctoral Plan, which allows for the personalisation of research and training activities in accordance with the chosen theme and the skills to be developed. Teaching and guidance strategies include individual mentoring, continuous feedback, and the possibility of adjusting the pace of learning, taking into account the diversity of learning styles and previous academic experience. Furthermore, access to educational and research resources is ensured in a non-discriminatory manner through institutional platforms, scientific databases, and academic infrastructure, supporting the development of doctoral candidates' skills under equitable conditions (https://ase.ro/app/uploads/2025/01/Incluziune_sociala_studenti_dizabilitati.pdf).

✓ [Analysis of the state of facts:](#)

The analysis indicates that current institutional mechanisms effectively promote equitable and balanced opportunities for doctoral candidates by customizing the doctoral pathway in accordance with individual potential and aspirations. The implementation of the Individual Doctoral Plan and personalized mentoring enables the accommodation of diverse learning styles and individual capacities. Regular assessments of progress coupled with continuous communication between doctoral students and supervisors facilitate the identification of specific support requirements and the adjustment of training and research activities. These practices bolster the development of academic autonomy and mitigate the risk of inequality within the doctoral training process.

✓ [Aspects that constitute best practice examples](#)

- Transparent and equitable framework for doctoral studies
- Individualised doctoral training through the Individual Doctoral Plan

✓ [Recommendations](#)

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: [Fulfilled](#)

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

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

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

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

The organizational component of the doctoral university study programme in Marketing guarantees doctoral students access to appropriate educational and research resources and services, tailored to the doctoral level, the field of study, and the organizational form of the programme. Doctoral students benefit from access to the university's academic infrastructure, including physical and digital libraries (<https://biblioteca.ase.ro/biblioteca-online/>, <https://online.ase.ro/login/index.php>), international scientific databases, e-learning platforms, and IT tools dedicated to teaching and research activities.

Educational resources are provided in electronic format, facilitating flexible access to teaching materials, methodological guides, and administrative documents, including for doctoral students engaged in part-time online activities or academic mobility programmes. Institutional platforms enable management of the doctoral journey, communication with teaching staff, and monitoring of academic progress.

Within the institution, support services are available to all students, including those with special educational needs or disabilities, who can benefit from adaptation measures and support tailored to their individual needs, in accordance with institutional regulations on inclusion and equal opportunities (<https://consiliere.ase.ro/>).

✓ Analysis of the state of facts:

An analysis of the available documents reveals the existence of an institutional framework that guarantees equitable access to the educational and research resources essential for conducting doctoral studies. The variety of resources available and the widespread use of digital tools enable the customization of the learning process to meet the individual needs of doctoral candidates and the specificities of doctoral research in the field of Marketing. Access to support services and university infrastructure supports the academic progression of doctoral students and helps to mitigate potential barriers within the learning process. Simultaneously, the availability of online resources promotes the participation of doctoral students in academic activities, regardless of the organization of their studies.

✓ Aspects that constitute best practice examples:

- Extensive digital access to educational and research resources
- Inclusive student support services and equal access measures

✓ Recommendations

It is recommended to continue **developing personalised support services and specific adaptations for students with special educational needs**, as well as **expanding digital resources and training doctoral students in their use**, to ensure the most effective and inclusive access to the learning process.

The indicator is: Fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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✓ Presentation of the state of facts:

The learning outcomes associated with the doctoral university study programme in Marketing are clearly articulated and defined in accordance with the doctoral standards, structured around the dimensions of knowledge, skills, and responsibility/autonomy. These are incorporated into the competence sheet (https://doctorat.ase.ro/wp-content/uploads/ARACIS/2025/MRK/LINK3_FisaCompetentelorSiRezultatelorInvatarii_SDMK2025.pdf), curricula (<https://planinvatamant.ase.ro/SelectiePlan1.aspx?pp=209>) and discipline sheets (<https://fisadisciplina.ase.ro/SelectiePlan.aspx?pp=209>), which are accessible to doctoral students via institutional platforms.

The learning outcomes are communicated at the commencement of each academic year and are aligned with the content of the disciplines, teaching methodologies, and assessment modalities. This approach ensures that doctoral students acquire a comprehensive understanding of the expectations concerning training objectives, the content of instructional activities, and academic performance criteria. The formulation of learning outcomes enables teaching staff to tailor their instructional and

assessment strategies, thereby ensuring coherence between the discipline objectives and the overarching goals of the doctoral programme.

✓ Analysis of the state of facts:

The analysis of the documents indicates that the learning outcomes are described in an appropriate and transparent manner, facilitating a common understanding of expectations between doctoral students and academic staff. Their clarity contributes to guiding the learning process towards the achievements of the doctoral candidates and to aligning teaching and research activities with the programme's objectives. Structuring the learning outcomes across specific dimensions of the doctoral level supports the monitoring of academic progress and the assessment of acquired competencies. Additionally, their correlation with disciplinary content and performance standards ensures the coherence and relevance of the curriculum.

✓ Aspects that constitute best practice examples

- Transparent definition and communication of learning outcomes
- Alignment between learning outcomes, teaching activities and assessment

✓ Recommendations

It is recommended to continue the **periodic review of learning outcomes**, with an emphasis on maintaining consistency between them, the content of the disciplines, and the assessment methods, in order to further support clarity of expectations and the quality of the educational process.

The indicator is: Fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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✓ Presentation of the state of facts:

Verification of the achievement of learning outcomes in the doctoral university program in Marketing is carried out through a system of continuous assessment, aligned with the specific activities of teaching and research. Ongoing evaluation includes examinations in the disciplines of the advanced doctoral training program, as well as monitoring research progress through annual reports (<https://doctorat.ase.ro/formulare-raport-de-progres/>) and presentations of work stages.

The assessment methods are specified in the discipline sheets and aligned with the learning outcomes and targeted competencies (https://senat.ase.ro/wp-content/uploads/2025/20250730/Hot.Senat%20nr.%20144%20din%2030.07.2025_Criterii%20minimale%20sust.teza%20doc.pdf). These include written tests, projects, oral presentations, and the evaluation of research activities, ensuring continuous appraisal of doctoral candidates' academic performance. The completion of doctoral studies involves a public defense of the doctoral thesis, which constitutes a comprehensive final assessment of the achievement of learning outcomes and the research competencies acquired throughout the program.

✓ Analysis of the state of facts:

The analysis of the available documents indicates the existence of a coherent, unified, and transparent assessment system, which allows for the progressive and final verification of the achievement of learning outcomes. Continuous assessment provides constant feedback to doctoral students and facilitates the adjustment of their training and research pathway. The final assessment, through the defence of the doctoral thesis, ensures the comprehensive confirmation of the acquired competences and the doctoral candidate's ability to conduct original scientific research at doctoral level. Correlating assessments with learning outcomes contributes to ensuring the quality and relevance of the qualification obtained.

✓ Aspects that constitute best practice examples

- Continuous and multi-stage assessment of doctoral progress
- Alignment of assessment methods with learning outcomes and competencies

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

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

✓ Presentation of the state of facts:

The organisational component of the doctoral university study programme in Marketing applies the institutional procedures regarding admission to doctoral studies, in accordance with national legislation and the internal regulations of the institution. The admission procedures are established through methodologies approved at the institutional level and are made public via official channels, ensuring transparency in the selection process (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20111%20din%2025.06.2025_Anexa%201_Mod.Cifra%20de%20sc.doctorat.pdf). The admission process includes clear eligibility criteria, evaluation stages, and methods for selecting candidates, applied uniformly to all applicants. Relevant information regarding admission conditions, the timetable, topics, and evaluation criteria is communicated in a timely manner to potential candidates.

✓ Analysis of the state of facts:

The analysis of the available documents indicates that the admission procedures are applied consistently and coherently by the organisational component. The existence of clear methodologies and a well-defined procedural framework contributes to ensuring the correctness and predictability of the admission process.

✓ Aspects that constitute best practice examples

- Transparent and publicly accessible doctoral admission procedures
- Clearly structured and uniformly applied admission criteria

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

Admission to the doctoral university study programme in Marketing is conducted in accordance with institutional procedures that uphold the principles of fairness, transparency, and equal opportunities. The admission criteria, selection process stages, and related scheduling are determined through methodologies approved at the institutional level and are publicly communicated to all applicants. The application of admission procedures is consistent and non-discriminatory, ensuring equal access to eligible candidates regardless of social background, gender, disability, or other personal characteristics. Additionally, the institution has established provisions and support mechanisms designed to facilitate access to studies for candidates from vulnerable groups or those experiencing social and educational risks, including individuals with special educational needs and/or disabilities (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf)

✓ Analysis of the state of facts:

Analysis of the available documents indicates that the admission process is organised and implemented in accordance with the principles of equal opportunities and non-discrimination. The existence of clear procedures and institutional support measures contributes to ensuring fair access to doctoral studies. Furthermore, the institutional framework allows for the adaptation of admission conditions and the evaluation process, where necessary, to meet the specific needs of candidates with disabilities or special educational requirements, without compromising the academic standards of the programme.

✓ Aspects that constitute best practice examples

- Transparent and non-discriminatory doctoral admission process
- Institutional measures supporting access for vulnerable groups

✓ Recommendations

It is recommended to **enhance the mechanisms for informing and advising candidates from vulnerable groups.**

The indicator is: Fulfilled

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

✓ Presentation of the state of facts:

The organisational component of the doctoral university study programme in Marketing adheres to institutional regulations concerning the professional conduct of doctoral students, in compliance with national legislation and the entity's internal regulations. These regulations pertain to the organisation and administration of doctoral studies, the annual assessment of doctoral students' progress, their rights and obligations, and the prerequisites for completing their studies.

The professional activities of doctoral students are overseen through annual progress reports and evaluations conducted by their supervisors and guidance committees, based on criteria established at the institutional level. Information related to academic requirements, stages of the doctoral process, and professional responsibilities are communicated to doctoral students via official documents and institutional platforms (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.studii%20univ.doctorat.pdf).

✓ Analysis of the state of facts:

The analysis of the available documents indicates a consistent application of regulations concerning the professional activity of doctoral students. The existence of clear procedures for monitoring and evaluating academic progress ensures compliance with quality standards and the responsibilities undertaken by doctoral students. Institutional mechanisms allow for the tracking of the professional and academic development of doctoral students and enable early intervention in situations that may affect the doctoral journey.

✓ Aspects that constitute best practice examples

- Clear regulatory framework governing doctoral students' professional activity
- Systematic monitoring of doctoral students' progress

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Criterion B.8. Internationalisation process

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

✓ Presentation of the state of facts:

The organisational component of the doctoral university study programme in Marketing conducts international cooperation activities that support academic mobility and collaboration among members of the academic community in teaching and research (<https://international.ase.ro/21/>). These activities are implemented through institutional partnerships, international mobility programmes, participation in scientific conferences, and involvement in international academic projects and networks. PhD students and teaching staff are encouraged to engage in research stages, Erasmus+ mobilities, summer schools, and international scientific events; these activities are integrated into the academic pathway and supported by institutional regulations and procedures. Furthermore, international collaboration is enhanced through digital means, which enable participation in academic and research activities conducted online or in a hybrid format.

✓ Analysis of the state of facts:

The analysis of the available documents emphasizes the presence of an institutional framework supportive of international cooperation, thereby providing tangible opportunities for mobility and academic collaboration among community members. Engagement in international activities facilitates the enhancement of research skills, elevates the programme's international profile, and aligns it with the best practices observed across European academia. Concurrently, the option to participate in international academic activities via virtual platforms broadens access to international cooperation and sustains scientific collaborations.

✓ Aspects that constitute best practice examples:

- Active institutional support for international academic mobility
- Use of digital tools to expand international academic collaboration

✓ Recommendations

It is advisable to **reinforce and diversify international collaborations**, as well as to **promote the involvement of doctoral students and academic staff in joint research initiatives**, to augment the international scope of the doctoral program.

The indicator is: Fulfilled

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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✓ Presentation of the state of facts:

The doctoral university study programme in Marketing is predicated upon learning through scientific investigation, with research constituting the central element of the doctoral journey. Educational and learning activities are integrated with research endeavors conducted both independently and collaboratively, under the supervision of the doctoral supervisor and the guidance committee. Doctoral candidates are engaged in conducting original research, preparing scholarly articles, participating in conferences and research seminars, and disseminating the research findings. The research outcomes are employed in the educational process, thereby contributing to the enhancement of theoretical and methodological knowledge as well as the development of advanced analytical and synthesis skills (https://senat.ase.ro/wp-content/uploads/2024/20241218/Hot.Senat%20nr.%20310%20din%2018.12.2024_Plan%20cercetare%20pentru%20anul%202025.pdf, and https://cercetare.ase.ro/wp-content/uploads/2022/09/Strategia-de-cercetare-ASE-2022_RO.pdf, <https://cercetare.ase.ro/wp-content/uploads/2024/12/Proiect-de-formare-continua-in-domeniul-cercetarii-stiintifice-pentru-cercetatorii-ASE.pdf>).

✓ Analysis of the state of facts:

The examination of the available documents demonstrates a consistent integration of research-based learning within the structure of the doctoral programme. Research activities directly facilitate the attainment of learning outcomes, and are aligned with training objectives and the targeted competencies at the doctoral level. The valorization of research outcomes through publications and scientific dissemination efforts enhances academic communication skills and elevates the relevance and visibility of the programme.

✓ Aspects that constitute best practice examples:

- Integration of research as the core component of doctoral training
- Active involvement of doctoral students in scientific dissemination

✓ Recommendations

It is recommended to continue **encouraging doctoral students to participate in competitive research projects** and to **promote the valorisation of research results in international contexts**, in order to strengthen the academic impact of the doctoral programme.

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.
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✓ Presentation of the state of facts:

The outcomes of scientific research activities within the doctoral university study programme in Marketing are disseminated at both national and international levels through the publication of scholarly articles (<https://cercetare.ase.ro/wp-content/uploads/2024/12/Proiect-de-formare-continua-in-domeniul-cercetarii-stiintifice-pentru-cercetatorii-ASE.pdf>) in specialized journals, participation in academic conferences, and involvement in research projects. PhD candidates and their supervisors consistently contribute to scientific production, with research findings being incorporated into academic activities and doctoral training. The visibility of research outcomes is enhanced by the mandatory participation of PhD students in international scientific events and by encouraging the publication of results in journals recognized at both national and international levels. These activities are governed and supported through institutional procedures pertaining to the dissemination and valorization of research.

✓ Analysis of the state of facts:

The analysis of the available documents underscores that the outcomes of scientific investigations are duly valued and contribute to enhancing the academic prominence of the Marketing discipline. The publication and dissemination of research findings endorse both national and international recognition of the scientific endeavors conducted within the doctoral program.

Incorporating research findings into the educational curriculum and doctoral training initiatives further reinforces the research skills of doctoral candidates and aligns the program with global academic standards.

✓ Aspects that constitute best practice examples:

- Institutional support for the international dissemination of research results
- Encouraging doctoral students' participation in international scientific events and publications

✓ Recommendations

It is recommended to **intensify support for publication in high-impact journals** and to **expand participation in international research networks and consortia**, in order to strengthen the visibility and impact of scientific results at an international level.

The indicator is: Fulfilled

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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✓ Presentation of the state of facts

The Doctoral School of Marketing operates based on a comprehensive regulatory framework including institutional regulations governing doctoral studies, admission procedures, doctoral thesis defense procedures, mobility regulations, and other operational norms. These regulations are approved by the University Senate and are periodically updated in accordance with national legislation and recommendations.

✓ Analysis of the state of facts

The existence of a clearly defined regulatory framework and periodic revision mechanisms indicates that the doctoral school systematically applies institutional procedures related to doctoral education management and quality assurance.

✓ Aspects that constitute best practice examples

Quality assurance has become the part of the organizational culture of the institution.

✓ Recommendations

Continuing to attract colleagues from foreign institutions to participate in the operational processes of the doctoral school.

The indicator is: Fulfilled

Standard S.C.1.2. Stakeholder engagement

The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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✓ Presentation of the state of facts

The report indicates that stakeholders such as teaching staff, doctoral students, alumni, and representatives of the socio-economic environment participate in consultations regarding regulations and procedures. Their feedback is collected through consultations, questionnaires, and meetings within the Doctoral School Council and faculty structures.

✓ Analysis of the state of facts

The presence of stakeholder participation mechanisms and external members in decision-making structures demonstrates an inclusive governance model supporting quality assurance.

✓ Aspects that constitute best practice examples

Collaboration with the business environment and professional organizations is an important priority. Proposing research themes could strengthen academia-industry links.

✓ Recommendations

Develop structured annual stakeholder consultation processes.

The indicator is: [Fulfilled](#)

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

Standard S.C.2.2. Operation

Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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✓ [Presentation of the state of facts](#)

Academic integrity and ethics are ensured through the Ethics Committee of ASE, which operates based on Senate-approved regulations and in accordance with national legislation. The report also indicates that no doctoral students have appeared before the Ethics Committee in recent years.

✓ [Analysis of the state of facts](#)

The existence of an institutional ethics structure with clear legal and regulatory foundations demonstrates compliance with ethical standards in higher education.

✓ [Aspects that constitute best practice examples](#)

From 2015 the University has implemented an operational framework which regulates the use of the anti-plagiarism system in accordance with the technical specifications of the Sistemantiplagiat.ro platform. This procedure applies to all bachelor's theses, master's dissertations, doctoral theses, academic books, and articles defended or published within ASE.

✓ [Recommendations](#)

Promote research integrity workshops on topics such as open science and AI use in research.

The indicator is: [Fulfilled](#)

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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✓ [Presentation of the state of facts](#)

Procedures governing the organization and functioning of doctoral studies, program implementation, and monitoring are regulated at institutional level and periodically reviewed according to legislative changes and quality assurance recommendations.

✓ [Analysis of the state of facts](#)

The presence of institutional procedures and regular reviews demonstrates systematic monitoring and continuous improvement mechanisms.

✓ [Aspects that constitute best practice examples](#)

The Doctoral School of Marketing maintains rigor in complying with institutional regulations, procedures, and internal rules.

✓ [Recommendations](#)

- **Implement periodic international benchmarking of doctoral programs.**
- **Develop doctoral alumni career tracking mechanisms.**

The indicator is: [Fulfilled](#)

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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✓ **Presentation of the state of facts**

The Doctoral School Council includes doctoral supervisors, doctoral students, and representatives of the socio-economic environment. These members participate in decision-making and programme development processes.

✓ **Analysis of the state of facts**

The inclusion of internal and external stakeholders in governance structures supports participatory quality management.

Aspects that constitute best practice examples –

- Integration of doctoral students and socio-economic stakeholders into the governance structures of the doctoral school, ensuring their active participation in decision-making and programme development processes
- Implementation of a participatory quality management approach through the involvement of internal and external stakeholders in doctoral programme governance

✓ **Recommendations**

Encourage joint research projects with companies.

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.	
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Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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✓ **Presentation of the state of facts**

The internal evaluation report mentions student feedback and evaluation processes regarding teaching activities.

✓ **Analysis of the state of facts**

Although student feedback mechanisms exist, the report does not clearly demonstrate systematic analysis procedures or improvement actions derived from these evaluations.

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

- Existence of structured student feedback mechanisms for the evaluation of teaching activities
- Use of student evaluations as a basis for enhancing the quality of teaching and learning processes

✓ **Recommendations**

Develop professional development programs for teaching staff based on evaluation results.

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.	
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Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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✓ **Presentation of the state of facts**

ASE uses institutional information systems and databases supporting management and quality assurance processes. These systems collect relevant data related to education, research, and administration.

✓ **Analysis of the state of facts**

The use of digital platforms and institutional databases supports systematic monitoring of academic activities and quality indicators.

✓ **Aspects that constitute best practice examples**

Integrated IT systems covering all doctoral stages. Doctoral students have access and use this system.

✓ **Recommendations**

According to the rapidly changing techniques, permanent development of the information systems and databases is needed if financial and human resources allow.

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	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
I.P.C.6.1.1	

✓ [Presentation of the state of facts](#)

The organisational component ensures publication and access to information of public interest regarding the study program. Regulations, procedures, and institutional documents are published on the university website, ensuring transparency and access to information for stakeholders.

✓ [Analysis of the state of facts](#)

The availability of institutional documentation and information through official channels demonstrates compliance with transparency requirements.

✓ [Aspects that constitute best practice examples](#)

Maintaining the high level of transparency is permanently an important priority of the doctoral school.

✓ [Recommendations](#)

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: [Fulfilled](#)

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

✓ [Presentation of the state of facts](#)

Decision-making processes are conducted through formal governance structures such as the University Senate, the Board of Administration, and the Doctoral School Council. Regulations and decisions are publicly available.

✓ [Analysis of the state of facts](#)

The governance framework ensures transparency, participation, and accountability in institutional decision-making.

✓ [Aspects that constitute best practice examples -](#)

- Conducting decision-making processes through formal governance structures, with publicly available regulations and decisions, ensuring institutional transparency
- Ensuring a governance framework characterized by transparency, participation, and accountability in institutional decision-making

✓ [Recommendations](#)

Implement online consultation mechanisms for academic community members.

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	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.
I.P.C.8.1.1	

✓ [Presentation of the state of facts](#)

According to the presentation of the actual situation, the doctoral field participates in the external quality evaluation process organized by ARACIS. The internal evaluation report itself was prepared for maintaining accreditation.

- ✓ Analysis of the state of facts
Participation in the national quality assurance framework demonstrates compliance with external evaluation requirements.
- ✓ Aspects that constitute best practice examples -
 - Active participation in national external quality assurance processes (ARACIS), supporting the continuous maintenance of accreditation
 - Alignment with external evaluation requirements through the systematic preparation of internal evaluation reports
- ✓ Recommendations
Benchmark doctoral education practices with leading European doctoral schools.

The indicator is: Fulfilled

IV. SWOT Analysis

<p style="text-align: center;">Strengths:</p> <p>Area A. Institutional Capacity</p> <ul style="list-style-type: none"> ✓ Integration within a highly reputed university, offering a robust academic infrastructure and access to advanced bibliographic resources (scientific platforms, databases and digital libraries). ✓ Academic staff with recognized expertise in marketing, market research, consumer behavior and branding. ✓ Strong academic reputation of the Marketing field at ASE, which attracts motivated applicants and academic partnerships on an annual basis. <p>Area B. Educational Effectiveness</p> <ul style="list-style-type: none"> ✓ Well-structured doctoral curriculum, with emphasis on quantitative and qualitative research methodologies. ✓ Extensive opportunities to participate in conferences, workshops, international projects and Erasmus+ mobility programmes. ✓ High programme completion rate among doctoral candidates. ✓ Doctoral candidates' involvement in publishing articles indexed in ISI and BDI databases. <p>Area C. Quality Management</p> <ul style="list-style-type: none"> ✓ Implementation of an internal quality assurance system at the IOSUD-ASE level, with clear procedures for the periodic evaluation of supervisors and doctoral candidates. ✓ Standardized process for admission, annual evaluation and thesis defence. ✓ Procedural transparency and access to documents, forms and guidelines (including online resources). 	<p>INTERNAL FACTORS</p> 	<p style="text-align: center;">Weaknesses:</p> <p>Area A. Institutional Capacity</p> <ul style="list-style-type: none"> ✓ Relatively limited number of applied research projects conducted in partnership with the private sector. ✓ Limited access to working spaces dedicated exclusively to doctoral candidates. ✓ Lack of institutional grants dedicated exclusively to doctoral research. <p>Area B. Educational Effectiveness</p> <ul style="list-style-type: none"> ✓ Variability in the level of involvement and availability of doctoral supervisors. ✓ Significant differences among doctoral candidates in terms of methodological competencies and prior academic training. ✓ Lack of a formal peer mentoring structure and of systematic programmes for transversal skills development (academic writing, career management). <p>Area C. Quality Management</p> <ul style="list-style-type: none"> ✓ Certain bureaucratic procedures may be perceived as rigid or time-consuming. ✓ Occasional insufficient monitoring of actual research progress, relying more on formal reporting than on measurable research performance indicators. ✓ Incomplete digitalization of administrative processes (approvals, document submission, institutional communication).
<p>SWOT</p>		

analysis		
<p style="text-align: center;">Opportunities:</p> <p>Area A. Institutional Capacity</p> <ul style="list-style-type: none"> ✓ Opportunities to access European funding for digitalization, research and internationalization. ✓ Rising demand from industry partners for collaborating with the academic environment on marketing and market research projects. ✓ Strengthening ASE's international partnerships and the opportunity to join European research consortia. <p>Area B. Educational Effectiveness</p> <ul style="list-style-type: none"> ✓ Increasing demand for specialists in data analytics, consumer behaviour analysis and neuromarketing - areas that can be integrated into doctoral research themes. ✓ Development of online platforms and open-source educational resources for methodological training. ✓ Enhanced international visibility of Romanian research in marketing and improved access to open-access journals. <p>Area C. Quality Management</p> <ul style="list-style-type: none"> ✓ The possibility of adopting integrated digital systems for managing the entire doctoral pathway. ✓ Expansion of external evaluation practices and international benchmarking to improve quality standards. ✓ Increasing international pressure for academic integrity, which may stimulate the implementation of more effective anti-plagiarism and monitoring tools. 	 EXTERNAL FACTORS	<p style="text-align: center;">Threats:</p> <p>Area A. Institutional Capacity</p> <ul style="list-style-type: none"> ✓ Increasing competition with other European doctoral schools that have superior resources and can attract top candidates from Romania. ✓ Demographic decline in Romania. ✓ Decreasing interest in academic careers among younger generations. ✓ Chronic underinvestment in higher education and research in Romania, with a direct impact on doctoral-related activities.. <p>Area B. Educational Effectiveness</p> <ul style="list-style-type: none"> ✓ Possible delays in doctoral progress caused due to financial constraints (requiring work part- time or full-time employment alongside doctoral studies.). ✓ Changes in labour market requirements that may render some research topics less relevant. ✓ Risk of academic isolation if international mobility is limited. <p>Area C. Quality Management</p> <ul style="list-style-type: none"> ✓ Volatility of the legislative framework governing doctoral studies, which may require frequent procedural changes. ✓ Risk of non-compliance with international standards if the process for updating criteria is not continuous. ✓ Public sensitivity regarding academic integrity, which may affect the institution's image in the absence of strict monitoring mechanisms.

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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	methodologies, regulations and procedures that are periodically reviewed as required by law.		
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	It is recommended to continue the periodic review of the curriculum.
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	It is recommended to continue the periodic updating of learning outcomes and their correlation with occupational standards and ESCO , by consulting the academic and socio-economic environment, in order to maintain the relevance and European compatibility of the doctoral qualification.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	It is advisable to enhance and broaden interactive and collaborative initiatives in order to reinforce the student-centred component of the doctoral programme.
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	It is recommended to strengthen and diversify international partnerships .
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	It is recommended to continue developing personalised support services and specific adaptations for students with special educational needs , as well as expanding digital resources and training doctoral students in their use , to ensure the most effective and inclusive access to the learning process
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	It is recommended to continue the periodic review of learning outcomes , with an emphasis on maintaining consistency between them, the content of the disciplines, and the assessment methods, in order to further support clarity of expectations and the quality of the educational process.
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	It is recommended to enhance the mechanisms for informing and advising candidates from vulnerable groups
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	It is advisable to reinforce and diversify international collaborations , as well as to promote the involvement of doctoral students and academic staff in joint research

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			initiatives , to augment the international scope of the doctoral program.
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	It is recommended to continue encouraging doctoral students to participate in competitive research projects and to promote the valorisation of research results in international contexts , in order to strengthen the academic impact of the doctoral programme.
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	It is recommended to intensify support for publication in high-impact journals and to expand participation in international research networks and consortia , in order to strengthen the visibility and impact of scientific results at an international level.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Continuing to attract colleagues from foreign institutions to participate in the operational processes of the doctoral school.
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	Develop structured annual stakeholder consultation processes including industry representatives and alumni.
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	Promote research integrity workshops on topics such as open science and AI use in research.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Implement periodic international benchmarking of doctoral programs. Develop doctoral alumni career tracking mechanisms .
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Encourage joint research projects with companies .
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	Develop professional development programs for teaching staff based on evaluation results
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	According to the rapidly changing techniques, permanent development of the information systems and databases is

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			needed if financial and human resources allow.
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	Implement online consultation mechanisms for academic community members.
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	Benchmark doctoral education practices with leading European doctoral schools.

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

Overall, the evaluation findings confirm that the Doctoral Studies Domain in Marketing at the Bucharest University of Economic Studies demonstrates a strong and well-consolidated institutional capacity. **DOMAIN A – Institutional capacity** highlights a robust organizational framework, adequate administrative support, and access to high-quality research infrastructure and international databases. The institutional environment is conducive to advanced research, ensuring that doctoral students benefit from both academic rigor and operational efficiency.

With regard to **DOMAIN B – Educational Efficacy**, the analysis indicates that the doctoral programs are coherently structured, relevant, and aligned with current developments in the field of Marketing. The curriculum design, supervision process, and research outcomes reflect a high level of academic quality and relevance. Doctoral students are actively engaged in scientific research, participate in national and international conferences, and are supported in publishing in recognized journals, contributing to their professional and academic development.

DOMAIN C – Quality Management further confirms the existence of a functional and transparent quality assurance system. The mechanisms for monitoring academic progress, ensuring ethical standards, and collecting feedback from students and stakeholders are consistently applied and continuously improved. The institution demonstrates a strong commitment to maintaining and enhancing quality standards, in line with national and international best practices.

In conclusion, considering that all evaluated criteria and performance indicators are fully met, the evaluation panel recommends the **maintenance of accreditation for the Doctoral Studies Domain in Marketing** within



the Bucharest University of Economic Studies. The assessed program reflects a mature, high-performing academic environment, with clear potential for continued development and increased international visibility.

VII. Annexes

- *the schedule of the on-site visit*
- *the minutes of the visit*

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