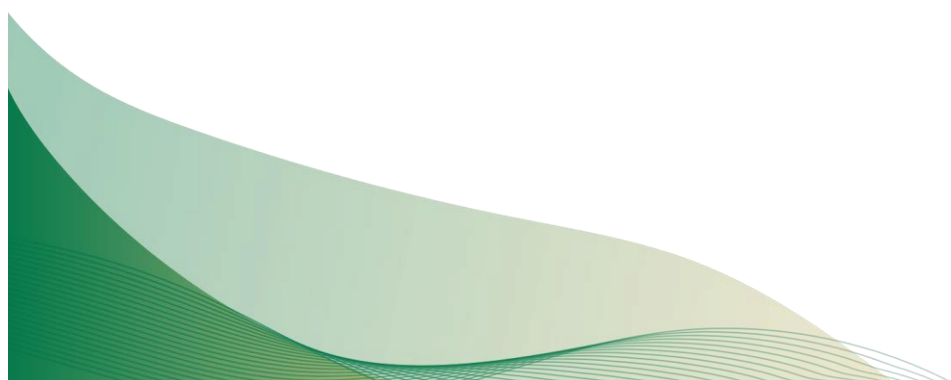




## External Evaluation Report (REE) for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain

Higher Education Institution	<b>University of Agronomic Sciences and Veterinary Medicine of Bucharest</b>
Doctoral School:	<b>Engineering and Management of Vegetable and Animal Resources</b>
Doctoral Domain:	<b>Agronomy</b>
The objective of the external evaluation:	<b>Maintaining accreditation</b>



### Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	<i>PhD Prof. Costel SAMUIL</i>	Expert evaluator	
2.	<i>PhD Prof. Petr KONVALINA</i>	International Expert	
3.	<i>PhD Student Marius-Gabriel NISTOR</i>	PhD Student Evaluator	

## I. Introduction

In 1948, the Bucharest Agronomic Institute was established, with four faculties (Agriculture, Horticulture, Animal Science and Veterinary Medicine), which, in 1952, became the "Nicolae Bălcescu" Agronomic Institute – Bucharest (IANB) (the great patriot Nicolae Bălcescu being an active supporter of the 1864 agrarian reform, carried out by Prince A. I. Cuza) <https://170.usamv.ro/>. In 1970, the Faculty of Land Reclamation was established within the I.A.N.B., which became, in 1990, the Faculty of Land Reclamation and Environmental Engineering <https://fifim.ro/prezentare/#istoric>. As of 5th October 1992, I.A.N.B.- Bucharest operated under the name "University of Agronomic Sciences of Bucharest", approved by Order of the Minister of Education and Science No. 5590/1995, at the request of the University Senate No. 4757/1992 and 7011/1992 [https://usamv.ro/sitevechi/images/Evaluare\\_Institutionala/Anexa\\_I\\_1\\_OMIS\\_5590\\_1992.pdf](https://usamv.ro/sitevechi/images/Evaluare_Institutionala/Anexa_I_1_OMIS_5590_1992.pdf), and since 1995, according to Government Decision 568/1995, it has been operating under the name of the University of Agronomic Sciences and Veterinary Medicine in Bucharest <https://cnred.edu.ro/wp-content/uploads/2023/12/1995-HG-568.pdf>.

USAMVB has seven (7) faculties in Bucharest, offering thirty-four bachelor's degree programmes, of which thirty-one are in Romanian, two in English and one in French, delivered through fulltime (IF), part-time (IFR) and distance learning (ID) formats, as well as thirty-nine master's degree programmes, of which five are taught in English. The Faculty of Management and Rural Development (MIEADR) also has two extensions, in Călărăși and Slatina, each with one specialisation.

By order of the Ministry of Education No. 4767/14.08.2019, the authorisation of the non-university tertiary college operating with 6 qualifications (<https://usamv.ro/colegiul-tertiar-non-universitar/#calificari>) within USAMVB was approved. The University of Agronomic Sciences and Veterinary Medicine in Bucharest (USAMVB) is the legal representative of the Organising Institution for Doctoral Studies, known as IOSUD, according to the law. Doctoral School of Engineering and Management of Vegetable and Animal Resources with six doctoral fields: *Agronomy, Animal Science, Horticulture, Biotechnology, Engineering and Management in Agriculture and Rural Development (IMADR) and Food Engineering*, and the Doctoral School of Veterinary Medicine, with the field of Veterinary Medicine.

USAMVB is the legal representative of the Organising Institution for Doctoral Studies, known as IOSUD, in accordance with the law. Within IOSUD, there are two doctoral schools with six fields: the Doctoral School of Engineering and Management of Vegetable and Animal Resources with five doctoral fields: *Agronomy, Animal Science, Horticulture, Biotechnology and Engineering and Management in Agriculture and Rural Development (IMADR)* and the Doctoral School of Veterinary Medicine, with the field of Veterinary Medicine <https://usamv.ro/scoala-doctorala-usamv/>.

IOSUD employs teaching staff who have obtained this right in accordance with the law and who carry out guidance and scientific research activities, resulting in doctoral theses of high scientific quality, with elements of originality and novelty for fundamental and applied research. IOSUD-USAMV B currently has 97 doctoral supervisors in both doctoral schools, 13 of whom are affiliated with doctoral fields.

The Doctoral School of **Engineering and Management of Vegetable and Animal Resources** organises and conducts doctoral studies in the following fields: *Agronomy, Horticulture, Animal Science, Biotechnology, Engineering and Management in Agriculture and Rural Development, and Food Engineering*. In 2021, the last institutional evaluation carried out by ARACIS took place at USAMV Bucharest, following which the university was accredited and received the rating "High degree of confidence" <https://usamv.ro/managementul-calitatii/>.

In 2024, the Veterinary Medicine study programme was externally evaluated and accredited by the European Association of Establishments for Veterinary Education (EAEVE) for quality assurance. The Faculty of Veterinary Medicine is EAEVE accredited with a Certificate of Approval issued by EAEVE / ECOVE for the period 2024 - 2029). All study programmes developed by the faculties within USAMVB have been externally evaluated by ARACIS experts and meet the mandatory requirements and standards verified by quality indicators. Furthermore, USAMVB, as an institution, is periodically evaluated upon request. IOSUD-USAMVB and the doctoral fields were also

evaluated in 2021, with no unmet indicators. Following the evaluation by ARACIS, it was found that the performance indicators regarding the implementation of the operating mechanisms provided for in the specific legislation on the organisation doctoral university studies.

In 2024, a new doctoral field was accredited within the Doctoral School of Engineering and Management of Vegetable and Animal Resources - Food Engineering, with three doctoral supervisors qualified in the field. In 2024, the doctoral fields underwent an interim evaluation by ARACIS, which found that all indicators had been met, including those that had been rated as "partially met". All university study programmes were evaluated in accordance with LIS 199/2023 and ARACIS standards.

The team responsible for preparing the Internal Evaluation Report was appointed by Order of the Rector of USAMV Bucharest, no. 76/16.09.2025, consisting of: Prof. Cristea Stelica, Prof. Marin Doru, Prof. Gîdea Mihai, Prof. Mircea Sevastel, PhD. The person responsible for the doctoral program is Prof. Marin Doru Ioan, PhD. All team members have academic expertise in the field of the program, as well as experience in quality management and the coordination of internal and external evaluations. Planning for internal evaluation activities in preparation for the external evaluation by ARACIS of the doctoral programmes at IOSUD–USAMV Bucharest began at the end of May 2025, with the organisation of the first working meeting dedicated to coordinating the process.

This meeting was attended by: Prof. Mircea Mihalache, PhD - Vice-Rector responsible for teaching and quality assurance; Prof. Valentina Constanta Tudor, PhD - Head of the Quality Assurance Department at USAMV Bucharest; Prof. Livia Vidu, PhD - Director of CSUD; Prof. Stelica Cristea, PhD - Director of the Doctoral School of Engineering and Management of Vegetable and Animal Resources, as well as those responsible for the doctoral fields. The established schedule was clear and rigorous, with responsibilities precisely distributed among the structures and teams involved in the process. In the next stage, the launch of the external evaluation procedure for doctoral fields by ARACIS and the preparation of internal evaluation reports were approved by the CSUD and the University's Board of Directors, in accordance with the HCA of July 11, 2025.

Subsequently, regular meetings were held at the IOSUD–USAMV Bucharest level to monitor the progress of the reports, identify any difficulties, and harmonise the drafting process between fields.

On October 16, 2025, the Quality Assurance Department organised a new meeting dedicated to the final analysis of the self-evaluation report and the establishment of the schedule for uploading the documentation to the ARACIS platform for external evaluation.

## **II. Methods used**

The evaluation process consisted of studying and analyzing the Internal Evaluation Report of the study program and its annexes, analyzing the documents, data and information available on the USAMV Bucharest website, in electronic format. Also, meetings were held and discussions were held with: the contact person, the study program manager; the team that prepared the internal evaluation report (REI); representatives of the CEAC, representatives in the field of quality assurance; heads of research centers/laboratories in the field of Animal Science PhD; teaching staff involved in the activities of the Agronomy doctoral domaine; PhD students from the Agronomy doctoral domaine; graduates of the Agronomy doctoral domaine; employers.

During the actual visit, several objectives located in different locations were visited. In the USAMV Bucharest Campus were visited: Soil Physics Laboratory; Agrotechnics Laboratory, Phytotechnics Laboratory, - Plant Protection Laboratory - Land Improvement Laboratory, GIS Laboratory, Research Center for the Study of Food Quality Qlab, (Plant Protection Diagnostics Laboratory; Agrochemistry Laboratory), secretariat.

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

#### DOMAIN A. Institutional capacity

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

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

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

**Indicator I.P.A.1.1.1** For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

**Presentation of the state of facts, supported by documents and data:** IOSUD – USAMVB operates through clearly defined and periodically reviewed organisational structures, in compliance with the university’s Charter, Code of Ethics, and applicable legislation. Doctoral studies are organised within two doctoral schools and function according to the IOSUD Regulations. The doctoral field of Agronomy is part of the Doctoral School of Engineering and Management of Vegetable and Animal Resources. <https://usamv.ro/wp-content/uploads/2024/07/Codul-de-etica.pdf>; [Regulament privind studiile universitare de doctorat din cadrul USAMVB.pdf](https://usamv.ro/wp-content/uploads/2024/07/Regulament_privind_studiile_universitare_de_doctorat_din_cadrul_USAMVB.pdf). All teaching, research, administrative, admission, completion, thesis evaluation and defence procedures, as well as the recognition of doctoral supervisors trained abroad, are carried out in accordance with institutional regulations and methodologies approved by the USAMVB Senate. [Regulations on doctoral university studies within USAMVB.pdf](https://usamv.ro/wp-content/uploads/2024/12/Regulations_on_doctoral_university_studies_within_USAMVB.pdf); [Regulations on doctoral university studies within USAMVB.pdf](https://usamv.ro/wp-content/uploads/2024/12/Regulations_on_doctoral_university_studies_within_USAMVB.pdf); [https://usamv.ro/wp-content/uploads/2024/12/Metodologie-de-recunoastere-a-calitatii-de-conducator-de-doctorat\\_9.12\\_intrare-CA.pdf](https://usamv.ro/wp-content/uploads/2024/12/Metodologie-de-recunoastere-a-calitatii-de-conducator-de-doctorat_9.12_intrare-CA.pdf).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** There is a functional and well-structured institutional framework, characterized by a clear, coherent and efficient distribution of responsibilities at the level of the management structures of IOSUD–USAMVB and ŞDMRVA, of which the doctoral field of Agronomy is also part. The regulations, methodologies and procedures that regulate the activity of IOSUD–USAMVB are subject to periodic revisions, in accordance with the legislative amendments that have occurred, in particular with the provisions of LIS 199/2023. At the same time, the USAMVB Charter, the Operational Plan and the Strategic Plan outline an academic and research path aligned with the university’s mission, focused on "advanced education and research".

**Aspects that constitute best practice examples:** The organization and conduct of doctoral studies within IOSUD -USAMV Bucharest, implicitly in the doctoral field of Agronomy, is based on well-defined and transparent methodologies, regulations and procedures.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

Standard S.A.1.2. Stakeholder engagement

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

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

**Presentation of the state of facts, supported by documents and data:** The institutional framework of IOSUD-USAMVB ensures the participation of the academic community, teaching staff and students in the process of initiating and updating regulations and methodologies specific to academic activities. The regulations governing doctoral studies at IOSUD-USAMVB establish the normative framework for the organisation, operation and evaluation of doctoral programmes. Thus, CSUD acts as a strategic governance body, while CSD functions as an implementation and monitoring body at the local level. The interaction between them ensures both the unity and

\* The faculty, department, subsidiary, extension - hereinafter “organisational components”

coherence of the IOSUD and respect for the autonomy of each doctoral school. [Regulament privind studiile universitare de doctorat din cadrul USAMVB.pdf](#). The CSD and CSUD structures include doctoral supervisors and doctoral students who actively participate in the process of adopting and reviewing methodologies, regulations and application procedures. After approval by the CSUD and CA, these documents are approved by the USAMVB Senate and revised whenever necessary.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** Members of the relevant governing bodies play an active role in the development, adoption, and periodic review of methodologies, regulations, and implementation procedures. Their involvement reflects a strong institutional commitment to advancing strategic development objectives and to emphasizing the central importance of the educational process.

**Aspects that constitute best practice examples:** Consultations with doctoral students and the production of synthesis reports constitute a standardized practice that allows for the collection of opinions and the formulation of improvement measures.

**Recommendations:** it is not the case

**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.

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

**Presentation of the state of facts, supported by documents and data:** USAMVB operates two campuses, including the Agronomie–Herăstrău campus, located at 59 Mărăști Boulevard and covering an area of more than 38 hectares. This campus accommodates the majority of facilities dedicated to teaching and scientific research, as well as student dormitories, a dining hall, a sports complex, greenhouses, a botanical garden, and instructional fields, etc. <https://usamv.ro/campus/#campus>. USAMVB provides 34 lecture halls covering a total of 5,213 m<sup>2</sup>, along with 83 classrooms totaling 4,021 m<sup>2</sup>, all equipped with multimedia systems and various teaching aids. The university also operates 197 laboratories, occupying 10,007 m<sup>2</sup>, adequately fitted for practical training activities, including laboratory instruments, specialized equipment, and licensed software. In addition, there are 10 rooms designated for seminars and other instructional activities, 16 research laboratories with a combined area of 377 m<sup>2</sup>, and three facilities dedicated to sports activities, covering 19,033 m<sup>2</sup>. USAMVB has also built a strong agricultural heritage through its educational and scientific research stations and production farms, including the Moara Domneasca Educational and Research Station for Agronomic Development. <https://usamv.ro/statiunea-cda-moara-domneasca/>. To carry out their research, doctoral students in the field of Agronomy use the facilities of the Faculty of Agriculture, located in building of the university. The faculty's equipment and infrastructure directly support teaching and research activities, being made available to doctoral students and doctoral supervisors in a transparent and efficient manner. The faculty's modernisation plan includes the gradual replacement of outdated equipment and equipping laboratories with high-performance equipment, purchased with the logistical and financial support of USAMV Bucharest <https://agro-bucuresti.ro/cercetare>; <https://fifim.ro/cercetare/#laboratories>, <https://usamv.ro/cercetare/#centru>, <https://usamv.ro/structura-si-organizare/#Unit%C4%83%C8%9B>. Doctoral students benefit from rooms equipped with multimedia equipment and modern laboratories, equipped with the necessary equipment to carry out research and learn scientific analysis techniques and methods. The equipment of the teaching and research laboratories complies with the minimum quantitative and qualitative standards and is aligned with the course descriptions outlined in the curriculum, as well as with the individual activity plans of doctoral students. Students with disabilities may require specialized support services to successfully engage with and master the academic content.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD–USAMVB possesses sufficient material and administrative resources to support both teaching and research activities. All students benefit from favorable living and learning conditions. Educational spaces—including lecture halls, seminar rooms, and laboratories—are fully equipped with modern multimedia systems, analytical instruments, computers, and advanced IT applications. The educational and research facilities of the Faculty of Agriculture offer excellent conditions for teaching and professional development of doctoral students in the field of Agronomy, in full

compliance with current national and university standards. For students with disabilities, a structured four-stage process is in place to identify needs, analyze and evaluate them each semester, and implement a tailored action plan.

**Aspects that constitute best practice examples:** The HEI has a very good material base for the training of doctoral students, and the resources from the research projects of the teaching staff have contributed to the development of the material base held by the faculty.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

Standard S.A.2.2. Management of material resources

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

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

**Presentation of the state of facts, supported by documents and data:** Teaching and research spaces, as well as administrative spaces, are constantly maintained through periodic repairs and technical inspections, so as to ensure optimal conditions for study, research, and life, as well as work. Teaching and research laboratories are adequately equipped with modern equipment, including computerised workstations where required by the specific nature of the disciplines. <https://toe.hubproedus.ro/facultate/facultatea-de-imbunatatiri-funciare-si-ingineria-mediului/>. The

teaching and research laboratories are functional and regularly modernised, and movable assets are managed through inventory. There are procedures for inventorying equipment and furniture (PO79), procedures for scrapping used equipment, replacement and modernisation plans, carried out through centralised procurement or investment projects, in compliance with the legislation in force.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The HEI manages its material resources and research infrastructure efficiently and responsibly, with an emphasis on the maintenance and sustainable use of spaces and equipment specific to the field of agronomy. The material resource management process is carried out in accordance with internal procedures and is supplemented by periodic feedback collected from doctoral students, which confirms the adequacy of the conditions for study, research, and university life.

**Aspects that constitute best practice examples:** Each laboratory has a designated person in charge, who monitors the functionality of the equipment and compliance with occupational safety regulations and instructions for use.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

Standard S.A.3.1. Human resources

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

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

**Presentation of the state of facts, supported by documents and data:** The Agronomy doctoral field benefits from the competent guidance of 15 doctoral supervisors, 4 of whom are tenured at other partner higher education institutions – two at the “Valahia” University of Târgoviște, one at the Ovidius University of Constant a, and one at the Bucharest Academy of Economic Studies. All PhD supervisors are scientifically active, hold PhD degrees in IMADR or related fields, and carry out high-level academic, research, and publishing activities that are recognised nationally and internationally. Of the 15, several supervisors obtained their habilitation certificate during the period under evaluation, meeting 100% of the minimum CNATDCU standards applicable to the field, according to the List of PhD supervisors at USAMV Bucharest <https://usamv.ro/wp-content/uploads/2025/10/Lista-conducatorilor-de-doctorat-din-USAMVB- octombrie-2025.pdf>.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The teaching staff possess the required qualifications and professional expertise to deliver the courses included in the advanced university studies training programme of the Doctoral School of Engineering and Management of Vegetable and Animal Resources, which encompasses the field of Agronomy, in full compliance with ARACIS standards. The composition of the teaching staff within

the programme is appropriate and stable, ensuring the sustainable development of the doctoral field by providing high-quality training for doctoral students, supporting scientific research.

**Aspects that constitute best practice examples:** The number of doctoral supervisors doubled, through the support of the habilitation thesis and affiliation to the doctoral field of Agronomy of a significant number of senior researchers, teaching staff within the Faculty of Agriculture.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

**Standard S.A.3.2. Recruitment procedures**

Teaching staff recruitment procedures compliant with the provisions of the law.

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

**Presentation of the state of facts, supported by documents and data:** The academics at HEI are employed according to recruitment criteria established at the institutional level, in accordance with legal provisions. At USAMVB, teaching positions are filled through a competition organised in accordance with the legislation in force, the University Charter and the Senate Decisions. [https://usamv.ro/wp-content/uploads/2024/11/METODOLOGIE\\_22.03.2024\\_CONCURSURI\\_POSTUR.pdf](https://usamv.ro/wp-content/uploads/2024/11/METODOLOGIE_22.03.2024_CONCURSURI_POSTUR.pdf). The status of doctoral supervisor is acquired after the granting of the habilitation certificate. <https://usamv.ro/wp-content/uploads/2024/07/Metodologie-de-acordare-a-atestatului-de-abilitare- i%CC%82n-cadru-IOSUD-USAMV-B.pdf>. In the next stage, holders of the habilitation certificate may apply for affiliation to the Doctoral School of Engineering and Management of Vegetable and Animal Resources, in accordance with the internal procedure of IOSUD-USAMVB. HEI recognises, for the fields in which it is accredited, the status of doctoral supervisor for specialists.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** At the level of HEI, recruitment processes comply with the legislative framework, ensuring a transparent and standardised mechanism for filling teaching and research positions. The status of doctoral supervisor is acquired in accordance with the legislation in force and internal procedures.

**Aspects that constitute best practice examples:** In the human resource selection process, HEI applies criteria higher than the minimum ones established in the CNATDCU committees.

**Recommendations:** it is not the case

**The indicator is: fulfilled**

**Criterion A.4. Digitalisation of institutional processes**

**Standard S.A.4.1. Digital transformation**

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

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

**Presentation of the state of facts, supported by documents and data:** IOSUD- USAMVB management employs modern IT systems to facilitate operations and communication with both the university community and the public. The university's website, the doctoral schools' portal, and the Faculty of Agriculture's website provide comprehensive information for students, staff, and the general public. For all records related to admissions, student activities, fee payments, accommodation, and other administrative matters, USAMVB utilizes a combination of traditional and digital tools, including the University Management System (UMS) and various educational platforms. <https://usamv.ro/en/>; <https://usamv.ro/scoala-doctorala-usamv/>; <https://igpa.ro/>; [https://www.student.usamv.ro/ums/do/secure/inregistrare\\_user](https://www.student.usamv.ro/ums/do/secure/inregistrare_user). Between 2021 and 2024, USAMVB managed research and teaching results via Project Prometheus and, since 2024, through the Sciconect platform, alongside other specialized systems for conferences, quality assessment, teaching, publications, and university–industry connections. <http://projectprometheus.usamv.ro>; <https://evcal.usamv.ro/local/usamvb/pages/public/index.php>; <http://agricultureforlife.usamv.ro>; <http://usamvjobs.ro>. The HEI is currently implementing the *Smart Agriculture – Agriculture for Life, Life for Agriculture* project, funded by the National Recovery and Resilience Plan, to advance digitalization and prepare for future digital professions.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The HEI provides digital infrastructure and services to support high-quality teaching and research. The ongoing digitalization project improves governance, modernizes seven study programs in smart specialization areas, and strengthens digital skills through improved teaching tools and online resources.

**Aspects that constitute best practice examples:** Implementation of the project "Smart agriculture -Agriculture for life, Life for agriculture", financed from the National Recovery and Resilience Plan - Grants for the digitalization of universities and their preparation for the digital professions of the future, Contract no. 14022/16.06.2022, project code 261054427.

**Recommendations: completing and implementing the digitalization process**  
**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.

<b>Indicator I.P.B.1.1.1</b>	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
------------------------------	---

**Presentation of the state of facts, supported by documents and data:** The curriculum for the field of Agronomy includes, in the first year of study, fundamental and specialised subjects, consisting of lectures, seminars, and practical applications, taught by faculty with expertise in agricultural management, agri-food economics, sustainability, and rural governance, as well as individual study hours. Each subject is allocated a number of credits (ECTS) between 8 and 13, according to the academic regulations in force [https://usamv.ro/wp-content/uploads/2025/10/Plan-de-invatamant\\_IMRVA\\_RO\\_site.pdf](https://usamv.ro/wp-content/uploads/2025/10/Plan-de-invatamant_IMRVA_RO_site.pdf). They also specify the professional and transversal skills that are developed in the teaching-learning process, as well as the teaching, practical training, and assessment methods, in accordance with ARACIS standards ([https://usamv.ro/wp-content/uploads/2025/11/formular-Fisa-disciplina\\_2025\\_2026.pdf](https://usamv.ro/wp-content/uploads/2025/11/formular-Fisa-disciplina_2025_2026.pdf)). (Annex 12 - Agronomy course descriptions). The training program based on advanced university studies includes subjects relevant to the development of doctoral students' scientific research skills, such as: Scientific Research Methodology, Doctoral Thesis Management, Academic Ethics and Integrity, and Specialised Discipline in the Field [https://usamv.ro/wp-content/uploads/2025/10/Plan-de-invatamant\\_IMRVA\\_RO\\_site.pdf](https://usamv.ro/wp-content/uploads/2025/10/Plan-de-invatamant_IMRVA_RO_site.pdf).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The doctoral program in Agronomy is designed and structured in accordance with the expected learning outcomes and is organised on the basis of the European Credit Transfer System (ECTS).

**Aspects that constitute best practice examples:** The curricular structure respects the credit transfer system (ECTS), ensuring coherence and comparability at the European level.

**Recommendations:** it is not the case

**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.

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

**Presentation of the state of facts, supported by documents and data:** The expected learning outcomes are defined at the level of the HEI for all areas of doctoral studies, in correlation with the professional and transversal competences provided for in Article 9(9) and (10) of the Framework Regulation on doctoral studies [https://usamv.ro/wp-content/uploads/2024/08/Regulament\\_cadru\\_OM\\_nr.3020\\_2024-.pdf](https://usamv.ro/wp-content/uploads/2024/08/Regulament_cadru_OM_nr.3020_2024-.pdf), [https://usamv.ro/wp-content/uploads/2024/08/Regulament\\_privind\\_studiile\\_universitare\\_de\\_doctorat\\_din\\_cadrul\\_USAMVB.pdf](https://usamv.ro/wp-content/uploads/2024/08/Regulament_privind_studiile_universitare_de_doctorat_din_cadrul_USAMVB.pdf). Learning outcomes are formulated in accordance with level 8 of the National Qualifications Framework (CNC) and ME Order no. 4837/2025 on the recognition of non-formal and informal learning outcomes [https://www.edu.ro/sites/default/files/fi%C8%99iere/Legislatie/2025/OMEC\\_4837\\_2025\\_rezultate\\_invatare\\_nonformala\\_informala.pdf](https://www.edu.ro/sites/default/files/fi%C8%99iere/Legislatie/2025/OMEC_4837_2025_rezultate_invatare_nonformala_informala.pdf).

\* 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.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

The curriculum is fully aligned with the qualification awarded, and doctoral graduates benefit from a clearly defined career perspective on the labour market, with transparent access to relevant information. The intended learning outcomes are directly correlated with the targeted occupations and are consistently reflected in the curricula and course descriptions.

**Aspects that constitute best practice examples:** The connection with occupational standards is explicit, through the identification of the corresponding COR codes, ensuring coherence between the curriculum and the professional profile.

**Recommendations:** it is not the case

**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.

<b>Indicator I.P.B.3.1.1</b>	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
------------------------------	---

**Presentation of the state of facts, supported by documents and data:** The teaching and learning methods used aim to develop professional, scientific, and transversal skills, while the organisation of educational activities is supported by modern digital resources and the diversity of learning experiences offered within the doctoral school. With regard to teaching and learning, the quality assurance policy of USAMV Bucharest focuses on the student as the centre of learning, encouraging the active and responsible participation of doctoral students. Professors design and apply student-centred teaching and assessment methods and techniques, which are detailed in the course descriptions and communicated through institutional IT platforms—the website, university email, and digital systems dedicated to teaching activities: [https://usamv.ro/wp-content/uploads/2025/10/Plan-de-invatamant\\_IMRVA\\_RO\\_site.pdf](https://usamv.ro/wp-content/uploads/2025/10/Plan-de-invatamant_IMRVA_RO_site.pdf); [https://usamv.ro/wp-content/uploads/2025/10/PROGRAM-ORAR-2025\\_2026\\_IMRVA-\\_FS.pdf](https://usamv.ro/wp-content/uploads/2025/10/PROGRAM-ORAR-2025_2026_IMRVA-_FS.pdf).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** Teaching and research activities are designed to stimulate active participation, autonomy, and critical reflection among doctoral students, promoting the development of the necessary skills. Doctoral students can constantly express their opinions and level of satisfaction through teaching evaluation questionnaires, applied every semester for all subjects, with the results being analysed at the doctoral school level for the continuous improvement of the teaching-learning process.

**Aspects that constitute best practice examples:** Curricular flexibility through disciplines that stimulate and encourage the development of individual study and continuing education.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

**Presentation of the state of facts, supported by documents and data:** IOSUD–USAMV Bucharest offers students numerous opportunities for academic mobility, both in person and virtually, providing them with diverse educational and cultural experiences. These mobility programmes are carried out through programmes such as *Erasmus+ Mobility Program - University of Agronomic Sciences and Veterinary Medicine in Bucharest* and through other international partnerships that support professional training and integration into European academic networks. Participation in international conferences, such as *"Agriculture for Life, Life for Agriculture – A4L"* <https://agricultureforlife.usamv.ro/>, as well as other scientific events and symposiums organised by the university, contributes to the development of scientific skills and increases the academic visibility of doctoral students. At the same time, they have access to official announcements and calls published on the university's website, in the *Internationalisation – Calls & News* section. In 2024, 36 new Erasmus+ KA 131 agreements were concluded, reaching a total of 150 agreements with universities in EU and associated third countries, as well as 17 KA 171 agreements with countries not associated with the program, of which 13 were signed in 2024 (<https://usamv.ro/acorduri-bilaterale/>). IOSUD–USAMV Bucharest also offers doctoral students the opportunity to pursue doctoral studies in international co-supervision, in accordance with the approved procedure: **Organisation of doctoral study programmes in co-supervision.**

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The activities carried out included participation in training courses, research internships, documentation and questionnaire application, as well as collaborations in international projects on

rural development, green economy and agricultural sustainability. During the period under review, IOSUD–USAMV Bucharest provided doctoral students in the field of Agronomy with multiple opportunities to participate in academic mobility programmes, both in person and virtually, through transparent information and financial support from institutional funds and European programmes.

**Aspects that constitute best practice examples:** The mobilities were funded through Erasmus+ scholarships, doctoral grants, financial support provided by USAMV Bucharest (3,500 lei/year), and the internationalisation scholarship (1,500 lei/month).

**Recommendations:** promoting and encouraging students to participate in internships abroad

**The indicator is: fulfilled.**

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

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

**Presentation of the state of facts, supported by documents and data:** IOSUD–USAMV Bucharest promotes an inclusive, equitable, and personal development-oriented educational environment, providing all students and doctoral candidates with access to opportunities tailored to their potential and aspirations. The principles of equality and inclusion are regulated by the University’s Code of Ethics and Academic Conduct (CEDU) (<https://usamv.ro/wp-content/uploads/2025/04/Procedura-CES.pdf>), which establishes a clear institutional framework for respecting rights and diversity in the university community. Equal access to educational resources, internship programmes, research activities, and professional training is complemented by career counselling and guidance services available through *the Counseling Centre - University of Agronomic Sciences and Veterinary Medicine in Bucharest*, according to *Regulations on the professional activity of students* (<https://usamv.ro/wp-content/uploads/2025/08/Regulamentul-activitatii-profesionale-a-studentilor-din-USAMV-B.pdf>). Through these mechanisms, the university creates an academic framework based on equal opportunities, social inclusion, and continuous learning, in accordance with European principles on education for all ([program-orar-2024\\_2025\\_IMRVA.pdf](https://usamv.ro/wp-content/uploads/2024_2025_IMRVA.pdf)).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The total duration of studies is extended by the period of interruption, through an addendum to the study contract and the rescheduling of the research stages, thus ensuring flexibility, fairness, and continuity in the academic career of doctoral students. At the same time, equal access to international mobility programmes is supported by allocating additional funding to students from disadvantaged backgrounds.

**Aspects that constitute best practice examples:** Diversification of teaching methods adapted to the profile of doctoral students, free and permanent access to physical and digital teaching materials, as well as a transparently announced schedule.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

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

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

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

**Presentation of the state of facts, supported by documents and data:** IOSUD–USAMV Bucharest ensures equitable access to educational resources and services for all students and doctoral students, including those with special educational needs or disabilities ([https://usamv.ro/wp-content/uploads/2024/08/Regulament\\_privind\\_studiile\\_universitare\\_de\\_doctorat\\_din\\_cadrul\\_USA\\_MVB.pdf](https://usamv.ro/wp-content/uploads/2024/08/Regulament_privind_studiile_universitare_de_doctorat_din_cadrul_USA_MVB.pdf).) The university infrastructure is adapted for **accessibility** (<https://usamv.ro/accesibilitate-si-dizabilitati/>), and teaching materials and methods are tailored to the individual needs of students (Course descriptions). The digital platforms used actively support the learning process and academic communication. For students with disabilities, the university provides a wheelchair lift located at the USAMV Bucharest Rectorate, at 59 Ma ra s ti Blvd., Sector 1, for access to administrative and

teaching spaces – Faculty of Agriculture, Faculty of Animal Productions Engineering and Management, and the Faculty of Management and Rural Development, including the Doctoral Service. They benefit from free access with their personal cars to the USAMV campuses and specially designated parking spaces, and each of the seven faculties has a manual wheelchair.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD–USAMVB has consistently sought to ensure that all doctoral students have access to resources and support services tailored to their individual learning needs and specific field of study. Facilities are available for students with special educational needs or disabilities, both in student accommodation and dining facilities, as well as in teaching and research spaces.

**Aspects that constitute best practice examples:** PhD students benefit from a material base appropriate for carrying out teaching and research activities in the agronomic field, having access to accommodation and all the facilities offered by the HEI "Agronomy-Herăstrău" campus.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

### Criterion B.5. Learning outcomes

#### Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

<b>Indicator I.P.B.5.1.1</b>	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
------------------------------	--

**Presentation of the state of facts, supported by documents and data:** The training program based on advanced university studies in the field of Agronomy is structured around a coherent learning process, reflected in the course descriptions for each subject in the curriculum ([Plan-de-invatamant\\_IMRVA\\_RO\\_site.pdf](#)). The course description is the main guidance tool for doctoral students, containing information on the number of credits (ECTS), the total number of hours of individual study, the expected learning outcomes, professional and transversal skills, training objectives, thematic content, as well as teaching and assessment methods. Each sheet is subject to an approval process at the level of the Doctoral School of Engineering and Management of Vegetable and Animal Resources, in order to ensure the quality and consistency of the educational process. Through these documents, the program clearly highlights the skills, knowledge, and professional autonomy acquired by doctoral students during their studies. At IOSUD–USAMV Bucharest, there is an IT platform through which doctoral students can evaluate professors and the curriculum, <https://usamv.ro/managementul-calitatii/> providing useful feedback for improving teaching and assessment methods.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The learning outcomes are clearly and explicitly formulated in an accessible manner. They are included in the course syllabi and published on the doctoral schools' website, and are communicated to doctoral students through their presentation and explanation during the first course meeting. The correlation between the skills developed through the doctoral program in Agronomy and the current requirements of the labour market will be continuously monitored and updated, based on feedback from graduates, employers, and institutional partners.

**Aspects that constitute best practice examples:** Online publication of training documents ensures transparency and accessibility for doctoral students and teaching staff.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

**Presentation of the state of facts, supported by documents and data:** Verification of learning outcomes in the field of Agronomy is carried out during doctoral studies through periodic exams and assessments organised annually, which include the presentation of research reports, specialist papers and individual progress reports. These are analysed by committees appointed at the doctoral school level, in accordance with internal regulations ([https://usamv.ro/wp-content/uploads/2025/10/Plan-de-invatamant\\_IMRVA\\_RO\\_site.pdf](https://usamv.ro/wp-content/uploads/2025/10/Plan-de-invatamant_IMRVA_RO_site.pdf)). Before the public defence, the thesis is checked using the <https://www.turnitin.com/> program to detect similarities and ensure compliance with academic ethics standards. The doctoral thesis are made available for public consultation for 90 calendar days on the national platform managed by Executive Unit for Financing Higher Education, Research, Development, and Innovation, in accordance with the legislation on copyright and academic integrity. During this period, any natural or legal person may make comments on compliance with ethical

standards and identify possible deviations, including suspicions of plagiarism. The public defence takes place before the doctoral committee, after the thesis has been fully evaluated by the reviewers and the written reports have been submitted at least 15 days before the defence, in accordance with institutional procedure ([https://usamv.ro/wp-content/uploads/2025/05/Procedura\\_evaluare\\_teza\\_de\\_doctorat\\_.pdf](https://usamv.ro/wp-content/uploads/2025/05/Procedura_evaluare_teza_de_doctorat_.pdf)).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The assessment methodology, included in the course syllabi and communicated to doctoral students, is clear and well understood, ensuring transparency and a clear understanding of performance criteria. A defined procedure for evaluating doctoral theses outlines all steps that the student and supervisor must follow to complete the doctoral programme.

**Aspects that constitute best practice examples:** There is a clear procedure for evaluating doctoral theses, which specifies all the steps that the doctoral student, together with the doctoral supervisor, must follow to complete their doctoral studies.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

**Standard S.B.7.1. Admission**

The admission procedures and principles ensure access to higher education.

**Indicator I.P.B.7.1.1**

The organisational component applies the admission procedures.

**Presentation of the state of facts, supported by documents and data:** Admission to doctoral programmes at USAMV Bucharest is based on clear, transparent, and uniform procedures established by the admission methodology and regulations approved by IOSUD–USAMV. These documents define the eligibility criteria, the stages of the competition, and the method of evaluating candidates, ensuring objectivity, fairness, and equal opportunities for all participants, regardless of their background, gender, ethnicity, or religion. Complete information on the organisation and conduct of doctoral studies is detailed in ([https://usamv.ro/wp-content/uploads/2024/08/Regulament\\_privind\\_studiile\\_universitare\\_de\\_doctorat\\_din\\_cadrul\\_USAMVB.pdf](https://usamv.ro/wp-content/uploads/2024/08/Regulament_privind_studiile_universitare_de_doctorat_din_cadrul_USAMVB.pdf)). Chapter IV of the regulations contains provisions regarding selection and admission to doctoral studies, and Chapter VI describes the stages involved in completing doctoral studies. Admission is carried out in accordance with the Regulations on the organisation and conduct of the admission competition for doctoral studies and with the calendar of admission sessions, published annually (<https://usamv.ro/wp-content/uploads/2025/09/calendar-admitere-sesiunea-I-si-II.pdf>). All updated information regarding admission procedures, conditions, and deadlines is available on the university's official website, in the dedicated section: <https://usamv.ro/admitere/>.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The admission process for the Agronomic field is well regulated, transparent, and oriented towards both academic evaluation and professional relevance. Each doctoral student signs a doctoral studies contract, which is also signed by the doctoral supervisor and the Rector of USAMVB, the legal representative of IOSUD.

**Aspects that constitute best practice examples:** Transparency and accessibility of admission information, through dedicated websites and online campaigns.

**Recommendations: attracting doctoral students from other countries**

**The indicator is: fulfilled.**

**Indicator I.P.B.7.1.2**

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

**Presentation of the state of facts, supported by documents and data:** In the Chapter IV of the Regulations on Doctoral Studies at USAMVB are regulated the admission process for doctoral programmes, establishing the institutional framework, eligibility criteria and stages of the admission competition. [Regulament privind studiile universitare de doctorat din cadrul USAMVB.pdf](https://usamv.ro/wp-content/uploads/2025/03/Regulament_organizare-concurs-).

Thus, graduates with a bachelor's degree and a master's degree, with a total of at least 300 transferable credits accumulated in the two cycles of study, can enrol in the admission competition. Admission is not conditional on the field in which the bachelor's or master's degrees were obtained. The doctoral school organises admission according to its own methodology, approved by the IOSUD-USAMVB Senate and published on the institution's website at least 6 months before the competition date. [https://usamv.ro/wp-content/uploads/2025/03/Regulament\\_organizare-concurs-](https://usamv.ro/wp-content/uploads/2025/03/Regulament_organizare-concurs-)

[admitere\\_2025-2026-1.pdf](#). The university ensures the necessary conditions for equal opportunities for people with disabilities, specific learning disorders or special educational needs, providing, where necessary, additional support tailored to the needs of adults with disabilities, supporting their access to the university. Budgeted places are provided within the approved enrolment quota for graduates from national minorities, Romanians from all over the world, etc. <https://usamv.ro/wp-content/uploads/2025/04/Procedura-CES.pdf>.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD–USAMVB is distinguished by an admission system that upholds fairness and equal opportunities, while also implementing support measures to facilitate access for socially and educationally vulnerable groups, including candidates with special educational needs or disabilities. These practices help foster a fair, accessible, and socially responsible university environment.

**Aspects that constitute best practice examples:** Adapted support for candidates with disabilities and special educational needs.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

#### Standard S.B.7.2. Academic journey of students

The organisational component carries out actions supporting the students' academic journey.

The HEI rigorously applies the legal and institutional regulations regarding the professional activity of students and doctoral students, in accordance with *Carta USAMV Bucuresti 2025*. The professional activity of doctoral students is carried out in accordance with its own regulations, which include information on periodic and final examination activities. <https://usamv.ro/wp-content/uploads/2025/08/Metodologie-de-examinare-in-vederea-evaluarii-activitatii-profesionale-a-studentilor.pdf>, [https://usamv.ro/wp-content/uploads/2024/08/Regulament\\_privind\\_studiile\\_universitare\\_de\\_doctorat\\_din\\_cadrul\\_USAMVB.pdf](https://usamv.ro/wp-content/uploads/2024/08/Regulament_privind_studiile_universitare_de_doctorat_din_cadrul_USAMVB.pdf). Doctoral students can pursue their doctoral studies under national and international joint supervision, the conditions for this type of study being well defined in the procedure for organising doctoral studies under joint supervision. [https://usamv.ro/wp-content/uploads/2025/08/PO\\_Organizarea-programelor-de-studii\\_universitare-de-doctorat-in-regim-de-cotutela\\_10.07.2025\\_fs.pdf](https://usamv.ro/wp-content/uploads/2025/08/PO_Organizarea-programelor-de-studii_universitare-de-doctorat-in-regim-de-cotutela_10.07.2025_fs.pdf). Also, during their studies, doctoral students have the right to interrupt their doctoral studies for a period of 1-2 years, in accordance with LIS 199/2023 and the Procedure for interrupting doctoral studies. [https://usamv.ro/wp-content/uploads/2025/08/Procedura-Intreprupere-studii-universitare-de-doctorat\\_30.06.2025\\_fs.pdf](https://usamv.ro/wp-content/uploads/2025/08/Procedura-Intreprupere-studii-universitare-de-doctorat_30.06.2025_fs.pdf).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The academic progress of doctoral students is a well-regulated and transparent process. The professional activity of students is monitored and supported by regulations and procedures designed to facilitate academic progress.

**Aspects that constitute best practice examples:** Transparency and accessibility of regulations and information through the university website and the Student Guide.

**Recommendations:** it is not the case

**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.

<b>Indicator I.P.B.8.1.1</b>	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
------------------------------	---

**Presentation of the state of facts, supported by documents and data:** Through IOSUD–USAMV Bucharest, the field of Agronomy benefits from bilateral Erasmus+ agreements with prestigious universities and research institutions (<https://usamv.ro/acorduri-bilaterale/>, <https://usamv.ro/agence-universitaire-francophone-auf/>, <https://usamv.ro/mobilitati-internationale/>), as well as the option to pursue doctoral studies in an international joint supervision system according to the corresponding Procedure ([https://usamv.ro/wp-content/uploads/2025/08/PO\\_Organizarea-programelor-de-studii-universitare-de-doctorat-in-regim-de-cotutela\\_10.07.2025\\_fs.pdf](https://usamv.ro/wp-content/uploads/2025/08/PO_Organizarea-programelor-de-studii-universitare-de-doctorat-in-regim-de-cotutela_10.07.2025_fs.pdf)). IOSUD–USAMV was represented at the event “My doctoral thesis in 180 seconds – Francophone research excellence celebrated in Bucharest” (<https://usamv.ro/teza-mea-de-doctorat-in-180-de-secunde-excelenta-cercetarii-francofone-celebrata-la-bucuresti/>), strengthening the international visibility of doctoral research. Doctoral students in the field of Agronomy regularly participate in international conferences, professional training courses, and Erasmus+ internships. The 143 participations reported out of a total of 315 doctoral students who were active between 2021 and 2025 show that 44% participated in international activities.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

The internationalization activity aims to develop an inclusive and stimulating academic environment, which facilitates the integration of graduates into the labor market and their adaptation to current professional requirements.

**Aspects that constitute best practice examples:** Permanent concern for increasing the degree of internationalization, including the development of a procedure for conducting doctoral studies under international co-supervision.

**Recommendations:** It is recommended to further support and expand Erasmus internship opportunities at reputable foreign universities and research institutes

**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.	
<b>Indicator I.P.B.9.1.1</b>	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

**Presentation of the state of facts, supported by documents and data:** IOSUD–USAMV Bucharest is consolidating its status as a leading higher education institution, considering advanced research to be an essential pillar of quality education and scientific, economic, and social progress. Research activity is coordinated by the Scientific Council of USAMV Bucharest ([https://usamv.ro/wp-content/uploads/2024/11/5.-ROF\\_Consiliu-stiintific\\_8.11.2024-1.pdf](https://usamv.ro/wp-content/uploads/2024/11/5.-ROF_Consiliu-stiintific_8.11.2024-1.pdf)) and strategically oriented according to the Research and Innovation Strategy 2021–2027 ([https://usamv.ro/wp-content/uploads/2022/11/Strategie\\_cercetare\\_2021\\_2027\\_V4.pdf](https://usamv.ro/wp-content/uploads/2022/11/Strategie_cercetare_2021_2027_V4.pdf)). Since 2022, the AGROBIOLIFE Technology Transfer Centre has been operating as an accredited entity, facilitating collaboration between academia and the business community through the transfer of knowledge and applied research results (<https://ctt-agrobiolife.usamv.ro/despre-ctt-agrobiolife>). The Agronomy doctoral program has facilities at the Moara Domneasca Agricultural Research and Development Didactic Station (<https://usamv.ro/statiunea-cda-moara-domneasca>), at the Research Centre for Studies of Food Quality and Agricultural Products (<https://www.qlab.ro/>), as well as at the Research Centres and Laboratories within the Faculties of Agriculture and Land Reclamation and Environmental Engineering. <https://usamv.ro/unitati-cercetare-dezvoltare-servicii-facultatea-de-agricultura/>, <https://fifim.ro/en/cercetare/#laboratoare>.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

Learning based on scientific investigation and the exploitation of research results constitute a fundamental element in the development of the Agronomy doctoral study program, as they ensure the integration of theoretical knowledge with scientific practice and develop critical thinking, creativity and problem-solving skills.

**Aspects that constitute best practice examples:** The involvement of PhD students in a large number of research projects at national and international level, alongside doctoral supervisors or in teams outside the university, constitutes an example of good practices in research activity.

**Recommendations:** it is not the case

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

**Presentation of the state of facts, supported by documents and data:** IOSUD–USAMV Bucharest plays an active role in disseminating scientific results through landmark academic events, such as the international conference “Agriculture for Life, Life for Agriculture”, which promotes interdisciplinary collaboration and the internationalisation of research (<https://usamv.ro/conferinta-agriculture-for-life/>). Research activity is structured into nine Research Centres (<https://www.qlab.ro/>) and two Didactic and Research and Development Stations (SDCD), which support interdisciplinarity and the integration of education with research (<https://usamv.ro/structura-si-organizare/#Unit%C4%83%C8%9Bi>). Efforts to increase the quality of publications and international visibility have resulted in: obtaining the WoS Impact Factor for six volumes indexed in the Web of Science Core Collection – ESCI (<https://usamv.ro/jurnale/>); indexing the AgroLife Scientific Journal in SCOPUS (<https://agrolifejournal.usamv.ro/index.php/agrolife>); ranking of USAMV Bucharest in the QS World University Ranking 2024, Agriculture and Forestry field, position 401–450

(<https://usamv.ro/en/?s=QS&lang=en>). The results of scientific research obtained by doctoral supervisors and doctoral students in *the field of Agronomy* are disseminated through specific means, such as: articles published in scientific journals in Romania and abroad scientific volumes of international symposiums, conferences, and congresses - 214 papers published by doctoral supervisors, of which 170 with impact factor, and 143 papers published by doctoral students in Web of Sciences indexed journals with IF; treatises or specialist books published by nationally and internationally recognised [publishers.pdf](#), participation in research fairs, trade fairs and exhibitions.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:**

The above-mentioned aspects demonstrate a high level of engagement and excellence in the scientific research conducted by PhD supervisors and doctoral students in the field of Agronomy.

**Aspects that constitute best practice examples:** Capitalizing on research through scientific publications, books, manuals and patents.

**Recommendations:** It is recommended to encourage publication in internationally recognized, field-relevant journals associated with established academic publishers and strong editorial standards (Elsevier, Springer, etc).

**The indicator is: fulfilled.**

### DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

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

**Presentation of the state of facts, supported by documents and data:** Within IOSUD–USAMV Bucharest, the structure responsible for implementing and monitoring academic quality is represented by the Vice-Rectorate for Teaching, Evaluation, and Quality Assurance and the Commission for Evaluation and Quality Assurance ([https://usamv.ro/wp-content/uploads/2024/09/Regulament\\_CEAC\\_rev\\_3.pdf](https://usamv.ro/wp-content/uploads/2024/09/Regulament_CEAC_rev_3.pdf)). The development, implementation, and updating of regulations, procedures, and evaluation criteria is coordinated by the Department for Quality Assurance, which operates on the basis of its own regulations ([https://usamv.ro/wp-content/uploads/2024/09/Regulament\\_DAC\\_rev\\_3.pdf](https://usamv.ro/wp-content/uploads/2024/09/Regulament_DAC_rev_3.pdf)). The Quality Assurance Department presents the activities carried out, the methodology for evaluation and quality assurance, as well as the institutional tools for monitoring academic performance. At the same time, the Code of Ethics and Academic Conduct of USAMV Bucharest guarantees respect for the fundamental values of academic freedom, university autonomy, and ethical integrity (<https://usamv.ro/wp-content/uploads/2024/07/Codul-de-etica.pdf>).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents**

The HEI has established an organizational framework for quality assessment and assurance through the Commission for Evaluation and Quality Assurance (CEAC), supported by specific procedures and regulations available on the university’s website. The university also operates under a Code of Ethics and Regulations of the Ethics Committee, which reinforce the ethical and professional standards governing the educational and research processes.

**Aspects that constitute best practice examples:** All this information is published transparently and updated, being accessible online on the University's website.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

Standard S.C.1.2. Stakeholder engagement

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

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

**Presentation of the state of facts, supported by documents and data:** the CEAC structure was approved by the Senate under no. 3991/01.07.2024, according to Law 199/2023, comprising one person who ensures the operational management of the CEAC, two teaching staff, two student representatives appointed by student organisations, one employer representative, and one representative of the administrative structure. The Quality Assessment and Assurance Committee,

in accordance with the national legislation in force, is required to develop and coordinate the implementation of quality assessment and assurance procedures and activities, approved by the management of USAMV Bucharest regarding quality assurance and based on its own regulations [https://usamv.ro/wp-content/uploads/2024/09/Regulament\\_DAC\\_rev\\_3.pdf](https://usamv.ro/wp-content/uploads/2024/09/Regulament_DAC_rev_3.pdf) and collaborates with the CEAC committees at the faculty level and the study program committees at the level of each faculty <https://agro-bucuresti.ro/misiune-viziune/#comisii-facultate>.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** Institutional documents confirm the commitment of USAMV Bucharest to integrate the opinions and proposals of members of the university community and external stakeholders in the process of implementing academic procedures.

**Aspects that constitute best practice examples:** The results of the activity evaluation process are discussed at the faculty level and proposals for improvement are formulated.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

Standard S.C.2.2. Operation  
Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

**Indicator I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

**Presentation of the state of facts, supported by documents and data:** Committee operates on the basis of regulations approved by the University Senate, acting independently and in compliance with the legislation in force. [https://usamv.ro/wp-content/uploads/2025/02/1.-ROF-a-Comisiei-de-etica-universitara\\_8.11.2024.pdf](https://usamv.ro/wp-content/uploads/2025/02/1.-ROF-a-Comisiei-de-etica-universitara_8.11.2024.pdf). The composition of the ethics committee is available at the following web address: <https://usamv.ro/etica/>. Annually, the University Ethics Committee prepares a report which it presents to the academic community by posting it on the University website in the area dedicated to this committee: <https://usamv.ro/wp-content/uploads/2025/07/2024-Raportul-Comisiei-de-Etica.pdf>, which is integrated into the rector's report.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** At the HEI level, there are ongoing concerns for maintaining the independence and transparency of the University Ethics Commission, periodically updating regulations to align with national legislation and European standards, developing effective mechanisms to prevent misconduct, and increasing awareness and training in the field of academic ethics for students and faculty.

**Aspects that constitute best practice examples:** The committee's activity is transparent, being reported annually and presented to the university management.

**Recommendations:** it is not the case

**he indicator is: fulfilled.**

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

Standard S.C.3.1. Procedures and implementation of procedures  
The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

**Indicator I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.

**Presentation of the state of facts, supported by documents and data:** At Within USAMV Bucharest, the Regulation on the initiation, approval, monitoring, and evaluation of study programmes ([https://usamv.ro/wp-content/uploads/2024/09/Regulament\\_privind\\_initierea\\_aprobarea\\_monitorizarea\\_rev\\_1.pdf](https://usamv.ro/wp-content/uploads/2024/09/Regulament_privind_initierea_aprobarea_monitorizarea_rev_1.pdf)) is implemented and applied, establishing the procedures and criteria for ensuring academic quality. In order to achieve the objectives regarding the quality of study programmes, the USAMV Bucharest Senate Commission, which has specific responsibilities in this area, applies its own regulations and corresponding procedures (<https://usamv.ro/senat/>). At the faculty level, the study programme committees implement an internal monitoring system, and, in collaboration with the CEAC committee, establish concrete measures to optimise the educational process, according to The 2025 Action Plan for Improving the Quality of the Educational Process (<https://managusamv.ro/wp-content/uploads/2025/07/Plan-masuri-2025.pdf>).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents**  
IOSUD- USAMVB adopts a coherent and sustainable approach to managing programmes and fields of study through clearly defined procedures that are continuously monitored and regularly reviewed. This ensures academic quality, enhances the competitiveness of the educational offer, promotes student satisfaction, and strengthens the labour market relevance of graduates.

**Aspects that constitute best practice examples:** The Study Program Evaluation and Quality Assurance Committee includes, along with the study program manager and teaching staff, a representative of doctoral students and a representative of the business environment.

**Recommendations: The indicator is: fulfilled.**

<b>Indicator I.P.C.3.1.2</b>	Members of its own community and other stakeholders are involved in the procedure implementation process.
------------------------------	---

**Presentation of the state of facts, supported by documents and data:** Members of the academic community of USAMV Bucharest – teaching staff, PhD supervisors, students, PhD candidates, administrative staff, graduates, and representatives of the socio-economic environment – are actively involved in the implementation of institutional procedures for quality assurance. These procedures are communicated and disseminated transparently, and the comments and proposals made are analysed and, where appropriate, integrated into the final form of the documents, thus strengthening the participatory process of continuous improvement of academic quality. Detailed information on these processes is available on the official platform: <https://usamv.ro/managementul-calitatii/>.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The HEI has established mechanisms to engage members of the academic community, as well as internal and external stakeholders, in the implementation of institutional procedures. This collaborative approach supports the continuous adaptation of procedures, enhancing their relevance and effectiveness within the university.

**Aspects that constitute best practice examples:** Members of the community and other stakeholders are involved in the periodic monitoring and evaluation process, and the results are used in academic management processes, resulting in annual reports.

**Recommendations:** it is not the case

**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.

<b>Indicator I.P.C.4.1.1</b>	The organisational component analyses the results of the students' biannual evaluation of teachers.
------------------------------	---

**Presentation of the state of facts, supported by documents and data:** At the HEI, all periodic institutional evaluation activities are carried out through the EVCAL platform (<https://evcal.usamv.ro/local/usamvb/pages/public/index.php>). Through this platform, detailed reports can be generated at the university, faculty, study program, discipline, and teaching staff levels (<https://managusamv.ro/wp-content/uploads/2025/07/Raport-evaluare-licenta-master-2023-2024-pt-site.pdf>). These reports also allow for the analysis of feedback obtained from the evaluation of teaching staff, contributing to the continuous improvement of the educational process ([https://usamv.ro/wp-content/uploads/2025/10/Raport\\_DAC\\_2023\\_2024.pdf](https://usamv.ro/wp-content/uploads/2025/10/Raport_DAC_2023_2024.pdf)).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD - USAMVB has an IT platform that allows students to evaluate the academics and the curriculum, so that the academic staff can improve their teaching/assessment methods and course content in line with the needs of doctoral students.

**Aspects that constitute best practice examples:** The existence of an IT platform (EVCAL) that ensures the independent evaluation of teachers by students can be an example of good practice.

**Recommendations:** it is not the case

**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.

<b>Indicator I.P.C.5.1.1</b>	The organisational component systematically collects and analyses data required for the internal quality assurance process.
------------------------------	---

**Presentation of the state of facts, supported by documents and data:** IOSUD–USAMV Bucharest uses the UMS computer system to manage student records and academic activities ([https://www.student.usamv.ro/ums/do/secure/inregistrare\\_user](https://www.student.usamv.ro/ums/do/secure/inregistrare_user)). For teaching, research, and scientific management activities, the university uses the Sciconnect (<https://sciconnect.usamv.ro/>) and EVCAL platforms, dedicated to institutional quality monitoring and assurance (<https://evcal.usamv.ro/local/usamvb/pages/public/index.php>). In addition, USAMV Bucharest uses its own educational platforms, available at: <https://usamv.ro/platforme-educationale/>, to carry out teaching activities and facilitate the educational process in digital format.

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD-USAMVB systematically collects, processes and analyses data on the processes carried out and their quality, using an IT platform. The data is used both in managerial decision-making and for the internal quality assurance process.

**Aspects that constitute best practice examples:** Existing databases allow for constant tracking of quality indicators regarding teaching and research activities.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

**Criterion C.6. Transparency of information of public interest, including those regarding the study programmes and domains offered, and transparency regarding the related certificates, diplomas and qualifications**

Standard S.C.6.1. Transparency

The organisational component ensures transparency of information, as required by the law.

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

**Presentation of the state of facts, supported by documents and data:** The USAMV Bucharest website makes all information of general interest available to the public, in accordance with the principles of institutional transparency (<https://usamv.ro/informatii-de-interes-public/>). In addition, the Doctoral School provides doctoral students with detailed and up-to-date information on its website regarding the structure of the academic year, curricula, timetables, research topics (<https://usamv.ro/scoala-doctorala-usamv/>), as well as useful resources such as the International Student Guide (<https://usamv.ro/wp-content/uploads/2024/08/Ghidul-Studentului-international-preview-Engleza.pdf>) and information on admission. At the same time, the university publishes comprehensive information on research activities, educational projects and programmes, cultural events, regulations, methodologies, extracurricular activities, and support services, along with the rights and opportunities offered to students. These resources provide a coherent and accessible information framework, comparable to that of universities in the EHEA, contributing to maintaining high academic standards and strengthening the international prestige of USAMV Bucharest (<https://usamv.ro/documente-strategice/>).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD–USAMV Bucharest ensures a high level of transparency and access to information regarding the activities of the Doctoral School of Engineering and Management of Vegetable and Animal Resources and the field of Agronomy. Detailed information is available on the organisation of the teaching process, facilities for doctoral students, regulations, procedures and documents of public interest, all presented in an accessible and constantly updated format.

**Aspects that constitute best practice examples:** HEI respects the principles of transparency and access to public information, systematically providing relevant information through the official website regarding DSUD.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

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

**Presentation of the state of facts, supported by documents and data:** The decisions of the University Senate and the Board of Directors are permanently published on the official websites, together with regulations, methodologies (<https://usamv.ro/documente-strategice/#documents>) and annual activity reports, thus facilitating the monitoring and understanding of the stages of decision-making and adoption (<https://usamv.ro/scoala-doctorala-usamv/#evaluate>).

**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** IOSUD–USAMV Bucharest ensures a high level of transparency and accessibility of information of public interest by constantly publishing relevant documents, reports, and decisions on the official

websites of the university and doctoral schools, in accordance with the principles of good academic governance.

**Aspects that constitute best practice examples:** The managerial activity is based on the norms of European university management and is subordinated to the strategic objectives of the University stated previously.

**Recommendations:** it is not the case

**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.

<b>Indicator</b>	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.
<b>I.P.C.8.1.1</b>	

**Presentation of the state of facts, supported by documents and data:** In 2021, the last institutional evaluation carried out by ARACIS took place at the HEI, following which the university was accredited and received the rating of “High degree of confidence”, confirming the quality of its educational and university management activities (<https://usamv.ro/managementul-calitatii/>).



**Analysis of the state of facts, in relation with the state of facts acknowledged from documents:** The field of Agronomy, part of the Doctoral School of Engineering and Management of Vegetable and Animal Resources, was periodically evaluated by ARACIS in 2021 and intermediately (progress) in 2024 in accordance with national and European standards on the quality of doctoral studies.

**Aspects that constitute best practice examples:** In addition to external evaluation, HEIs also apply internal periodic evaluation mechanisms according to their own methodologies.

**Recommendations:** it is not the case

**The indicator is: fulfilled.**

## IV. SWOT Analysis

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Strong institutional and regulatory framework ensuring the effective organisation of doctoral studies.</li> </ul> <p><b>The attractiveness of the field of doctoral studies in Agronomy</b></p> <ul style="list-style-type: none"> <li>• Correlation of the study program with the current requirements of the labour market and occupations in COR and high employability rate of graduates in the field.</li> <li>• Well-structured curriculum, clearly defined learning outcomes and research-oriented subjects.</li> </ul> <p><b>Curriculum of the study program</b></p> <ul style="list-style-type: none"> <li>• Adaptability and flexibility of the training program based on advanced university studies and the individual scientific research program.</li> <li>• Curriculum aligned with labour market requirements and occupations in The COR.</li> </ul> <p><b>Equipping laboratories</b></p> <ul style="list-style-type: none"> <li>• Modern and high-performance equipment necessary and adequate infrastructure for practical skills training and interdisciplinary experiments.</li> </ul> <p><b>Human resources</b></p> <ul style="list-style-type: none"> <li>• PhD supervisors and teaching staff with a high level of academic and scientific training.</li> </ul> <p><b>Material and financial resources</b></p> <ul style="list-style-type: none"> <li>• Constant allocation of financial resources for teaching, research, and institutional development activities.</li> <li>• Financial support for the exploitation and dissemination of results.</li> </ul> <p><b>Collaboration with the socio-economic environment</b></p> <ul style="list-style-type: none"> <li>• Strengthened partnerships with public institutions, organisations, and companies in the fields of agriculture, rural development.</li> </ul>	<p><b>INTERNAL FACTORS</b></p> 	<p><b>Weaknesses:</b></p> <p><b>Aspects requiring improvement in the field of Agronomy doctoral studies</b></p> <ul style="list-style-type: none"> <li>• Difficulties in adapting for some doctoral students, which can lead to university dropouts.</li> </ul> <p><b>Laboratory equipment</b></p> <ul style="list-style-type: none"> <li>• The need for additional specialised technical staff for the optimal use of modern equipment in research laboratories.</li> <li>• Only partly used potential of modern equipment in the university research center.</li> </ul> <p><b>Human resources</b></p> <ul style="list-style-type: none"> <li>• Teaching workload limits the time available for research and professional development activities.</li> <li>• There is a shortage of qualified support staff involved in applied and experimental activities.</li> <li>• The publication strategy could be more strongly oriented towards internationally recognized and highly relevant journals.</li> </ul> <p><b>Material and financial resources</b></p> <ul style="list-style-type: none"> <li>• Extra-budgetary resources are insufficiently utilised, limiting opportunities for investment in infrastructure and research.</li> <li>• Public funds for the modernisation of laboratories and equipment are limited, requiring a strategy to attract external funding through projects and partnerships.</li> </ul> <p><b>Collaboration with the socio-economic environment</b></p> <ul style="list-style-type: none"> <li>• Strategic partnerships with institutions, professional organisations, and companies in the agricultural sector need to be strengthened.</li> <li>• International mobility could be expanded further, as participation in international activities, although at present, still does not cover the whole doctoral community.</li> </ul>
<p><b>SWOT analysis</b></p>		
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Expanding and strengthening international partnerships through collaborations with universities, institutes, and research centres in the European Higher Education Area.</li> <li>• Developing international mobility opportunities for doctoral students and doctoral supervisors through Erasmus+, Horizon Europe, and other academic networks.</li> <li>• Increasing the share of doctoral students involved in international activities beyond the current level.</li> <li>• Further developing international co-supervision and joint-supervision pathways for doctoral studies.</li> <li>• Infrastructure by purchasing high-performance equipment and up-to-date digital resources.</li> <li>• Creating partnerships with companies and public institutions for the financial and technological support of research activities.</li> </ul>	<p><b>EXTERNAL FACTORS</b></p> 	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>• Demographic decline and a decrease in the number of graduates at the bachelor's and master's level.</li> <li>• Increased competition between universities, including at European level, to attract students and research funding.</li> <li>• The need to frequently update the curriculum in the context of a dynamic labour market and rapid technological change.</li> <li>• Limited budgetary resources for investment in research infrastructure and digitisation.</li> <li>• Dependence on external projects and partnerships for further laboratory modernisation and infrastructure development.</li> <li>• Still limited involvement of the business community in academic partnerships, with direct effects on technology transfer.</li> <li>• Risk of lower international attractiveness if the recruitment of doctoral students from other countries is not strengthened.</li> <li>• Risk of reduced international exposure if participation in internships and other mobility activities is not expanded further.</li> <li>• Risk of weaker international research visibility if the publication strategy is not further oriented towards more internationally recognised journals and publishing environments.</li> </ul>

## 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
<b>DOMAIN A. Institutional capacity</b>			
1.	<b>I.P.A.1.1.1</b> For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	<b>I.P.A.1.2.1</b> 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.	<b>I.P.A.2.1.1</b> 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.	<b>I.P.A.2.2.1</b> The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	<b>I.P.A.3.1.1</b> 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.	<b>I.P.A.3.1.2</b> The HEI ensures professional and personal development for its staff.	F	
7.	<b>I.P.A.3.2.1</b> Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	<b>I.P.A.4.1.1</b> 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	<b>completing and implementing the digitalization process</b>
<b>DOMAIN B. Educational efficacy</b>			
9.	<b>I.P.B.1.1.1</b> The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	<b>I.P.B.2.1.2</b> The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	and/or the European Skills, Competences and Occupations (ESCO).		
11.	<b>I.P.B.3.1.1</b> The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	<b>I.P.B.3.1.2</b> The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	<b>promoting and encouraging students to participate in internships abroad</b>
13.	<b>I.P.B.3.2.1</b> 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.	<b>I.P.B.4.1.1</b> The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	<b>I.P.B.5.1.1</b> Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	<b>I.P.B.5.1.2</b> Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	<b>I.P.B.7.1.1</b> The organisational component applies the admission procedures.	F	<b>attracting doctoral students from other countries</b>
18.	<b>I.P.B.7.1.2</b> Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	<b>I.P.B.7.2.1</b> The organisational component applies the regulations concerning the students' professional activity.	F	
20.	<b>I.P.B.8.1.1</b> 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	<b>It is recommended to further support and expand Erasmus internship opportunities at reputable foreign universities and research institutes</b>
21.	<b>I.P.B.9.1.1</b> Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	<b>I.P.B.9.2.1</b> The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	<b>It is recommended to encourage publication in internationally recognized, field-relevant journals associated with established academic</b>

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			publishers and strong editorial standards (Elsevier, Springer, etc).
<b>DOMAIN C. Quality management</b>			
23.	<b>I.P.C.1.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	<b>I.P.C.1.2.1</b> The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	<b>I.P.C.2.2.2.</b> The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	<b>I.P.C.3.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	<b>I.P.C.3.1.2</b> Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	<b>I.P.C.4.1.1</b> The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	<b>I.P.C.5.1.1</b> The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	<b>I.P.C.6.1.1</b> The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	<b>I.P.C.6.1.2</b> The organisational component ensures transparent decision-making processes.	F	
32.	<b>I.P.C.8.1.1</b> The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

**Summary Table of Performance Indicators – Degree of Fulfillment**

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	-	-
Domain B. Educational efficacy	14	-	-
Domain C. Quality management	10	-	-
Total	32	-	-

## VI. Conclusions

Following the evaluation visit and based on the analysis of performance standards and indicators, internal and external evaluations, as well as the continuous monitoring carried out by the competent institutional structures, a series of general conclusions can be drawn regarding the quality of education offered within the „Doctoral Study Area in *Agronomy*“:

- the field is rigorously organized, in accordance with ARACIS standards, both in terms of curriculum, human resources and educational infrastructure, as well as from the perspective of managerial processes and the involvement of quality assurance structures;
- the field ensures the acquisition of the knowledge and skills necessary to exercise the occupations targeted by „Doctoral Study Area in *Agronomy*“;
- a positive aspect is the involvement of teaching staff in research activities and in academic life, as well as the stimulation of student participation in extracurricular and scientific activities;
- the teaching staff have the professional training necessary to carry out the „Doctoral Study Area in *Agronomy*“;
- the infrastructure of the Doctoral Study Area in *Agronomy* is adequate and ensures the proper conduct of teaching-learning-evaluation activities, including applied and research activities.

In conclusion, the Doctoral Study Area in *Agronomy* ensures quality academic training, supported by a solid institutional framework, adequate teaching resources and a firm commitment to continuous improvement, being fully compatible with the requirements of the European Higher Education Area and with the expectations of the labor market.

*Propose and substantiate a decision.*

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

- a) **/maintaining accreditation (MAC);**

## VII. Annexes

1. Schedule of the evaluation visit to the IIS;
2. Minutes of all meetings organized during the visit to the IIS;
3. Resources available on the university website.

---

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