The Romanian Agency for Quality Assurance in Higher Education

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

Higher Education Institution/Education Provider Organization:	UNIVERSITY OF AGRONOMIC SCIENCES AND VETERINARY MEDICINE OF BUCHAREST
Doctoral School:	ENGINEERING AND MANAGEMENT OF PLANT AND ANIMAL RESOURCES
Doctoral Domain:	BIOTECHNOLOGY
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof.univ.dr. Sina Niculina COSMULESCU	Expert evaluator	
2.	Prof. dr. Judith OLAH	International Expert	
3.	Stud. doctorand Ioan Daniel Adriano SĂBĂILĂ	PhD Student Evaluator	

I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);
- **Type of evaluation:** Maintaining accreditation (MAC)
- **Period covered by the evaluation:** March 4-5, 2026
- **Membership of the external quality experts'**:

Nr. crt.	Numele și prenumele	Calitatea
1.	Prof.univ.dr. COSMULESCU Sina Niculina	Coordonator comisie
2	Prof. dr. OLAH Judith	Evaluator international conducator de doctorat
3	SĂBĂILĂ Ioan Daniel Adriano	Student doctorand

- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied);

Establishment: The origins of the University of Agronomic Sciences and Veterinary Medicine of Bucharest date back to 1852, when Prince Barbu Știrbei signed the act establishing the Institute of Agriculture in Pantelimon, which began its activity in 1853. In 1855, the School of Veterinary Medicine was founded, marking the beginning of veterinary higher education in Romania. The early development of the institution laid the foundations of agronomic and veterinary higher education in Bucharest.

Evolution: Between 1867–1929, the institution expanded to include forestry studies, experimental farms and advanced agronomic education, evolving into the Academy of Higher Agronomic Studies in Bucharest, with the right to award doctoral degrees. In 1948, it became the Bucharest Agronomic Institute, renamed in 1952 as the "Nicolae Bălcescu" Agronomic Institute – Bucharest. After 1990, the university underwent significant modernization and diversification, becoming the University of Agronomic Sciences of Bucharest in 1992 and the University of Agronomic Sciences and Veterinary Medicine of Bucharest in 1995. Since then, USAMVB has continuously expanded its academic structure, study programmes and research capacity, strengthening its national and international academic profile.

Mission: The mission of the University of Agronomic Sciences and Veterinary Medicine of Bucharest (USAMVB) is defined by the University Charter and implemented through transparent governance, ethical conduct and academic autonomy. USAMVB is committed to education and advanced research, aiming to integrate into the circuit of universal values and to respond to the requirements of a knowledge-based society. The University generates and transfers knowledge to society through teaching, scientific research, innovation, technology transfer and lifelong learning, actively contributing to professional development and continuous training. The mission is supported by a comprehensive regulatory framework, publicly available and periodically updated as well as by a strong commitment to academic integrity and ethics, ensured through the Code of Ethics and Academic Conduct and the activity of the University Ethics Committee.

Governance and Structure: The governance and functioning of the University of Agronomic Sciences and Veterinary Medicine of Bucharest (USAMVB) are regulated by the Organisation and Functioning Regulations and the Internal Regulations. USAMVB is governed by the University Senate and the Board of Directors. The Senate, elected by universal, direct and secret vote, includes academic staff and student representatives and oversees academic policy and strategic decisions. The Board of Directors, composed of the Rector, Vice-Rectors, Deans, administrative leadership and student representatives, ensures executive management and operational coordination. The university's organisational structure and distribution of responsibilities are defined in the official Organisational Chart. Administrative support is provided by specialized directorates (General Administrative, Economic, Human Resources, and Secretariat), staffed by qualified personnel recruited through competitive procedures and operating under dedicated regulations. USAMVB maintains a strong internal quality culture through a Quality Assurance Department and a Quality Assessment and Assurance Committee, operating under an ISO 9001-certified quality management system, recertified in 2025. Doctoral studies are governed by the Council for Doctoral Studies (CSUD), in accordance with national legislation and institutional regulations. Within IOSUD, doctoral programmes are delivered through two doctoral schools: the Doctoral School of Plant and Animal Resource Engineering and Management and the Doctoral School of Veterinary Medicine, each managed by dedicated councils and directors in line with approved regulations.

Areas of Doctoral Fields: Doctoral studies at IOSUD–USAMVB are organised within two doctoral schools. The Doctoral School of Plant and Animal Resource Engineering and Management offers doctoral programmes in Agronomy, Horticulture, Animal Science, Biotechnology, Engineering and Management in Agriculture and Rural Development, and Food Engineering, while the Doctoral School of Veterinary Medicine provides doctoral studies exclusively in Veterinary Medicine. Doctoral programmes are organised in a unified and coherent manner, ensuring compliance with quality standards across all doctoral fields. They promote interdisciplinarity and aim to train highly qualified specialists capable of autonomous decision-making and responsible professional practice. The development and modernisation of doctoral fields are aligned with the USAMVB strategic framework (and with institutional policies on equality and internationalization. Doctoral training focuses on fundamental and applied research, international cooperation, periodic evaluation of doctoral fields and increasing national and international visibility through high-quality scientific publications and research dissemination.

Completing External Evaluation Procedures for the Quality of Education: The quality of education at the University of Agronomic Sciences and Veterinary Medicine of Bucharest (USAMVB) is ensured through regular external evaluations conducted by national and international bodies. In 2021, USAMVB underwent institutional evaluation by ARACIS, following which it was accredited and awarded the rating "High degree of confidence". All study programmes offered by USAMVB faculties have been externally evaluated by ARACIS and comply with mandatory quality standards and performance indicators. In addition, the university is subject to periodic external evaluations upon request. At doctoral level, IOSUD–USAMVB and its doctoral fields were evaluated by ARACIS in 2021, with all indicators met and full compliance confirmed. In 2024, an interim ARACIS evaluation reconfirmed that all quality indicators were fulfilled, including those previously assessed as partially met. International recognition was strengthened in 2024, when the Veterinary Medicine study programme was externally evaluated and accredited by the European Association of Establishments for Veterinary Education (EAEVE/ECOVE) for the period 2024–2029 (). Furthermore, in 2024, a new doctoral field, Food Engineering, was accredited within the Doctoral School of Plant and Animal Resource Engineering and Management. All university study programmes are currently evaluated in accordance with Law no. 199/2023 and ARACIS standards, confirming the university's strong commitment to continuous quality assurance.

- general description of the doctoral study domain (why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

The Biotechnology doctoral programme at USAMVB was established in 2010 to provide advanced professional and scientific training in biotechnology, combining in-depth research with interdisciplinary skills development. It operates within the Doctoral School of Plant and Animal Resource Engineering and Management (IMRVA) and aims to train highly qualified specialists capable of contributing to scientific, technological, and sustainable development in agriculture, agri-food, environmental protection, and pharmaceuticals. Since its establishment, the programme has evolved by expanding the number of doctoral supervisors, increasing doctoral student enrolment, internationalising with foreign students and collaborations, upgrading research infrastructure, and integrating modern research methods. It has successfully passed external evaluations by ARACIS in 2021 and a mid-term evaluation in 2024, fulfilling all quality indicators and continuously improving in line with national and international standards. Key focus areas include advanced research, professional competence, interdisciplinary training, international collaboration, and visibility through scientific publications and patents.

II. Methods used

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

The evaluation process consisted of the analysis of the Internal Evaluation Report (IER) of the "Biotechnologies" doctoral study program and its annexes, as well as the documents requested during the on-site visit. The data and information available on the USAMV Bucharest website, in electronic format, were also taken into account for a complete evaluation of the program's compliance with national and international standards.

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

During the visit, the main locations used by the program were inspected, including lecture halls, laboratories and spaces for practical activities within the Faculty of Biotechnology (Microbiology, Informatics, Molecular Biology, Plant Biotechnologies, Genetic Engineering laboratory). Discussions also took place with the following categories of people: the contact person, the person in charge of the study program; the team that made the internal evaluation report (REI); representatives of CEAC, representatives in the field of quality assurance; heads of research centers/laboratories; teaching staff; PhD students; members of the University Ethics Commission; graduates of the doctoral program; employers.

- Other relevant methods or aspects.

The evaluation included the verification of infrastructure and educational resources, as well as the assessment of the satisfaction level of doctoral students and graduates of the program. It also took into account academic management practices and collaboration with the professional environment.

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 (documents preferably included through links in the body of the IER)

IOSUD–USAMVB Bucharest has well-defined organisational components and a management system that operate based on clearly established competences, responsibilities, processes, methodologies, regulations, and procedures, which are periodically reviewed in accordance with the law and the USAMVB organisational chart: Organisational chart (Organigrama USAMV), University Charter (Carta USAMVB 2025), Code of Ethics and Professional Conduct (Codul de etica), IOSUD doctoral regulations (Regulations on doctoral studies), Methodology for filling management positions (METODOLOGIE). The doctoral programme in Biotechnology, established in 2010 and accredited in 2021 (Biotechnology Doctorate), is managed by 12 doctoral supervisors (List of supervisors) and operates within the Doctoral School of IMRVA. The Faculty of Biotechnology provides organisational support, quality assurance, and ethical guidance through councils and committees (Faculty Committees).

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

The organisational structures of IOSUD, SD–IMRVA, and the Faculty of Biotechnology are adequate for managing doctoral studies. Their operation is based on up-to-date regulations, methodologies, and procedures approved by the University Senate and aligned with national legislation. The system ensures academic integrity, ethical conduct, clear division of responsibilities, and quality assurance in research and teaching.

✓ Aspects that constitute best practice examples
✓ Recommendations

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 (documents preferably included through links in the body of the IER)

At IOSUD–USAMVB, the opinions of doctoral supervisors and students are actively considered when developing and updating methodologies, regulations, and procedures, ensuring that institutional documents reflect real needs and practices. The institutional framework is organised as follows: Council for Doctoral Studies (CSUD): Strategic governance body at institutional level, responsible for drafting framework regulations, validating doctoral school regulations, monitoring compliance with national legislation and quality standards, and evaluating doctoral schools (CSUD composition**);** Doctoral School Councils (CSD): Operational bodies at each doctoral school (IMRVA and MV), responsible for admissions, research project monitoring, appointment of supervisors, and ensuring quality of teaching and research (CSD regulations). Key regulatory documents guiding doctoral activities include: Framework Regulation on Doctoral Studies, Institutional Regulation on Doctoral Studies, IMRVA Doctoral School Regulations, Other operational procedures and contracts: Doctoral School documents.

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

The active participation of CSUD and CSD members, along with faculty, doctoral supervisors, and students, ensures that methodologies, regulations, and procedures are relevant, transparent, and aligned with institutional and socio-economic needs. Regular meetings with documented agendas and signed resolutions demonstrate effective governance and a participatory culture. This approach enhances the applicability of regulations and contributes to institutional development and quality assurance.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled

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

Standard S.A.2.1. Material resources The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.	
Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

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

USAMVB legally owns all its venues used for teaching, research, administrative activities, and student services, ensuring an enabling environment for learning, research, and work, including accessibility for persons with disabilities. Key details include: Campuses: Agronomie-Herăstrău campus at 59 Mărăști Boulevard, over 38 hectares, including lecture halls, laboratories, research stations, dormitories, sports halls, botanical gardens, greenhouses, and teaching fields (Campus overview, USAMVB presentation). Teaching and research spaces: 34 lecture halls (5,213 m²), 83 classrooms (4,021 m²) with multimedia systems, 197 laboratories (10,007 m²) equipped for practical and research activities, 16 research labs (377 m²), 10 seminar rooms and 3 sports spaces (19,033 m²). Faculty of Biotechnology: Modern building since 2016 on the Agronomy campus, providing ample space for teaching and research (Faculty overview); 3 dedicated research labs and multiple teaching/research labs (Labs); Equipped with bioreactors, incubators, spectrophotometers, molecular biology and microbiology equipment, chromatographs, and other analytical devices; Research infrastructure integrated with European platforms (EERTIS) and access to Qlab

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

laboratories (Qlab, Advanced research infrastructure) and faculty research centres (Biotehngen and Biotehnol) (Faculty organisation). Library and information resources: Access to the USAMVB Central Library (link) and Faculty Library with up-to-date publications, foreign-language resources, reading spaces, and international databases (ScienceDirect, CABI, Cambridge Core, Scopus, Web of Science, USAMVB online resources). ICT infrastructure: Full campus wireless coverage, computer lab (link), institutional accounts for access to educational platforms, and licensed software for teaching and research. Accessibility: Facilities comply with disability legislation, including ramps, lifts, and adapted toilets (Procedure CES)

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

USAMVB meets the legal requirements for ownership and provision of spaces for education, research, administrative processes, and student services. All venues are adequately equipped, modernised, and maintained, providing optimal conditions for doctoral students, faculty, and staff. The infrastructure supports both the educational process and advanced research activities in the Biotechnology field.

✓ Aspects that constitute best practice examples

- Modern, purpose-built Faculty of Biotechnology building with fully equipped labs.
- Integration of research facilities into European networks (EERTIS, Qlab).
- Accessibility measures for students and staff with disabilities.
- Sustainable management of immovable and movable assets through regular maintenance and investment plans.

✓ Recommendations

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 (documents preferably included through links in the body of the IER)

The Faculty of Biotechnology at USAMVB ensures constant and appropriate maintenance of all immovable and movable property to provide optimal conditions for study, research, living, and working:

- Teaching spaces: Classrooms, seminar rooms, and laboratories are regularly cleaned, repaired, and modernised to meet educational standards (Faculty overview, Tour).
- Library and study areas: Equipped for individual study and research, with access to up-to-date scientific information.
- Laboratory and research infrastructure: Modern and spacious, designed to support theoretical, practical, and interactive activities (Research facilities).
- Monitoring and adaptation: The faculty continuously monitors the condition of buildings and spaces, implementing improvements as needed for sustainability and compliance with current educational and research requirements.
- Funding for maintenance and upgrades: Resources are available through national and European programs, including PNRR (link), FDI (link), faculty research projects (link), and other sources (ongoing projects). Purchases and services follow institutional procurement rules (link).

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

The Faculty of Biotechnology provides a fully functional and modern material base for doctoral studies, including laboratories, classrooms, research centres, libraries, and specialised equipment and reagents. Regular maintenance and continuous evaluation ensure equipment is up-to-date, supporting high-quality education and research. Measures demonstrate efficient and sustainable management of facilities, contributing to the quality of doctoral education.

✓ Aspects that constitute best practice examples

✓ Recommendations

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 (documents preferably included through links in the body of the IER)

The teaching staff of USAMV Bucharest, the Doctoral School Engineering And Management Of Plant And Animal Resources, consists of professors, associate professors, and Senior Research Scientists (CS I), and its structure complies with the legal and academic requirements applicable to higher education. Doctoral supervisor positions are filled through a competitive process, in accordance with the legislation in force and the Methodology for granting the habilitation certificate within IOSUD – USAMVB. The appointment of academic staff to positions is carried out in compliance with the national regulatory framework. During the competitions, candidates' files and final results are published transparently on the university's website. In the 2024–2025 academic year, within the Doctoral School Engineering And Management Of Plant And Animal Resources, there were 73 doctoral supervisors, of whom 12 supervised PhDs in the field of Biotechnology. The teaching staff possess the qualifications and professional competences necessary to teach the subjects assigned to them through the curriculum. In addition, academic staff are actively involved in developing and publishing educational resources for students through USAMVB Publishing House, thus contributing to the support of the teaching–learning process: https://editura.usamv.ro/carti">https://editura.usamv.ro/carti.

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

The analysis of the available documents and data highlights that the academic human resources of the Doctoral School, in the field of Biotechnology, are organized and managed in accordance with the legal requirements and quality standards applicable to higher education. The procedures for filling academic positions are transparent, competitive, and based on clear eligibility criteria and academic performance indicators, ensuring the selection of qualified and competent staff for the disciplines related to the study programs. The teaching staff appointed to academic positions meet the specific legal requirements for each role and possess the professional competences necessary to carry out teaching, research, and evaluation activities. The involvement of academic staff in the development of teaching materials and published educational resources demonstrates a constant commitment to updating course content and to supporting the training of doctoral students.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

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

The Faculty of Biotechnology encourages and promotes the continuous professional development of its academic staff through participation in training programs and specialized courses. These activities are organized both through dedicated institutional structures, such as the Career Counseling and Guidance Center, and through projects funded by the Institutional Development Fund (FDI) carried out at university level. The training programs are focused on developing teaching competences, the use of new technologies in education, personal development, as well as the enhancement of research skills and

academic management competences. The Faculty also promotes and supports academic mobility of teaching staff within European and international programs, particularly through the Erasmus+ programme. During the analyzed period, some doctoral supervisors carried out academic mobilities and documentation stages at partner universities and institutes, based on institutional collaboration agreements, such as: Universitat Politècnica de València, Mediterranean Agronomic Institute of Chania, Université d'Abobo-Adjamé, Università degli Studi di Perugia, Università di Bologna, as well as other academic and research institutions abroad. At university level, training and professional development courses are periodically organized for academic staff and doctoral students, including courses aimed at improving language competences, such as obtaining internationally recognized English language certificates.

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

The continuous training activities within the Faculty of Biotechnology highlight a solid institutional framework for the development of human resources, through diverse programs, FDI-funded projects, and academic mobility initiatives. These contribute to the updating of teaching, scientific, and managerial competences, to the internationalization of activities, and to the enhancement of the quality of education and research, being further supported by language and professional training courses.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

At the level of USAMV Bucharest, there are clear and publicly available procedures for the recruitment of teaching and research staff, based on strategic documents, internal regulations and methodologies that ensure legality, transparency, merit-based selection, and equal opportunities. Positions are filled exclusively through public competition, with vacant post and results published in accordance with the institutional methodology. The university has a dedicated human resources strategy for research, which supports the attraction and development of high-performing researchers. The recruitment and habilitation of doctoral supervisors are regulated by specific methodologies (metodology for granting the habilitation certificate and methodology for the recognition of the status of doctoral supervisor) which are publicly available. . Between 2014 and 2025, in the field of Biotechnology, eight specialists obtained the habilitation, all of whom are officially recognized and affiliated with IOSUD – Doctoral School IMRVA – field Biotechnology.

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

The analysis of the regulatory framework and institutional practices shows that the recruitment of teaching staff, researchers, and doctoral supervisors is fully compliant with legal requirements and conducted in a transparent, fair, and competitive manner. Clear evaluation criteria, properly constituted committees, public announcement of competitions, and appeal mechanisms ensure the objectivity of the selection process. The institutional strategy for research human resources and the active encouragement of habilitation and the attraction of prestigious specialists strengthen the academic and research capacity of the Biotechnology field and support internationalization.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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 (documents preferably included through links in the body of the IER)

USAMV Bucharest uses modern IT tools for communication and for managing academic and administrative processes, with public information available on the university·s and the Faculty of Biotechnology·s website. Admision procedures, academic progress, and the record management of doctoral students are handled through dedicated platforms such as RMU and UMS. Information regarding doctoral studies is publicly available on the IOSUD USAMV Bucharest webpage. Information regarding doctoral studies is publicly available on the IOSUD USAMV Bucharest webpage.Teaching, research, and quality assurance activities are supported by IT platforms such as Academic, Sciconnect, EVCAL, Agriculture for Life and USAMVJobs. Digitalization is further strengthened through the PNRR project „Smart agriculture – Agriculture for life, Life for agriculture". Students and academic staff have access to institutional accounts and online resources, and doctoral theses are checked using Turnitin, with a similarity threshold of 10%.

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

The IT tools used at the level of USAMV Bucharest and the Faculty of Biotechnology significantly enhance the accessibility, transparency, and efficiency of academic and administrative services. The digitalization of processes reduces bureaucracy, facilitates communication, and supports the quality of education and research activities.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s* The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

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

The doctoral study program in the field of Biotechnology at the University of Agronomic Sciences and Veterinary Medicine of Bucharest is organized over a period of four years, with the possibility of extension by 1–2 years, subject to the approval of the University Senate, in accordance with the regulations in force. During the first year of doctoral studies, PhD students complete a training program based on advanced university studies, structured into three general disciplines: *Scientific Research Methodology, Management of Doctoral Thesis Development*, and *Academic Ethics and Integrity*, as well as a specialized discipline, usually delivered by the doctoral supervisor. Their structure and content are specified in the Curriculum of the IMRVA Doctoral School. Each discipline is accompanied by a course syllabus, including the objectives, theoretical and practical content, evaluation methods, targeted professional and transversal competences, learning outcomes, and transferable credits. Teaching activities are carried out according to an annual

* 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.

structure and a rigorously established timetable. The research topics proposed for doctoral admission are published on the university's website. In the first year, doctoral students develop their individual research plan based on in-depth scientific documentation, and starting with the second year, their activity focuses primarily on research conducted in the university's laboratories or those of partner institutions. Research progress is evaluated annually through the presentation of a report before the guidance committee.

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

The structure of the doctoral study program in the field of Biotechnology is coherent and aligned with the expected learning outcomes, integrating advanced theoretical training, scientific research activities, continuous assessment, and academic mobility. The organization based on transferable study credits, the existence of detailed course syllabi, and their correlation with professional and transversal competences ensure the transparency and relevance of the doctoral pathway. The sequence of stages—advanced theoretical preparation, documentation, applied research, and annual evaluation—allows for the progressive acquisition of the competences required to complete the doctoral thesis and obtain the academic qualification specific to the field of Biotechnology. The opportunity to undertake international mobility further contributes to the development of research skills and to the internationalization of doctoral studies.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.	
Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

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

The expected learning outcomes for the courses included in the curriculum of the doctoral study program in Biotechnology at USAMV Bucharest are aligned with the competences specific to the qualification, in accordance with the occupational standards of the National Register of Qualifications in Higher Education (RNCIS) and the European Skills, Competences, Qualifications and Occupations classification (ESCO). Throughout their doctoral training, PhD students acquire and deepen interdisciplinary knowledge relevant to the field of biotechnology, enabling them to integrate their own research results into the context of current scientific knowledge. The skills and competences developed include cognitive competences (critical analysis of experimental data, synthesis, and formulation of original hypotheses), scientific communication competences (academic writing and presentations at national and international conferences), practical competences (mastery of laboratory techniques and correct interpretation of results), as well as independent research and teamwork competences.These are assessed and validated through annual research reports, feedback from the guidance committee and doctoral supervisor, scientific publications, and participation in scientific events. Doctoral students are encouraged to engage in research projects and grants, publish scientific articles as lead authors, communicate in internationally used languages, and develop digital competences, in line with current occupational requirements in research, higher education, and industry.

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

The analysis of the expected learning outcomes and course content highlights a clear and coherent correlation between the competences developed within the doctoral program and those required for occupations specific to the field of Biotechnology, in accordance with RNCIS and ESCO. The curriculum structure, the periodic updating of specialized courses, and the systematic assessment of acquired

competences ensure the professional and scientific relevance of the program. The doctoral study program meets ARACIS requirements and responds to developments in the field, preparing graduates capable of carrying out advanced research, innovation activities, and professional integration within academic, research, or industrial environments.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

Criterion B.3. Student-centred learning, teaching and evaluation

Standard S.B.3.1 Principles The organisational component implements the principles of student-centred learning.	
Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

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

The doctoral study program in the field of Biotechnology promotes a student-centered educational model, in which the PhD candidate plays an active role in acquiring knowledge, developing research competences, and shaping professional and ethical attitudes. The curriculum of the advanced university studies training program includes both general courses—aimed at developing the competences necessary for designing and conducting experiments, interpreting and disseminating research results, and drafting the doctoral thesis in compliance with ethical and professional standards—and specialized courses. The teaching–learning process combines direct instructional activities with individual study and applied research. Learning outcomes are explained and discussed with doctoral students from the perspective of their academic and professional relevance, and the teaching methods used are adapted to the doctoral level and to students' individual needs. The structure of activities ensures an appropriate balance between assisted and independent work, facilitating the progressive integration of doctoral students into research activities. Starting with the second year of study, doctoral candidates carry out their work based on an individual research plan, which includes the presentation of three annual reports before the guidance and academic integrity committee, ensuring continuous monitoring of progress and ongoing feedback. Throughout the entire doctoral period, students benefit from the supervision of a functional guidance and academic integrity committee. They also have access to teaching materials provided by doctoral supervisors and to the research infrastructure available in laboratories designated for teaching and research purposes.

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

The doctoral study program in Biotechnology promotes a student-centered educational model, in which the PhD candidate plays an active role in acquiring knowledge, developing competences, and shaping professional attitudes. The curriculum includes general and specialized courses, updated annually to maintain academic and professional relevance. The teaching process combines direct instructional activities with individual study and applied research, while progress is monitored through annual reports evaluated by the guidance committee. Doctoral students benefit from continuous support, access to laboratory infrastructure and teaching materials, and research activities are flexibly coordinated to respond to individual needs.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Educational exchanges and internationalization are actively promoted among doctoral students and academic staff through the Erasmus+ programme based on bilateral agreements. In 2024, USAMV

Bucharest concluded 36 new Erasmus+ KA131 agreements, reaching a total of 150 agreements with EU Member States and third countries associated with the programme, as well as 17 KA171 agreements for mobility in non-associated third countries, 13 of which were signed in 2024. Doctoral students in the field of Biotechnology have access to academic mobility through European and international programs (Erasmus+), bilateral agreements, and international scholarships such as DAAD, Fulbright Program, the "Eugen Ionescu" Doctoral and Postdoctoral Scholarships, and the university network of the Wallonia-Brussels Federation, among others (Funding opportunities, Mobilities and calls). Mobilities include study and traineeship placements carried out physically at international universities and research centers, as well as virtually through online academic collaboration platforms. During the evaluated period, doctoral students completed over 30 mobilities, both through international scholarships and their own research projects, in order to participate in international scientific events, and they also benefited from funding for international conferences.

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

The program ensures real opportunities for academic mobility for doctoral students, both physical and virtual, through European programs, bilateral agreements, and international scholarships. Participation in mobility activities contributes to the development of doctoral students' professional, linguistic, and intercultural competences, as well as to strengthening their research experience and international integration. Institutional support, personalized counseling, and the recognition of transferable credits guarantee the accessibility and effectiveness of these mobility opportunities.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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 (documents preferably included through links in the body of the IER)

The Faculty of Biotechnology, in accordance with USAMV Bucharest's policy on accessibility and inclusive education and the Procedure for special educational requirements, provides an equitable educational environment for students with disabilities or special needs. The infrastructure includes access ramps, elevators, adapted sanitary facilities, and dedicated parking spaces. The Faculty ensures the adaptation of teaching materials, personalized academic support and counseling, guaranteeing equal opportunities and full integration into the university community. Access to educational resources, laboratories, the library, online platforms, and databases is equal for all students. Scholarships, Erasmus mobilities and extracurricular activities are communicated transparently and are available to all eligible students. Psychological counseling and career guidance services are accessible to the entire student community. Students rights and obligations are made known through public display, and students actively participate in the Faculty Council and specialized committees, ensuring the fairness and transparency of decision-making processes.

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

The Faculty of Biotechnology ensures a fair and inclusive environment for all students, adapted to individual needs and diverse learning styles. Policies on accessibility, academic support, counseling, non-discrimination, and student involvement in decision-making demonstrate the institution's commitment to equal opportunities and full integration within the university community.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled / partially fulfilled / unfulfilled.

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 (documents preferably included through links in the body of the IER)

After admission, doctoral students sign a study contract that regulates the rights and obligations of the parties involved. The curriculum is rigorously implemented, with a clearly established timetable and annual structure. Doctoral students have access to lecture halls equipped with ICT facilities, specialized laboratories, electronic learning platforms and online resources, as well as to the university library. Tuition fees are transparent and established in accordance with USAMV regulation. PhD candidates carry out research activities in the Faculty's laboratories, in partner laboratories and experimental fields in Romania, and benefit from international mobilities through Erasmus+ or other scholarship programs. Infrastructure and materials are adapted for students with disabilities or special educational requirements, and doctoral supervisors personalize teaching methods in line with USAMV policies. Students also benefit from personal and professional development support through the Career Counseling and Guidance Center, including psychological counseling, workshops, and extracurricular activities.

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

USAMV Bucharest and the Faculty of Biotechnology ensure equitable access to all educational resources and support services, tailored to individual needs, including those of students with disabilities or special educational requirements. A clear admission methodology, the study contract, a structured curriculum, and accessible infrastructure enable doctoral studies to be carried out under optimal conditions. Access to laboratories, the library, digital platforms, international mobility opportunities, and personalized counseling guarantees comprehensive support for the learning process and for the development of both professional and personal competences.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

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

Teaching activities and learning outcomes are planned and organized in accordance with the Regulation on students professional activity and Regulation on doctoral university studies, in compliance with ARACIS standards. In the first year, according to the curriculum, doctoral students complete four courses: three general courses (Scientific Research Methodology; Management of Doctoral Thesis Development; Academic Ethics and Integrity) and one specialized course, depending on the thesis topic established together with the doctoral supervisor. Learning outcomes are clearly defined for each course and included in the course syllabi, enabling doctoral students to understand the competences to be acquired and the assessment methods. Evaluation is carried out rigorously and consistently, in line with the IOSUD Regulation, the curriculum, and the structure of the academic year. a anului universitar. The individual

doctoral study plan includes research tasks and the reporting of obtained results, integrating instructional activities with practical research. The individual doctoral study plan includes research tasks and the reporting of obtained results, integrating instructional activities with practical research.

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

Learning outcomes are presented clearly and in a structured manner, enabling doctoral students and academic staff to understand the expectations and objectives of each course. Course syllabi and the individual research plan ensure transparency in the learning and assessment process. Alignment with university regulations and ARACIS standards guarantees the coherence and relevance of doctoral training.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Doctoral students are assessed through: Examinations within the courses included in the curriculum, with emphasis on the practical application of theory, critical analysis, practical competences, and communication and collaboration skills; An individual research plan starting from the second year, which includes annual reports presented before the guidance and academic integrity committee. Completion of studies through the drafting and public defense of the doctoral thesis, in accordance with the Procedures for evaluation and public defense. The doctoral committee includes independent specialists who are not involved in supervising the PhD candidate. Results in the field of Biotechnology (2021–2024): 58 doctoral theses defended and validated by CNATDCU. In 2025: 14 theses in the finalization stage, of which 2 have been defended in English, with international participation. Learning outcomes are also reflected in scientific publications and conference presentations, including ISI-indexed papers and participation in international scientific events.

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

The assessment of learning outcomes is carried out systematically and at multiple levels: theoretical and practical examinations, annual research reports, the drafting and defense of the doctoral thesis, and participation in scientific activities. The procedures are transparent, standardized, and integrated into the individual research plan, ensuring alignment between the program's objectives and the competences acquired. Doctoral students' participation in scientific publications and conferences validates the level of knowledge and skills achieved, including their capacity for original research and international collaboration.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled / partially fulfilled / unfulfilled.

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

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

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

Admission to doctoral studies is carried out in accordance with the official regulations: Regulament admitere 2025-2026. The admission calendar is public and regularly updated on the university and doctoral school websites: Admitere doctorat USAMV. After admission, doctoral students sign the study contract, which details the rights and obligations of the PhD candidate, the doctoral supervisor, and the doctoral school: Contract de doctorat. Teaching activities and the curriculum are communicated and implemented

according to the official study plan: Plan de învăţământ doctorat Biotehnologii. The rights and responsibilities of the parties involved are regulated by the existing university regulations: Regulament studii doctorale USAMVB.

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

Admission procedures are clear, transparent, and standardized, ensuring their uniform application to all candidates. The study contract and related regulations guarantee clarity regarding the rights and obligations of doctoral students and doctoral supervisors. By strictly observing the academic calendar and curriculum, USAMV Bucharest ensures an organized and predictable process that supports the effective integration of doctoral students into the study program.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Admission to doctoral studies complies with the principles of legality, transparency, equal opportunities, and non-discrimination and is conducted predominantly online, in clearly defined stages: registration, file verification, ranking, publication of results, and confirmation of the place: Regulament admitere 2024-2025. The specific admission regulation sets out candidate eligibility conditions and the organization of the competition: Regulament admitere 2025-2026, Componenta dosarului de înscriere. Admission involves a language proficiency examination and an oral exam, assessing theoretical knowledge, research aptitude, and the discussion of the proposed doctoral thesis plan. Over the past five years, in the field of Biotechnology, an average of 12 state-funded places have been allocated annually, with additional candidates opting for tuition-paying places: Stagiu IMRVA 2025. The electronic admission platform facilitates online registration, monitoring of the application status, receipt of notifications, and confirmation of the place: Admitere USAMVInformaţii generale admitere. Support measures for candidates from vulnerable groups include fee payment facilities, educational counseling, and accessibility arrangements for persons with disabilities or special educational requirements. For the 2025–2026 academic year, the number of doctoral students enrolled in the Biotechnology program is 59, of whom 57 are state-funded and 2 are tuition-paying. Five international doctoral students have benefited from funding: three have completed their theses, one is still enrolled, and one has been expelled.

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

The admission process is transparent, fair, and accessible, with clearly defined stages and an electronic platform that simplifies the procedure for candidates. Regulations and examinations ensure the proper assessment of academic and research competences. Special measures for vulnerable groups and candidates with disabilities guarantee equal opportunities and inclusion, while the proportion of state-funded and tuition-paying admitted candidates reflects both demand and available resources.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

The doctoral program in Biotechnology operates in accordance with the Regulation on the Professional Activity of University Students, approved by the USAMVB Senate: Regulament activitate profesională a studenților. This regulation defines students' rights and obligations, the organization and conduct of teaching activities, promotion requirements, the European Credit Transfer and Accumulation System (ECTS), as well as evaluation and completion procedures. The planning and organization of activities also comply with the Regulation on Doctoral University Studies: Regulament studii universitare doctorat. In the first year, doctoral students complete a training program consisting of four courses: three general courses and one specialized course, depending on the thesis topic and in accordance with the official curriculum: Plan de învățământ IMRVA

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

The study program fully complies with university regulations regarding students' professional activity, ensuring a clear framework for rights, obligations, assessment, and progression. The continuous communication of regulations and the support provided by doctoral supervisors facilitate compliance with curricular requirements and alignment of activities with ARACIS standards.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

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

USAMV Bucharest prioritizes international academic cooperation and educational exchanges. In 2024, it concluded 36 new Erasmus+ KA131 agreements, reaching a total of 150 mobility agreements with EU and associated countries, as well as 17 KA171 agreements for non-associated third countries (13 signed in 2024): Programul de mobilități Erasmus | Acorduri bilaterale. Doctoral studies are also organized in joint supervision (co-tutelle) based on the university procedure: Organizare programe doctorale co-tutelă. In Biotechnology, an associated researcher from Technical University of the North (Ecuador) was included. Two doctoral theses were written and defended in English, with foreign specialists participating in the defense committees. Biotechnology doctoral students benefit from European and international mobilities (Erasmus+, bilateral agreements) and external scholarships such as DAAD, Fulbright Program, the "Eugen Ionescu" scholarships, and the Wallonia-Brussels network: Oportunități de finanțare | Mobilități internaționale. During the evaluated period, they completed over 30 international mobilities for research internships or conference participation. Doctoral supervisors also carried out international mobilities through research projects and grants, participating in international conferences and collaborations. The university and the Faculty of Biotechnology offer Bachelor's and Master's programs in English, facilitating access for international PhD candidates. Between 2021–2025, five international doctoral students were enrolled, four of whom completed their theses. International doctoral and postdoctoral researchers also benefited from AUF "Eugen Ionescu" scholarships under faculty supervision.

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

USAMV Bucharest effectively implements international cooperation actions that support the mobility of doctoral students and doctoral supervisors and facilitate collaboration in research and academic activities. Erasmus+ mobilities, joint supervision (co-tutelle), international scholarships, and participation in conferences enable doctoral students to acquire relevant intercultural and professional competences, publish scientific results, and interact with international experts. Moreover, English-taught programs and the integration of foreign researchers contribute to the internationalization of the Biotechnology field.

- ✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process Scientific research activities support students in achieving the learning outcomes.	
Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

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

Scientific research is the core component of the doctoral study program in Biotechnology. Doctoral activity is carried out based on an individual research plan directly correlated with the PhD thesis topic, and takes place in the laboratories of the Faculty of Biotechnology, the university's research centers, and other partner institutions. Doctoral supervisors have recognized scientific activity, reflected in ISI/WoS publications, national and international research projects, and patents. Learning outcomes are materialized in scientific papers published or presented at scientific events, an explicit requirement stipulated in doctoral study contracts. Doctoral students have published over 150 scientific papers and have been involved in relevant research projects, including as project directors or coordinators. Between 2021 and 2025, 58 doctoral theses were completed and validated.

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

Research-based learning is fully integrated into the structure and implementation of the doctoral study program, and research results are directly harnessed to achieve the intended learning outcomes. The active involvement of doctoral students in research activities, the publication of results, and participation in projects and scientific events demonstrate the acquisition of advanced competences in research, critical analysis, and scientific dissemination.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme. The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

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

The visibility and valorization of research results in the field of Biotechnology are supported by the consistent scientific activity of doctoral supervisors and PhD students. Doctoral supervisors have published 272 scientific papers in WOS-indexed journals, over 64% of which are ranked in Q1 and Q2 quartiles. They have coordinated or participated as key members in national and international research projects, obtained patents or filed patent applications with OSIM, and received awards for publications, technologies, or developed products. Between 2021 and 2025, Biotechnology doctoral students published 150 papers in WOS-indexed journals, over 41% of them in Q1 and Q2 journals. A notable achievement is the publication of an article in the top-tier journal Nature Communications, following a research mobility funded through the Fulbright Program scholarship. Doctoral students have also contributed to the development of patented technologies and products, some of which received awards at international invention exhibitions. Of the 52 patents reported during the analyzed period, doctoral students were involved in 33, in some cases as lead authors.

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

The scientific research results achieved within the field of Biotechnology are visible and recognized both nationally and internationally, through publications in prestigious journals, patents, participation in research projects, and awards received. The active involvement of doctoral students in these activities demonstrates the effective integration of research into doctoral training and the transfer of advanced research competences.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application Adequately implemented strategic directions, actions, and procedures	
Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

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

USAMV Bucharest has an institutionalized quality assurence system, based on clearly defined policies and strategies, implemented through specific internal regulations and procedures at the level of the CEAC committee. Respect for the values of academic freedom, university autonomy, and ethical integrity is guaranteed through the Code of University Ethics and Deontology , as well as through the functioning of the University Ethics Committee, organized on the basis of its own regulations. The university's strategic plan provides for the allocation of the human, technical, and financial resources necessary for the implementation of educational and research strategies, ensuring sustainable development and the maintenance of quality standards. At the level of the Faculty of Biotechnologies, the quality assurance policy is implemented through annual operational plans and internal procedures aimed at updating the curriculum, modernizing laboratory infrastructure, stimulating academic mobility, supporting scientific research, and strengthening partnerships with the socio-economic environment. The curriculum of the doctoral study program includes the course Ethics and Academic Integrity, which addresses the deontological aspects of research, the publication of scientific results, and the protection of intellectual property. At the institutional level, the Department for Quality Assurance operates with responsibility for coordinating and monitoring the quality management system. Quality evaluation and assurance activities are coordinated by the Quality Evaluation and Assurance Commission (CEAC) at both university and faculty level, in accordance with the general policy of USAMV Bucharest.

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

The consistent implementation of quality assurance policies and procedures at the level of USAMV Bucharest and the Faculty of Biotechnologies ensures a coherent framework for monitoring and continuously improving the educational process and research activities. The functioning of dedicated structures, the alignment of strategic planning with available resources, and the integration of academic ethics into the curriculum demonstrate the direct impact of these actions on the quality of the doctoral study program.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.	
Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.

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

At the level of IOSUD–USAMV Bucharest, doctoral training activities are coordinated by the CSUD, and at the level of the IMRVA Doctoral School by the CSD, structures in which both doctoral supervisors and doctoral students elected through universal, direct, and secret vote are represented. The evaluation of academic staff by students is carried out periodically, and the results are centralized and analyzed in order to improve the teaching–learning–assessment processes. At the institutional level, this process is supported by the EVCAL platform, , which generates detailed reports by course, academic staff member, faculty, and study cycle, including doctoral studies. In the case of doctoral studies, the specific opinions and needs of doctoral students are collected through direct and periodic interactions with doctoral supervisors and members of the guidance and academic integrity committees. Doctoral students are also supported by specialists from partner research or production units, based on collaboration agreements. Students' opinions regarding the general conditions provided by the university (accommodation, cafeteria, support services) are analyzed within the institutional quality assurance mechanisms, and the results are integrated into the operational plans of the faculty and the university.

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

The institutional mechanisms for consultation and feedback, student representation in decision-making structures, the systematic use of evaluations conducted through digital platforms, and the integration of their results into operational plans demonstrate that the opinions of members of the academic community and other stakeholders are consistently taken into account. The implementation of projects dedicated to teaching development and ethics confirms the impact of these opinions on the continuous improvement of education quality.

✓ Aspects that constitute best practice examples
✓ Recommendations

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 (documents preferably included through links in the body of the IER)

The University Ethics and Academic Integrity Committee operates under regulations approved by the University Senate, which define its responsibilities, organizational structure, functioning procedures, as well as the principles of independence, impartiality, and confidentiality. The Committee acts independently of any other structure or individual within the university, in compliance with the applicable legislation and the University Code of Ethics and Academic Integruty. At the faculty level, ethics and quality assurance committees are established to support the implementation of institutional policies. Within the Faculty of Biotechnologies, there is an Ethics Committee as well as committees responsible for the initiation, monitoring, and evaluation of study programs. These committees collaborate with the central structures of the university and may refer cases to the University Ethics Committee if potential violations are identified..

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

The existence of its own regulations approved by the University Senate, the clear delineation of responsibilities, its independent functioning from executive structures, and the formalized collaboration with faculty-level ethics committees demonstrate that the University Ethics Committee exercises its role autonomously, lawfully, and transparently. Its integration into the quality assurance system contributes to

maintaining an academic environment grounded in integrity, responsibility, and adherence to ethical standards. If needed, I can merge this paragraph with the previous one into a single, cohesive institutional statement suitable for accreditation or official reporting documents.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

Standard S.C.3.1. Procedures and implementation of procedures The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	
Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.

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

At the level of the USAMV Bucureşti, the Regulation on the Initiation, Approval, Monitoring, and Evaluation of Study Programs is in force and consistently implemented. This framework document establishes the stages, responsibilities, and quality control mechanisms governing educational programs. In order to achieve the objectives related to the quality of study programs, the Senate Committee with specific responsibilities in the field of education applies its own regulations and corresponding procedures. At the level of the Faculty of Biotechnologies, the study program committees implement a system of continuous program monitoring and, together with the Evaluation and Quality Assurance Committee (CEAC), establish concrete measures to optimize their functioning. These measures are documented in specific action plans. For the doctoral study program in the field of Biotechnologies, the curriculum and course syllabi are approved at the level of the doctoral schools, the Doctoral School Council (CSD), and the Council for University Doctoral Studies (CSUD), in compliance with the requirements of the National Register of Qualifications in Higher Education (RNCIS) and national standards. Curricular documents are periodically reviewed in order to respond to labor market developments and scientific progress in the field of biotechnologies, in accordance with institutional procedures.

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

The consistent implementation of procedures concerning the initiation, monitoring, and evaluation of study programs, the systematic involvement of stakeholders, and the use of results from both internal and external evaluations demonstrate the effective functioning of the organizational component in quality assurance. The integration of feedback into action plans and annual quality reports confirms the direct impact of these procedures on the continuous improvement of study programs and on their alignment with the requirements of the socio-economic environment and scientific research..

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

At the level of the USAMV Bucharest, members of the academic community (academic staff and students) as well as other stakeholders (employers, institutional partners, and representatives of the economic and research sectors) are actively involved in the implementation of procedures for the initiation, monitoring and periodic review of study programs. Feedback collected from students and other stakeholders is analyzed within the responsible structures and integrated into study program improvement plans, contributing to their adaptation to labor market requirements and to the development of graduates' professional and applied research competencies. The evaluation of academic staff and educational activities is supported by the EVCAL, digital platform, which generates reports used in the decision-making

process. Curricular documents are periodically reviewed in order to respond to labor market developments and scientific progress in the field of biotechnologies, in accordance with institutional procedures governing the initiation, approval, and monitoring of study programs. All relevant stakeholders are involved in the design, updating, and monitoring of study programs, including tenured academic staff, students, auxiliary teaching staff, alumni, and employer representatives from the agricultural and biotechnological sectors. Internal procedures are approved by the USAMV Bucharest Senate and are implemented at the level of the Faculty of Biotechnologies through the Faculty Council and the specialized departments. The outcomes of these procedures are reflected in the annual quality reports prepared at faculty level and are systematically used in the continuous improvement process of study programs.

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

The constant and structured involvement of members of the university community and other stakeholders in the implementation of institutional procedures demonstrates the effective functioning of participatory quality assurance mechanisms. The use of feedback in the decision-making process, the periodic review of curricular documents, and the integration of evaluation results into annual quality reports confirm the real impact of this involvement on the relevance, effectiveness, and quality of study programs.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion C.4. Procedures for the periodic evaluation of the quality of the activities of teaching staff, auxiliary teaching staff, and administrative staff

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

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

At the level of USAMV Bucharest, the periodic evaluation of the activity of teaching staff, research staff, and administrative personnel is carried out using institutional procedures and dedicated digital platforms. Scientific and professional activity is assessed through the Sciconnect platform. The semester-based evaluation of teaching performance by students is conducted uniformly through the EVCAL platform. This system enables the generation of detailed reports at the level of the university, faculty, study program, course, and individual teaching staff member, which are used in the process of monitoring and ensuring the quality of teaching activities. The evaluation results are centralized and analyzed by the structures responsible for quality assurance and are reflected in the annual reports of the Department for Quality Assurance.

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

The existence of functional institutional platforms and clear procedures for the semester-based evaluation of teaching staff ensures the systematic collection of student feedback and its analysis at the decision-making level. The generated reports enable the identification of strengths and areas requiring improvement, directly contributing to the enhancement of the quality of the teaching process and to the continuous professional development of academic staff.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion C.5. Systematically updated databases on internal quality assurance

Standard S.C.5.1. Databases The HEI uses databases to support internal quality assurance activities.	
Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.

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

At the level of USAMV Bucharest, an integrated system of IT platforms is used to ensure the systematic collection, management, and analysis of academic and administrative data. Student records are managed through the UMS, system, which covers admission processes, enrollment, academic records, and the scheduling of teaching activities. Teaching and research activities are supported by the Sciconnect, platform, while the institutional evaluation and quality assurance process is managed through the EVCAL platform. In addition, the university's educational platforms are used for the delivery of teaching activities. These systems enable the centralization and reporting of academic and administrative indicators, as well as the interconnection of faculties with the university's central administrative structures.

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

The consistent use of institutional IT platforms enables the coherent collection, verification, and analysis of data relevant to the internal quality assurance process. The internal procedures applied at the university level ensure the accuracy and timely updating of information, supporting strategic decision-making processes and the continuous improvement of educational and research activities.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

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

USAMV Bucharest ensures the publication of and transparent access to information of public interest through the university's official website. Information specific to doctoral study programs is available on the Şdoctoral School website, as well as on the websites of the faculties. Students have access to relevant documents such as the Student Guide, admission information, regulations, methodologies, reports, research activities, projects, educational programs, extracurricular activities, and support services. In addition, strategic documents supporting institutional development and alignment with European standards are publicly available.

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

Information is published in a structured, updated, and easily accessible manner, ensuring institutional transparency and accurate information for students, candidates, and other stakeholders. The content and level of detail are comparable to those of institutions within the European Higher Education Area, contributing to the maintenance of quality standards and to enhancing the university's international visibility and prestige.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled .

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

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

Reporting is carried out through national platforms such as ANS, RMU, and INS, and includes scientific research quality indicators (IC2), as well as the Rector annual report on the state of the university. The

transparency of decision-making processes is ensured through the publication of relevant and updated information on the websites of the university and the doctoral school. The information comprehensively covers pdecision-making and operational processes for students and stakeholders, including: admission (criteria, calendar, methodology); the study contract and students' rights and obligations; regulations on teaching activities and the ECTS system; study completion procedures; the University Charter and Code of Ethics; and the quality management system. Sdoctoral thesis defencesare held publicly, and the theses are uploaded to the corresponding national platform, where they can be accessed by interested part.

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

The transparency of decision-making processes is ensured through clear mechanisms for internal reporting and external publication. Students, candidates, and stakeholders have prompt access to relevant, up-to-date information that complies with national legislation. This system of publication and reporting supports institutional accountability, facilitates the monitoring of activities, and strengthens the confidence of the academic community and the general public in the university's decision-making process.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled / partially fulfilled / unfulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.	
Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

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

USAMV Bucharest complies with legal provisions regarding external evaluation and applies specific internal procedures for monitoring and quality assurance of study programs (Regulament). Previous evaluations were conducted in accordance with approved regulations, based on internal self-evaluation reports prepared at faculty level and analyzed by the Quality Evaluation and Assurance Commission (CEAC). The latest institutional evaluation took place in 2021 and was carried out by ARACIS, following which the university was accredited and awarded the rating „Grad de încredere ridicat". Doctoral fields, including Biotechnology, were evaluated and accredited, meeting all ARACIS standards and indicators, with recommendations for four indicators. In 2024, a progress evaluation of doctoral studies in Biotechnology was conducted, and all recommendations were successfully implemented. All university study programs at USAMV Bucharest are evaluated in accordance with Law 199/2023 and ARACIS standards.

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

The external evaluation process is well structured and thoroughly documented. Internal procedures ensure the collection, analysis, and reporting of relevant data, enabling quality monitoring and the implementation of ARACIS recommendations. The Biotechnology field demonstrates compliance with national and international standards, and the implementation of recommendations confirms the institution's commitment to continuous improvement and adherence to legislation.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

IV. SWOT Analysis

Strengths		Weaknesses:
-The attractiveness of the study programme for candidates. -Curriculum of the study programme. -Equipping laboratories.	INTERNAL FACTORS	-Low participation in European research programmes; -Insufficient use of collaborative relationships with domestic partners;

-Human resources. ✓ Material and financial resources		-Some shortcomings in obtaining feedback from doctoral graduates -Low number of theses written in foreign languages -Low number of foreign specialists involved in the evaluation of doctoral theses -Limited and insufficiently diversified extra-budgetary resources for infrastructure development; -Limited funds for investment in material resources, limiting the modernization of laboratories and equipment. -Doctoral theses completed under joint supervision
SWOT analysis		
Opportunities: -Tradition and experience in the field of biotechnology; -The importance of biotechnology in the context of sustainable economic development in Romania; -Expansion of partnerships with relevant institutions for internships and capitalizing on doctoral students' knowledge and skills as employment opportunities; -Interest among university teaching staff from various European universities in developing scientific research collaborations with our faculty; -The presence among the doctoral supervisors in the field of Biotechnology of a teacher from a foreign university -The alignment of the faculty's research topics with national and international research programmers; -Access to European funds for the modernization of laboratories and the development of research infrastructure and industrial applications; -Recruitment of young doctoral students into the education system -Implementation of quality systems in higher education at national level.	EXTERNAL FACTORS	**Threats:** -Competition from doctoral programmers in EU countries; -Reduction of funds for university research; -Lack of incentives for companies to participate in the commercialization of research in the field and the employment of young doctors in biotechnology; -Low number of jobs for this level of qualification advertised in the field of biotechnology. -Insufficient funding for national research programmers; -Wear and tear on infrastructure and equipment, affecting the efficiency of teaching and research activities; -Increased maintenance and modernization costs.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	**I.P.A.1.1.1** For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.		
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators

	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8		
Domain B. Educational efficacy	14		
Domain C. Quality management	10		
Total	32		

32 performance indicators were evaluated, and all of them were fulfilled.

VI. Conclusions

The doctoral program in Biotechnology provides high-quality education, rigorously organized in accordance with ARACIS standards, with an appropriate curriculum, qualified human resources, and adequate infrastructure, efficient managerial processes, and the involvement of quality assurance structures. The academic staff are active in research and academic life, and doctoral students are involved in scientific activities. The program ensures solid academic training, compatible with the European Higher Education Area and labor market requirements, supported by a commitment to continuous improvement.

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

a) maintaining accreditation (MAC);

VII. Annexes

1. The schedule of the evaluation visit to IÎS;
2. The minutes of all meetings organized during the visit to IÎS;
3. Resources available on the university's and/or faculty's website..