

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:	"DUNAREA DE JOS" UNIVERSITY OF GALATI
Doctoral School:	Mechanical and Industrial Engineering
Doctoral Domain:	Industrial Engineering
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.	<i>Cătălin Gheorghe Amza</i>	Expert Evaluator	
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I. Introduction

The evaluators panel composed by Prof.univ.dr.eng . AMZA Cătălin Gheorghe (National University of Science and Technology POLITEHNICA Bucharest), Prof. dr.eng . Grigore Marian (international expert - University of Moldova, Republic of Moldova) and stud. DRD. Păsărin (Oancea) Maria-Emilia (National University of Science and Technology POLITEHNICA Bucharest), approved by the ARACIS Council through Decision no. 13/H/15.01.2026, has participated in period 03.03 – 04.03.2026, at the " Dunarea de Jos" University of Galati, for external quality assurance for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain **Industrial Engineering (DSUD-II)**.

"Dunarea de Jos" University of Galati (UDJG) is a state higher education institution and has been operating since 1948. In 2008 , 2013, 2019 and 2024 , following the external evaluation made by the Romanian Agency for Ensuring Quality in Higher Education (ARACIS), University " Dunărea de Jos" of Galați received the "high confidence level" rating, confirming efficiency of academic and quality management system. In December 2024, the "Dunarea de Jos" University of Galați obtained recertification according to the SR EN ISO 9001:2015 standard, for certification field Management research, development and innovation, Research, development, innovation in the areas of the PNCDI IV Strategy. The institution is the center of technical, scientific, cultural and social progress with immediate applicability or in the medium term and long, meant to contribute in first place to progress of the Galati county. Thus, "Dunarea de Jos" University of Galati is working closely with the socio-economic environment, offering the specialists it needs, consultancy and technical solutions to the current problems.

"Dunărea de Jos" University of Galați has 15 faculties and 5 doctoral schools. Within the IOSUD framework of the university, until 2017, two doctoral schools operated: the Doctoral School of Engineering and the Doctoral School of Socio-Human Sciences. At present, five multidisciplinary doctoral schools operate within IOSUD: Doctoral School of Mechanical and Industrial Engineering, Doctoral School of Fundamental and Engineering Sciences, Doctoral School of Socio-Human Sciences, Doctoral School of Economic Sciences, Doctoral School of Biomedical Sciences. Compared to 2018, when 98 doctoral supervisors were active across 16 doctoral fields, the university currently has 171 doctoral supervisors in 19 doctoral fields. The Doctoral School of Mechanical and Industrial Engineering (SDIMI), which manages the doctoral fields Mechanical Engineering and Industrial Engineering, operates with doctoral supervisors affiliated with several faculties of the university, including: the Faculty of Engineering, the Faculty of Naval Architecture, the Faculty of Sciences and Environment, the Faculty of Engineering and Agronomy in Brăila, the Faculty of Food Science and Engineering, the Cross-Border Faculty. SDIMI was established on 21 May 2017, according to Decision No. 1178/21.05.2017, through the separation of the doctoral fields Mechanical Engineering and Industrial Engineering from the former Doctoral School of Engineering. In 2021, IOSUD within "Dunărea de Jos" University of Galați and its doctoral study fields underwent the external evaluation process of doctoral studies conducted by Romanian Agency for Quality Assurance in Higher Education (ARACIS). Following the evaluation, the ARACIS Council issued Decision No. 87/28.10.2021, which stated that for IOSUD within the university and the doctoral study fields Mechanical Engineering and Industrial Engineering, the decision was "Maintenance of Accreditation". This decision was subsequently confirmed through Order of the Minister of Education No. 5774/14.12.2021, regarding the maintenance of accreditation of UDJG for the organization of doctoral study programs.

II. Methods used

For the external quality evaluation aimed at maintaining the DSUD-II accreditation, the ARACIS evaluation committee analyzed the Internal Evaluation Report (IER) and its annexes, uploaded on the ARACIS platform, visited the facilities, and met with the leadership of the organizational component, the team that



prepared the IER, employers, graduates, doctoral students, PhD supervisors in the field, research center coordinators, members of quality assurance structures, and staff providing secretarial services at the IOSUD level, according to the visit schedule. The documents analyzed before and during the on-site visit, uploaded on the ARACIS platform, are the following:

1. Internal Evaluation Report (REI)
2. ANNEX I.P.A.1.2.1-1 List-thematic meetings
3. ANNEX I.P.A.1.2.1-2 Doctorates-co-supervision
4. ANNEX I.P.A.2.1.1.Property deeds
5. ANNEX I.P.A.2.1.1.List-inventory-buildings
6. ANNEX I.P.A.2.1.1.Didactic-research spaces
7. ANNEX I.P.A.2.1.1.Sports bases
8. ANNEX I.P.A.2.1.1. Fireplaces-canteens
9. ANNEX I.P.A.2.1.1. Resources-library-Ing-Ind
10. ANNEX I.P.A.2.2.1.Inventory-fixed-assets-PC-1
11. ANNEX I.P.A.2.2.1.Inventory-fixed-assets-PC-2
12. ANNEX I.P.A.2.2.1.Inventory-fixed-assets-PC-3
13. ANNEX I.P.A.3.1.1. States-functions-supervisors-doctorate-committees-guidance
14. ANNEX I.P.A.3.1.2.Programmes-professional-development-mobilities
15. ANNEX I.P.A.4.1.1.Statistical-situation-similarity-coefficients-2020-2025
16. ANNEX I.P.B.1.1.1.Accessible laboratories-doctoral students
17. ANNEX I.P.B.3.1.2.Grants-doctoral students
18. ANNEX I.P.B.5.1.1.Plan-education-state-functions
19. ANNEX I.P.B.8.1.1-1 Institutional-Universities-EU Agreements
20. ANNEX I.P.B.8.1.1-2Interdisciplinary-research groups
21. ANNEX I.P.C.1.1.1.Questionnaires-satisfaction-analysis-doctoral students
22. ANNEX I.P.C.2.2.1. Quality-Assurance-Measures-Plan

During the visit, the evaluation committee, following the visit schedule, inspected the following research spaces:

- Research centers and laboratories
- Science Campus
- REXDAN vessel
- Advanced Research Center in the Field of Welding – SUDAV
- REXDAN Research Center
- Center of Excellence for Polymer Processing – CC-PP
- Research Center for Technological Engineering in Machine Construction – CITCM

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.
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- ✓ Presentation of the state of facts
 - ✓ [The "Dunărea de Jos" University of Galati](#) has a transparent university management system, adapted to the mission and objectives assumed. The election of the governing bodies is made according to [the Regulation for the organization and conduct of elections in the structures and management positions of the "Dunărea de Jos" University of Galati](#).
 - ✓ [The Senate](#) operates on the basis of its own regulations, and within it there are seven standing committees, constituted on specific issues. [The Board of Directors](#) is made up of the rector, vice-rectors, deans, the general administrative director, the deputy general administrative director and a student representative appointed by the student organizations legally constituted in the university.
 - ✓ Analysis of the state of facts
 - ✓ UDJG and SDIMI have adequate [organizational components](#) and a management system, https://www.ugal.ro/files/doctorat/Organigrama_IOSUD_29.10.2025.pdf, whose operation is based on [methodologies](#), [regulations and procedures](#), periodically reviewed, under the conditions of the law.
 - ✓ The organizational structure of the UDJG – [Senate](#), [Board of Directors](#), [executive management](#), [support structures](#) – is an efficient one, with a clear distribution of attributions and responsibilities. The existence of transparent mechanisms for updating the internal regulatory documents reflects the institution's ability to adapt to changes of all kinds in the educational and socio-economic environment.
 - ✓ [The University Charter](#), annexed to the Senate Decision no. 190/08.07.2025, is the main instrument for the implementation by higher education institutions of the values and principles that govern the university activity of initial education and continuing education and that of scientific research, expressing the fundamental aspects of university autonomy and the major, structural, functional and organizational options of the university community.
- The indicator is: fulfilled**

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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- ✓ Presentation of the state of facts
- ✓ According to REI, page 24, DSUD-II, administered by SDIMI, the process of adopting and reviewing methodologies, regulations and procedures is carried out in a transparent and participatory manner, with the involvement of all stakeholders – doctoral supervisors, doctoral students, graduates and socio-economic sponsors. There are institutional mechanisms for consulting stakeholders in this regard.
- ✓ Analysis of the state of facts
- ✓ From the REI analysis, but also from the minutes of the meetings with the representatives of the management, the doctoral supervisors in the field and the doctoral students, it can be seen that the process of consultation of the interested parties is carried out through the following institutional mechanisms:

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



- [Periodic meetings of the CSUD](#) in which the proposals for updating the regulations specific to doctoral studies are debated
- Periodic meetings with doctoral supervisors and research teams (seminars, workshops, conferences, etc.) ANNEX I.P.A.1.2.2-1 List-thematic meetings, <https://ugal.ro/anunturi/stiri-si-evenimente> , <https://ugal.ro/anunturi/evenimentele-saptamanii>
- ✓ At the meeting with the doctoral students, they state that they are in general involved in the decision-making processes, both through their representatives in [the Council of the Doctoral School](#) and in the [CSUD](#), and through feedback collected through Questionnaires [for the evaluation of doctoral supervisors by doctoral students \(SD-IMI\)](#)
- ✓ REI, page 25 mentions periodic meetings with industrial and socio-economic partners involved in research activities, doctorates in co-supervision (ANNEX I.P.A.1.2.1-2 Doctorates-co-supervision at REI), an aspect also identified at the meeting with employers
- ✓ PhD supervisors and doctoral students are promptly informed by electronic means of communication (email) or through their representatives in the [CSUD](#)
- ✓ At the meeting with CEAC members, they stated that when developing and revising methodologies, regulations and procedures, the views of stakeholders are taken into account and included where appropriate
The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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- ✓ [Presentation of the state of facts](#)
- ✓ According to REI, page 26, the UDJG provides teaching and research spaces corresponding to its activity, through lecture and seminar rooms, teaching laboratories and research centers, student halls and spaces for social activities.
- ✓ The research activities are carried out in centers and laboratories equipped with high-performance equipment, integrated into the university's research and development strategy. UDJG also offers spaces dedicated to teaching and research staff (offices, meeting rooms, common areas), properly arranged.
- ✓ Students, doctoral students and trainees have access to support services through student dormitories, canteens, recreation spaces, university library, career counseling and guidance centers, as well as medical facilities.
- ✓ DSUD-II has an adequate material base for carrying out doctoral studies, with state-of-the-art facilities
- ✓ [Analysis of the state of facts](#)
- ✓ From the REI analysis and the visit to the material base, DSUD-II has a research infrastructure and offers research services (through a <https://cercetare.ugal.ro/> profile platform , <https://cercetare.ugal.ro/unitate-de-cercetare/>
- ✓ UDJG provides free learning resources (textbooks, treatises, bibliographic references) for each doctoral field, ANNEX I.P.A.2.1.1. Resources-library-Ing-Ind, in libraries and resource centers
- ✓ The research infrastructure of the university is detailed in the following documents: ANNEX I.P.A.2.1.1. Property deeds, ANNEX I.P.A.2.1.1.List-inventory-buildings, ANNEX I.P.A.2.1.1. Didactic-Spaces-Research, ANNEX I.P.A.2.2.1.Inventory-fixed-means-PC-1, ANNEX



- I.P.A.2.2.1.Inventory-fixed-means-PC-2, ANNEX I.P.A.2.2.1.Inventory-fixed-means-PC-3, ANNEX I.P.A.2.1.1. Sports bases, ANNEX I.P.A.2.1.1. Dormitories-canteens, but also in the EERTIS platform <https://eertis.eu/erio-2300-000a-4294>
- ✓ The following research units in the field of Industrial Engineering operate within the UDJG, in which the research activities of the doctoral studies can be carried out:
 - ✓ Integrated system for research and complex monitoring of the environment in the Danube river area, REXDAN <https://rexdan.ugal.ro/index.php/en> ; <https://eertis.eu/errf-2300-000x-0724>
 - ✓ Laboratories from the international interdisciplinary network RO-UA-MD created within the European project MIS ETC 1676/ Infrastructure for Environmental Interdisciplinary Research in Lower Danube Euroregion (INPOLDE) <https://eertis.eu/errf-2300-000d-0784> ; <https://www.unicer.ugal.ro/index.php/ro/prezentare-inpolde>
 - ✓ SMLab Modeling and Simulation Laboratory <https://eertis.eu/erlb-2200-000r-0792> <https://www.smlab.ro/>
 - ✓ Polymer Processing Centre of Excellence (CE-PP) <https://eertis.eu/errf-2300-000f-0801> <https://www.unicer.ugal.ro/index.php/ro/prezentare-ce-pp>
 - ✓ Center for Advanced Research in the Field of Welding – SUDAV <https://eertis.eu/errf-2200-000w-0781> ; <https://www.unicer.ugal.ro/index.php/ro/prezentare-sudav>
 - ✓ Research Center for Technological Engineering in Machine Construction – ITCM <https://eertis.eu/errf-2300-000b-0964> ; <https://www.unicer.ugal.ro/index.php/ro/prezentare-itcm>
 - ✓ Aspects that constitute best practice examples
 - ✓ Development and endowment of research centers/laboratories with modern equipment, suitable for carrying out advanced research activities and for training experts in the field of Industrial Engineering.
- The indicator is: fulfilled.**

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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- ✓ **Presentation of the state of facts**
- ✓ UDJG pays special attention to the maintenance of the spaces and the immovable and movable assets in the endowment, in order to ensure optimal conditions for study, research, work and university life.
- ✓ According to REI, page 27, the UDJG, through the General Administrative Directorate and through the specialized structures, periodically carries out repair and maintenance works, under its own management, as well as modernization works of buildings, installations and equipment
- ✓ **Analysis of the state of facts**
- ✓ At the institutional level, there is an [operational procedure regarding the repair and maintenance works carried out on its own](#), for the maintenance of the university's equipment and assets, for the efficient support of teaching and research activities (ANNEX I.P.A.2.1.1. List-inventory-buildings, ANNEX I.P.A.2.2.1. Inventory-fixed-assets-PC-1, ANNEX I.P.A.2.2.1. Inventory-fixed-assets-PC-2, ANNEX I.P.A.2.2.1. Fixed-Inventory-PC-3)
- ✓ Also at the institutional level there is a [procedure for eliminating and preventing work accidents](#), for ensuring optimal working conditions and health by monitoring the health status of all UDJG employees
- ✓ Members of the ARACIS team visited the spaces intended for teaching and research activities for DSUD-II and concluded that the equipment and spaces are well maintained, so that the activities within the doctoral studies can be carried out in optimal conditions

The indicator is: fulfilled.

Criterion A.3. Adequate human resources and transparent staff recruiting procedures developed

according to the law

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- ✓ **Presentation of the state of facts**
- ✓ According to REI, page 27, a number of 14 doctoral supervisors are active in DSUD-II;
- ✓ All doctoral supervisors within DSUD-II meet the qualification criteria in force
- ✓ **Analysis of the state of facts**
- ✓ At the time of the on-site visit, the ARACIS commission retained the following information: a number of 34 PhD supervisors work within SDIMI, of which 12 work in the field of Industrial Engineering
- ✓ In the case of DSUD-II, the CNATDCU minimum standards in force, necessary and mandatory for obtaining the habilitation certificate, are 100% met (Additional Annex DSUD-IngInd-Fulfillment-criteria-CNATDCU);
- ✓ Based on the analyzed information - [Curriculum Vitae](#), [ORCID](#), the external evaluation commission ARACIS found that the staff of DSUD-II - [doctoral supervisors](#) meet the legal requirements for occupying the positions provided in the list of functions (ANNEX I.P.A.3.1.1. States-functions-supervisors-doctorate-commissions-guidance)
- ✓ The teaching and research activities (PPA and PCS) are supported by administrative and technical staff, contributing to the smooth running of the doctoral study program
- ✓ **The indicator is: fulfilled.**

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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- ✓ **Presentation of the state of facts**
- ✓ UDJG actively supports the professional and personal development of the teaching, research and administrative staff, ANNEX I.P.A.3.1.2. Programs-professional-development-mobility, in line with the [strategic plan](#)
- ✓ Teachers are encouraged to participate in continuing education courses, scientific conferences and international mobilities (including through the EC's Erasmus+ programme)
- ✓ **Analysis of the state of facts**
- ✓ The teaching staff of the UDJG participated in professional and personal development activities (ANNEX I.P.A.3.1.2. Programs-professional-development-mobility), also having access to financial resources for participation in scientific events, educational fairs, etc. according to [the Regulation on financing the dissemination of scientific research results](#)
- ✓ At institutional level, there is [an operational procedure for staff mobility under the Erasmus+ programme](#) , both for teaching mobilities (STTA) and for training mobilities (STT)
- ✓ [The Department of Continuing Education \(DFC\)](#) provides a wide range of professional training courses for SDIMI-affiliated doctoral supervisors, but also for IOSUD doctoral students
- ✓ At the meeting with the teaching staff, the doctoral supervisors of DSUD-II confirmed that they benefit from a wide range of post-graduate and non-graduate professional training courses, organized by UDJG.
- ✓ **The indicator is: fulfilled.**

Standard S.A.3.2. Recruitment procedures

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



Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
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- ✓ Presentation of the state of facts
- ✓ The recruitment of teaching staff is done in compliance with the legislation, through a competition organized for vacant positions, based on a procedure that is public and can be found on the UDJG website
- ✓ In the case of personnel recruitment, competence criteria are applied, based on [the Methodology regarding the occupation of vacant teaching and research positions for an indefinite](#) and [determined period](#) approved annually by the UDJG Senate
- ✓ Analysis of the state of facts
- ✓ For the recruitment of teaching and research staff, the UDJG applies a [Methodology regarding the occupation of vacant teaching and research positions for an indefinite](#) and [determined period](#) approved annually by the UDJG Senate, based on competence criteria and strictly complies with the legal provisions in force
- ✓ All information regarding the Teaching and Research Staff Recruitment Competitions is available [on the UDJG website](#)
- ✓ UDJG applies a [Methodology regarding the organization and conduct of the process of obtaining the habilitation certificate in IOSUD-UDJG](#), Annex 5 to Senate Decision no. 129 of 16.04.2024, regarding the certification of a person's quality to supervise doctoral works, including in DSUD-II
The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- ✓ Presentation of the state of facts
- ✓ The UDJG actively and transparently integrates digital tools in all its activities, in order to facilitate access to information and ensure quality educational and administrative services for all stakeholders (REI, page 28-29)
- ✓ UDJG integrates a series of academic platforms (MS Teams) and administrative platforms (HR platform, modules dedicated to faculties, [activity evaluation platform](#), etc.)
- ✓ The UDJG Library provides access to <https://biblioteca.ugal.ro/index.php/ro/> electronic resources and facilitates access to the consultation of doctoral theses; the AnelisPlus program provides access to international databases (Web of Science, Scopus, Science Direct, etc.)
- ✓ Analysis of the state of facts
- ✓ During the visit, the ARACIS Commission noted the use of digital tools within the teaching and administrative activity of the UDJG in accordance with its [own digitization strategy](#)
- ✓ The management of students and, implicitly, of doctoral students is carried out through the <https://smartums.ugal.ro/login?0> platform which is currently in full implementation, replacing the old digital platform
- ✓ Students have at their disposal the <https://student.ugal.ro/> platform for easy communication with teachers, the <https://student.ugal.ro/informatii/office365> platform for the creation of Ms Office 365 accounts, to the cloud platform <https://cloud.ugal.ro/login> which offers its own storage space of 25 GB
- ✓ The evaluation of doctoral supervisors by doctoral students is done through a [digital platform](#) that ensures the anonymization of the answers

- ✓ At the meeting with the administrative staff that provides the IOSUD secretarial service, the participants stated that they use the digital platforms of the UDJG in their daily administrative activities, but also the electronic means of communication in relation to doctoral students and doctoral supervisors
- ✓ **Aspects that constitute best practice examples**
- ✓ Providing a storage space in the university cloud - <https://cloud.ugal.ro/login> - of 605 GB for teachers and 25GB for students, including doctoral students. The university has a high-performance parallel computing (HPC) system, with a computing power of over 24.9 TFlops, 624 cores and high-speed interconnection (Ethernet 10 Gbps and Infiniband 40Gbps). It is used for complex numerical simulations, especially in fluid mechanics, and is licensed for Ansys CFD (592 processes) and Numeca Fine/Marine (512 processes).
The indicator is: fulfilled.

DOMAIN B. Educational efficacy

III.1 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**
- ✓ DSUD-II, organized within SDIMI, is designed in accordance with the expected learning outcomes and the requirements of the national and European framework of doctoral studies. The programme is organised on the basis of transferable study credits (ECTS) and includes learning, research and assessment activities leading to the achievement of the EQF level 8 university qualification.
- ✓ **Analysis of the state of facts**
- ✓ The advanced university training program (PPA) takes place in the first year of studies and totals 60 ECTS, divided between documentation activities and university courses in accordance with [the framework contracts](#) and [the 2025–2026 Curriculum](#).
- ✓ [The subject sheets](#) and [curricula](#) highlight the correlation between the objectives of DSUD-II, the subject contents and the assessment activities, and the allocation of ECTS credits reflects the workload of doctoral students, in accordance with the IOSUD methodology and ARACIS standards
- ✓ [The curricula](#) is developed annually and include subjects structured by semesters, with the allocation of ECTS credits for course activities, applied activities and research activities, according to the IOSUD Regulation and the national legislation published on the institutional website; According to the individual research plan, the doctoral student benefits from periodic progress meetings with the steering committee, personalized feedback on research and transversal skills, the freedom to choose topics in partnership with industry and the possibility of dual academic-academic or academic-industrial guidance, favoring the interdisciplinary approach and applied learning (REI p. 34).
- ✓ Discussions with doctoral students and doctoral supervisors showed their desire to compact the duration of the advanced training program (PPA) and reduce the number of disciplines, but also to update their content.
- ✓ **Recommendations**

* 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.

- ✓ Periodically updating the package of documents - curriculum, subject sheets - describing DSUD-II, taking into account the recommendations of the parties involved (graduates, doctoral supervisors, doctoral students) - to reduce the duration of the PPA and the number of subjects and the dynamics of the requirements on the labor market.
The indicator is: fulfilled.

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences
 In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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- ✓ **Presentation of the state of facts**
- ✓ The learning activities in DSUD-II are carried out through advanced courses, seminars, applied activities and individual research, adapted to the specifics of doctoral studies, and the learning outcomes are aligned with European occupational standards, especially ESCO, ensuring the formation of project management, planning and resource management skills to achieve research objectives within pre-established deadlines and budgets, through the discipline "Academic Writing for technical sciences and research project management" ([FD Redactare academica&manag proiect A2 2024-2025 semnata](#)), referred to in REI, p. 33.
- ✓ **Analysis of the state of facts**
- ✓ The correlation with ESCO's competences is particularly visible through the emphasis on the ability to generate new knowledge, apply advanced research methods and contribute to technological and industrial development. The structure of the curriculum progressively supports the formation of these competences, by integrating theoretical training, research and evaluation activities. In this context, it can be considered that DSUD-II meets the requirements of the analyzed indicator, ensuring the alignment of learning outcomes with the skills necessary for the occupations related to the qualification obtained.
- ✓ The teaching and learning methods are appropriate to the PhD level and support the development of the skills of analysis, synthesis and independent research. The analyzed documents confirm the coherence between the teaching methods and the objectives of DSUD-II (REI, pp. 18-20).
The indicator is: fulfilled.

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

Standard S.B.3.1 Principles
 The organisational component implements the principles of student-centred learning.

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ **Presentation of the state of facts**
- ✓ DSUD-II, organized within SDIMI, is designed in accordance with the principles of student-centered learning, according to national regulations, institutional policies and REI, principles reflected in the [Regulation of doctoral studies](#), [curricula](#) and discipline sheets, [public documents available on the institution's website](#)
- ✓ The flexible curriculum allows the customization of the doctoral path according to the theme and research interests, including interactive courses, seminars, individual and team research activities, scientific projects, mobilities and scientific events, and the evaluation of learning outcomes is carried

out through diversified methods (continuous evaluation, projects, presentations, reports), adapted to the doctoral level, oriented towards autonomy, critical thinking and individual progress

- ✓ [Analysis of the state of facts](#)
- ✓ The analysis of the available documents and information ([curriculum 2025-2026](#), Additional Annex with the proposed curriculum 2026-2027, [discipline sheets](#)) highlights that the principles of student-centered learning are coherently integrated both in the curriculum structure and in the teaching, learning and assessment strategies used in DSUD-II. The focus is on the active role of the doctoral student in the learning process, on the development of research skills and on the adaptation of teaching activities to their individual needs and objectives.
- ✓ In relation to the requirements of the I.P.B.3.1.1 indicator and based on the analyzed documents, it is found that the student-centered approach is implemented systematically and efficiently at the level of DSUD-II.
- ✓ From the discussions with the doctoral students and doctoral supervisors, the evaluation committee found that the doctoral path is individualized according to the research topic and the profile of the doctoral student, maintaining his active role in the research activities and in the learning process (PCS being personalized according to the research theme of each doctoral student); The training process is supported by teaching and evaluation methods oriented towards autonomy and critical thinking, as well as by a mentoring-doctoral student-mentoring relationship, which is a key element of doctoral training.

The indicator is: fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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- ✓ [Presentation of the state of facts](#)
- ✓ IOSUD-UDJG and SDIMI offer doctoral students physical and/or virtual academic mobility, which facilitates access to international academic environments, diverse scientific resources and interdisciplinary collaborations, supporting student-centered learning, academic autonomy and integration into international research networks;
- ✓ UDJG provides doctoral students, in accordance with IOSUD regulations, with access to academic mobility through Erasmus+ programs, research internships and international conferences, the information being public and actively supported by doctoral supervisors for their integration into the individual doctoral training and research course (ANNEX I.P.A.3.1.2. Programs-professional-development-mobility; ANNEX I.P.B.3.1.2. Grants-doctoral students).
- ✓ [Analysis of the state of facts](#)
- ✓ The analysis of the documents and the organizational framework confirms the existence of a functional state of affairs regarding ensuring the access of doctoral students to academic mobility, in accordance with the requirements of the performance indicator I.P.B.3.1.2, the mobilities being integrated into the doctoral training process and contributing to the development of research skills, the internationalization of studies and the consolidation of academic networks, according to the analyzed documentary provisions; this process is facilitated of the existence of an [Erasmus or International Relations Office in the UDJG](#);
- ✓ At institutional level, there is [an operational procedure for staff mobility under the Erasmus+ programme](#), both for teaching mobilities (STTA) and for training mobilities (STT);
- ✓ The current situation highlights the possibility of carrying out mobility in physical and virtual format, with the support of doctoral supervisors for the recommendation and recognition of the activities carried out, (ANNEX I.P.A.3.1.2. Programs-professional-development-mobility, ANNEX I.P.B.3.1.2. Grants-doctoral students).

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- ✓ **Presentation of the state of facts**
- ✓ SDIMI, within which DSUD-II is organized, operates on the basis of a set of institutional regulations that enshrine the principles of equity, non-discrimination and equal opportunities for doctoral students, these being provided for in the [Regulation of Doctoral Studies](#), [the University Charter](#) and other [relevant institutional policies](#), documents available on [the university's website](#);
- ✓ PhD students benefit from equal access to academic and research resources, infrastructure, mobility and scientific activities, as well as the possibility of adapting the doctoral path by choosing complementary disciplines and activities according to the theme and research interests, but the analysis of the available documents does not systematically highlight the existence of formal mechanisms dedicated to identifying and supporting the diversity of learning styles and individual needs (e.g. explicit procedures for adapting teaching activities or assessment according to different skills).
- ✓ **Analysis of the state of facts**
- ✓ From the analysis of the documents and during the meetings held during the on-site visit, the ARACIS evaluation panel found that the principles of equity and equal treatment are assumed at the institutional level and are generally applied in the organization of DSUD-II.
- ✓ DSUD-II provides doctoral students with equal access to research resources and infrastructure, flexibility in adapting the theme and activities to individual interests, personalized support through the mentoring-doctoral student relationship and compliance with the principles of non-discrimination and equal opportunities at institutional level;
- ✓ At the institutional level, there are tools to identify the strengths and personal development needs of doctoral students for continuous improvement - [Methodology for self-evaluation of the activity](#), [Methodology for internal evaluation of Doctoral Schools](#), [Operational procedure - Collection and reporting of the results of the RDI activity in UDJG](#).

The indicator is: fulfilled

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

Standard S.B.4.1. Access to resources and services
 The organisational component provides access to adequate resources and support services, according to the needs of the students.

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- ✓ **Presentation of the state of facts**
- ✓ DSUD-II, organized within SDIMI, benefits from academic and research infrastructure appropriate to the doctoral level and the specificity of the field. PhD students have access to research laboratories, university libraries, scientific databases, electronic learning platforms and other educational resources made available by the university, according to [public institutional policies](#)
- ✓ The University also provides support services for students, including academic advisory services, administrative support and access to digital infrastructure, necessary to carry out learning and research activities. For students with special educational needs or disabilities, the institutional framework provides for support and adaptation measures, in accordance with national legislation and the university's inclusion and accessibility policies. These measures promote inclusion, respect for diversity and student-centered learning. PhD students also benefit from scholarships and other forms of financial support in UDJG

- ✓ [Analysis of the state of facts](#)
- ✓ The analysis of the available documents and information highlights the fact that the material, digital and human resources, as well as the support services offered by the organizational component are adequate and accessible for PhD students in the field of Industrial Engineering;
- ✓ UDJG offers counseling services within [the Center for Career Counseling and Guidance](#);
- ✓ The existence of academic and administrative support services contributes to the efficiency of the study path, and accessibility measures for students with special needs demonstrate compliance with the principles of inclusion and equity. The available resources are correlated with the field of study, the doctoral cycle and the form of organization of DSUD-II, ensuring adequate conditions for achieving learning outcomes;
- ✓ PhD students benefit from the form of support by granting scholarships and other forms of financial support according [to the Methodology for granting scholarships and other forms of material support for students and doctoral students of the "Dunărea de Jos" University of Galati, full-time education](#);
- ✓ PhD students are provided with access to research infrastructure and laboratories appropriate to the field of Industrial Engineering, relevant digital resources and scientific databases, academic, administrative and advisory support services, as well as institutional inclusion and accessibility measures for students with special educational needs or disabilities
- ✓ [Aspects that constitute best practice examples](#)
- ✓ The University provides annually an amount of 9000 lei to each doctoral student from the doctoral grant, for consumables, travel to international or national conferences, publication fees, etc., an amount that can be supplemented if the publication fee of an article is higher.
The indicator is: fulfilled.

III.5 Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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- ✓ [Presentation of the state of facts](#)
- ✓ The learning outcomes are presented clearly and coherently, emphasizing the knowledge, skills and abilities that the doctoral student must acquire at the end of each discipline or training activity. These are officially documented in the curricula, the discipline sheets and the regulations of doctoral studies ([Curriculum](#), [Discipline Sheet](#), [Student-Doctoral Student Guide](#)), all available on [the institution's website](#)
- ✓ [Analysis of the state of facts](#)
- ✓ The ARACIS evaluation team analyzed the content [of the subject sheets](#) and the [curriculum for DSUD-II](#) and made some observations (briefly presented below) that led to the development of a proposal for a curriculum for 2026-2027 (additional annex) before the on-site visit, in accordance with OM 23020/2024 and the specific ARACIS standards (2025):
 - providing the detailed curriculum of the doctoral program, highlighting the sections Mission of the university study program, Objectives of the university study program, Competences formed within the study program (from OM 3020/2024), Learning outcomes formed within the study program, correlation matrix between learning outcomes, doctoral training and research activities and targeted competences for the academic year 2025-2026; the evaluation committee recommends that the Education Plan be displayed on the SD website as well;
 - remaking the discipline sheets (FD)/doctoral training activities, with the standardization of the presentation of the learning outcomes, but also of their appearance and format;
 - presenting learning outcomes for progress reports (possibly as a separate section in the curriculum);

- the subject sheets must contain clear data and must be updated annually (before the start of the academic year), approved by the CSUD, with the related signatures;
- ✓ From the analysis of the proposed curriculum 2026-2027 (additional annex), it is found that the learning outcomes are clearly formulated, coherent and correlated with the disciplines and scientific reports, supporting the understanding of the training objectives, the transparency of the educational process and the planning of teaching and research activities. They allow doctoral students to optimally structure their academic path .
- ✓ **Recommendations**
- ✓ Clearly defining the learning outcomes at doctoral level, according to the proposal in the 2026-2027 curriculum, correlating them with the content of the disciplines, ensuring the transparency of curricular documents and their public accessibility (posting on the SDIMI website), as well as keeping the focus on the development of advanced research and innovation skills.
- ✓ Unitary formulation of learning outcomes, in accordance with the specific ARACIS standards for the fundamental field of Engineering Sciences, DSUD-II.

The indicator is: fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- ✓ **Presentation of the state of facts**
- ✓ The evaluation of the achievement of learning outcomes within DSUD-II is regulated by [the Regulation of doctoral studies](#) and by [the discipline sheets](#)
- ✓ The evaluation is carried out both through **continuous evaluation** (research projects, reports, presentations, applied activities) and through periodic and final evaluations, including the exams related to the disciplines and the stages of completion of doctoral studies (scientific reports, monthly progress reports, defense of the doctoral thesis).
- ✓ The learning outcomes are evaluated by supporting the Research Reports planned in the [Advanced University Preparation Program](#) that are presented to the Academic Guidance and Integrity Commission, respectively to the [public defense](#) committees for doctoral theses
- ✓ **Analysis of the state of facts**
- ✓ The analysis of the state of affairs shows that the evaluation of learning outcomes is carried out in a systematic and coherent manner, using methods appropriate to the doctoral cycle according to [the Regulation of Doctoral Studies](#)
- ✓ The evaluations allow the continuous monitoring of the doctoral student's progress, and the final evaluations certify the achievement of the level of competence necessary to obtain the academic qualification.
- ✓ The correlation between learning outcomes, assessment activities and completion stages is evident in the documents analysed (e.g. in [the subject sheets](#)). In this context, it is found that there are functional mechanisms for verifying the achievement of learning outcomes.
- ✓ The active role of the doctoral supervisor and the academic integrity and guidance committee in evaluating individual progress is noteworthy.

The indicator is: fulfilled

III.6 Criterion B.7. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification

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

- ✓ **Presentation of the state of facts**

- ✓ The admission procedures for DSUD-II are regulated and applied in accordance with the [Methodology](#) regarding the organization and conduct of admission to the third cycle of doctoral studies and all procedures and [information presented publicly](#)
- ✓ Admission is carried out on a competitive basis, in conditions of transparency, with the publication of relevant information regarding the admission calendar, selection criteria, competition tests, number of places and eligibility conditions on the institution's website. The procedures are applied unitarily at the level of SDIMI, ensuring the involvement of the responsible academic structures (CSUD, admission commissions).
- ✓ [Analysis of the state of facts](#)
- ✓ From the analysis of the documents and information presented in the REI (pp 36-37), but also of the discussions during the meetings scheduled during the on-site visit, the evaluation committee confirms that the [admission procedures](#) are applied consistently and according to the regulatory framework in force.
- ✓ The application of admission procedures contributes to ensuring a predictable and transparent process, in line with the requirements of the I.P.B.7.1.1 indicator.
- ✓ Admission is carried out according to [the Methodology regarding the organization and conduct of admission to the third cycle of doctoral studies](#), according to HS no. 62/15.06.2017, HS no. 140/07.10.2019 and HS no. 286/19.09.2024
- ✓ [Aspects that constitute best practice examples](#)
- ✓ Examples of good practices include the existence of clear, formalized and public admission procedures, correlated with national and institutional regulations, ensuring the transparency of information on the admission competition and its uniform application at the level of the SDIMI.
- ✓ All information regarding the admission process is published on the UDJG website, both in [Romanian](#) and [in English](#).
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 establishment of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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- ✓ [Presentation of the state of facts](#)
- ✓ Admission to DSUD-II adheres to the principles of fairness and equal opportunities, ensuring support for vulnerable groups, including candidates with special educational needs or disabilities. Support services include the involvement of student associations, dormitories, canteens, recreational spaces and medical facilities, and the university ensures the accessibility of the spaces through ramps, elevators and educational support, where necessary.
- ✓ The admission procedures are [public](#), transparent and equally applicable to all eligible candidates, without discrimination on social, economic, gender, ethnicity, disability or other criteria not academically relevant. Information on the admission conditions, the competition calendar and the selection criteria are published on [the institution's website](#).
- ✓ [Analysis of the state of facts](#)
- ✓ Analysis of the available documents and the information presented in the REI (p. 37) confirms that the admission procedures are applied in a consistent and transparent manner. The existence of a clear, public and annually updated procedural framework ensures the predictability of the admission process and compliance with legal and institutional requirements.
- ✓ The admission methodology is published on the UDJG website, [the Methodology regarding the organization and conduct of admission to the third cycle of doctoral studies in 2025](#), according to HS no. 62/15.06.2017, HS no. 140/07.10.2019 and HS no. 286/19.09.2024
- ✓ In relation to the requirements of the indicator, the effective application of the admission procedures at the level of the organizational component is noted.
- ✓ Art.11(3) [The methodology regarding the organization and conduct of admission to the third cycle of doctoral studies](#), it is specified "*Candidates with disabilities, as well as candidates belonging to national*

minorities (Roma) participate in the admission competition under the same conditions as the rest of the candidates, on the budgeted places allocated especially for them, as well as on the budgeted and fee-bearing places."

- ✓ The institution adopts explicit principles of fairness, non-discrimination and equal opportunities in its documents, organises admission on the basis of transparent and uniformly applied criteria, [publishes relevant information](#) to ensure equal access to information, and links admission procedures to the university's general inclusion policies.

The indicator is: fulfilled.

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

- ✓ [Presentation of the state of facts](#)
- ✓ The organizational component of the students' professional activity within DSUD-II is regulated by a set of rules that ensure a structured, transparent learning framework aligned with academic and ethical standards, being governed by the national legislation and institutional regulations in force, namely the Higher Education Law no. 199/2023, OME no. 3020/2024 on the Framework Regulation for Doctoral Studies and [Institutional Regulation on the Organization and Functioning of Doctoral Studies in the Doctoral Schools of the "Lower Danube" University of Galati](#);
- ✓ These regulations establish the rights and obligations of doctoral students, the requirements regarding professional and research activity, the methods of evaluating doctoral progress, as well as the conditions for suspending, extending or completing studies. According to the REI, the application of these regulations is ensured through the responsible structures of the university (CSUD, doctoral supervisors, the secretariat of the Doctoral School).
- ✓ [Analysis of the state of facts](#)
- ✓ The evaluators commission notes that at the institutional level there is and applies [the INSTITUTIONAL REGULATION regarding the organization and functioning of doctoral studies in the doctoral schools of the "Dunărea de Jos" University of Galati](#), which also regulates the activity of doctoral students, in addition to the national legislative framework;
- ✓ In relation to the examined documents, the systematic and coherent application of the regulations on the professional activity of doctoral students is noted. Functional mechanisms for monitoring progress and evaluating academic and research activity are put in place, which support the doctoral path and ensure compliance with the requirements of the study programme;
- ✓ From the discussions held, both with the doctoral supervisors and with the doctoral students, it is found that they are informed about the requirements regarding the professional and academic activity, and their progress is periodically monitored through activity reports, annual evaluations and other formal mechanisms provided by the [regulation](#).
- ✓ [Aspects that constitute best practice examples](#)
- ✓ The existence of a clear and coherent regulatory framework regulating the professional activity of doctoral students, correlated with the periodic monitoring of doctoral progress through monthly evaluations and activity reports, the active involvement of doctoral supervisors in supporting and evaluating the academic path, as well as the adequate information of doctoral students about their rights and obligations are examples of good practices.

The indicator is: fulfilled.

III.7 Criterion B.8. Process internationalization

Standard S.B.8.1. Internationalization	
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](#)
- ✓ IOSUD-UDJG supports national, international and intersectoral cooperation through an organizational framework that promotes the mobility of doctoral students and academic and research collaboration. PhD students benefit from international mobilities through programs such as Erasmus+ and institutional partnerships, which facilitate research internships, participation in courses and conferences in universities in the country. At the same time, national mobilities are carried out, materialized through research internships, workshops and seminars, documented in the Internal Evaluation Reports of SDIMI, [published on the institution's website](#) and in the annexes I.P.A.3.1.2 and I.P.B.3.1.2.
- ✓ At the intersectoral level, IOSUD-UDJG develops collaborations with the socio-economic environment, offering doctoral students opportunities to apply research in real contexts. These activities are supported by institutional methodologies on [mobility](#) and [internationalisation](#), as well as agreements with EU universities and interdisciplinary research groups.
- ✓ [Analysis of the state of facts](#)
- ✓ The analysis of the documents and information submitted confirms that the I.P.B.8.1.1 indicator is adequately met. The existence of international mobilities (Erasmus+) facilitated through [the Erasmus+ Office](#), national mobilities documented through public reports and specific annexes, as well as cross-sectoral collaborations demonstrate the application of a coherent organisational framework for academic and research cooperation (ANNEX I.P.A.3.1.2. Programs-professional-development-mobility, ANNEX I.P.B.3.1.2. Grants-doctoral students).
- ✓ IOSUD-UDJG implements methodologies that support [the academic mobility](#) of doctoral students and [internationalization](#) activities (ANNEX I.P.B.8.1.1-1 Institutional-Agreements-Universities-EU, ANNEX I.P.B.8.1.1-2 Interdisciplinary-Research Groups); These methodologies, supported by international agreements and interdisciplinary research groups, reflect institutional commitment to supporting academic mobility.
The indicator is: fulfilled.

III.8 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](#)
- ✓ DSUD-II is focused on advanced scientific research activities, which constitute the core of the learning process at doctoral level. The curricular documents ([curriculum 2025-2026](#), [discipline sheets](#), [INSTITUTIONAL REGULATION on the organization and functioning of doctoral studies in doctoral schools of the "Dunărea de Jos" University of Galati](#)), as well as the Internal Evaluation Report (REI), page 38, highlight the systematic integration of scientific research in the educational process.
- ✓ PhD students are involved in research projects, experimental and analytical activities, the elaboration of scientific articles, participation in conferences and dissemination of research results. The scientific results obtained are capitalized on during teaching activities, periodic evaluations and the completion of doctoral studies.
- ✓ [Analysis of the state of facts](#)
- ✓ The analysis of the state of affairs shows that learning based on scientific investigation is implemented coherently and consistently within the doctoral program. The research activities directly support the achievement of learning outcomes, corresponding to EQF level 8. These are described in [the Discipline Sheets](#), but also in the [2025-2026](#) curriculum and the Additional Annex – Proposal for the 2026-2027 curriculum;

- ✓ The integration of research results in the learning and evaluation process demonstrates an effective capitalization of scientific activity in doctoral training. The involvement of doctoral supervisors in the orientation and monitoring of research contributes to the quality and relevance of the results obtained. Summative data on the publication of results and dissemination of knowledge are presented in [the annual reports of SDIMI](#), as well as through the [ORCID](#) profiles of doctoral supervisors and doctoral students;
- ✓ At the visit, the heads of the research centers and the doctoral supervisors stated that the capitalization of the research results in the learning outcomes is also done by including them in the disciplines of the ASF of DSUD-II;
- ✓ The doctoral students stated that they are involved in the research activities by participating in the research teams of the research projects carried out by the centers (through employment).

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme
 The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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- ✓ [Presentation of the state of facts](#)
- ✓ SDIMI, which coordinates DSUD-II, carries out research activities aligned with the objectives of the program and the thematic areas assumed, within national and international projects that support academic mobility and scientific collaboration. These projects, including those carried out through programmes such as Erasmus+, offer PhD students opportunities for international collaboration, access to diverse expertise and the expansion of possibilities for publishing and disseminating research results
- ✓ [Analysis of the state of facts](#)
- ✓ The analysis of the state of affairs highlights an appropriate alignment between the research activities carried out and the objectives of DSUD-II. The scientific results obtained demonstrate relevance and visibility at national and international level, contributing to the development of the field and to the consolidation of the academic profile of the Doctoral School (ANNEX I.P.B.3.1.2. Grants-doctoral students, ANNEX I.P.B.8.1.1-1 Institutional-Agreements-Universities-EU, ANNEX I.P.B.8.1.1-2 Interdisciplinary-Research Groups);
- ✓ According to REI, page 38-39, in the period 2020-2024, the research results were capitalized by doctoral students through scientific publications, presentations at conferences, participation in research project teams: 90 articles in Web of Science (WoS) journals, 79 articles in WoS indexed volumes (ISI Proceedings), 115 articles in BDI indexed journals, 246 communications at prestigious international conferences (including posters) (in the country and abroad), 97 communications at national conferences (including posters), 29 participations in the teams of R&D projects / research grants won by PhD supervisors.
- ✓ IOSUD-UDJG and SDIMI, implement [mobility programs](#) and develop institutional and industrial partnerships, facilitating the transfer of research into practice and the integration of doctoral students in applied contexts. The results of the research are capitalized in the educational process and in innovation activities, being integrated into the doctoral theses, teaching activities and in the initiation of new research projects, with the support of the scientific activity of the doctoral supervisors, evidenced by the [ORCID profiles](#).
- ✓ [Aspects that constitute best practice examples](#)
- ✓ High volume of publications of research results in recognized journals and specialized volumes, at the same time as the active and direct involvement of doctoral students in the dissemination of scientific results.

The indicator is: fulfilled.

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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- ✓ Presentation of the state of facts
- ✓ According to REI, page 39, at the institutional level of UDJG, the internal quality assurance system includes [strategies and action plans](#), [regulations and procedures](#);
- ✓ UDJG has a [UDJG quality assurance strategy 2025-2029](#), approved by the Senate on 7.03.2025, with a strategic objective of developing an institutional culture of quality, permanently updating the documentation of the quality management system in order to comply with the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) and continuous quality improvement;
- ✓ Within the UDJG, quality assurance strategies and procedures are consistently applied; thus, the teaching and administrative activities are constantly monitored through internal procedures and regulations; The results of these monitoring are used for the continuous improvement of the activity, both teaching, research and administrative;
- ✓ All stakeholders are actively involved in the decision-making and evaluation process.
- ✓ Analysis of the state of facts
- ✓ The Commission for Quality Evaluation and Assurance (CEAC) [operates in the UDJG](#); on the dedicated website, there is also [the Annual Report of the Quality Commission 2024](#) and [the archive](#) with previous annual reports;
- ✓ UDJG displays all information, external or external regulations, procedures, etc. related to the quality assurance process on a [dedicated website](#) ;
- ✓ At the level of DSUD-II, the mechanisms for periodic polling of the opinion of doctoral students existing at institutional level are applied; for example, there is feedback in the academic year 2022-2023 from 11 active doctoral students (ANNEX I.P.C.1.1.1. Questionnaires-satisfaction-analysis-doctoral students);
- ✓ The 2024 Report [and](#) the archive [with the annual reports on the state of the university are published on the UDJG website](#) , in which data grouped on the following directions are presented in detail: financial situation, situation of study programs, staff situation, results of research activities, situation of quality assurance of activities within the university, situation of compliance with university and research ethics, situation of vacancies, analysis implementation of the annual operational plan.
The indicator is: fulfilled .

Standard S.C.1.2. Stakeholder engagement

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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- ✓ Presentation of the state of facts
- ✓ According to REI page 50, there are [public consultations](#) organized on the occasion of the approval of regulations and methodologies;
- ✓ At the institutional level, there are also debates in the internal bodies of the university: the Council of Doctoral School, CSUD, the specialized commissions of the faculties and the Senate, the Board of Directors, the Ethics Commission, etc., to which are added consultations with employers, representatives of the economic environment and partner institutions;
- ✓ Internal satisfaction and evaluation questionnaires [are periodically applied](#) among stakeholders
- ✓ Analysis of the state of fact

- ✓ During the on-site visit, the ARACIS Evaluators Commission found that the stakeholders – scientific supervisors and doctoral students are generally involved in the development and implementation of regulations, procedures and methodologies, through their representatives in [the Council of the Doctoral School](#) and in the [Council for Doctoral Studies](#) (DSUD-II has a doctoral student representative in both bodies);
- ✓ From the discussions with the doctoral students and with the doctoral supervisors, it emerges that the feedback of the doctoral students is collected periodically in order to continuously improve the quality of the teaching activities and the research program/learning outcomes (an aspect also revealed in ANNEX I.P.C.1.1.1. Questionnaires-satisfaction-analysis-doctoral students);
- ✓ The CEAC members stated that the students, through their representatives in [the Council of the Doctoral School](#) and in the [Council for Doctoral Studies](#), the Faculty Council and in the University Senate, are involved in the development and implementation of the procedures related to the activity of the doctoral students.
- ✓ The doctoral students stated that they are consulted in the elaboration of regulations, procedures and methodologies through their representatives in the Council of the Doctoral School, CSUD and in the University Senate.
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**
- ✓ According to REI, page 41, the UDJG has at the institutional level a [Code of Ethics and University Deontology](#) through which it defends academic values and freedoms, university autonomy and integrity, as well as a [Regulation on the organization and functioning of the University Ethics Commission \(CEU\)](#), developed in accordance with the legal provisions and approved by the Senate
- ✓ At the level [of the Department for Continuing Education](#), starting with the academic year 2018-2019, the postgraduate course Academic Ethics and Deontology is organized for university professors, master's students and doctoral students;
- ✓ In UDJG, originality checks are applied to the entire scientific production, respectively to articles in university journals, doctoral theses, books edited under the aegis of GUP;
- ✓ At the level of the UDJG, a [system procedure on sensitive functions](#) is implemented, which aims to ensure a unitary organizational and procedural framework for carrying out the process of identifying sensitive functions at any level.
- ✓ **Analysis of the state of facts**
- ✓ At the level of the UDJG, the University Ethics Commission (CEU) operates, based on a [Regulation on the organization and functioning of the University Ethics Commission \(CEU\)](#), Annex 2 to the Senate Decision no. 3 of January 21, 2025; Article 5 of the regulation states that "*the structure and composition of the CEU are established by the decision of the rector, at the proposal of the Board of Directors, with the approval of the UDJG Senate. The CEU is composed of teaching and research staff (maximum 75%), students (elected by the students who are part of the UDJG Senate, minimum 25%), a CEU secretary (without the right to vote). The structure and composition of the CEU may be extended as needed, by decision of the rector, with the approval of the University Senate, at the proposal of the Board of Directors and at the initiative of the CEU.*"; currently the CEU has 11 full members, of which 3 members are students;
- ✓ All [decisions](#) and [annual reports](#) of the CEU are public;

- ✓ The evaluators' commission found the existence of a [Code of Ethics and University Deontology within the "Dunărea de Jos" University of Galati](#), Annex 1 to the Senate Decision no. 3 of January 21, 2025 which, according to art.1 "regulates the general framework regarding the principles and norms of university ethics and deontology and is mandatory for the categories of personnel provided for in the Higher Education Law no. 199/2023, as subsequently amended and supplemented, hereinafter referred to as the law, as well as for other persons who had or are members of the university community of the "Dunărea de Jos" University of Galați (UDJG), an accredited public institution, component of the national higher education system";
- ✓ There is also an [Ethics Guide for UDJG students](#) at the institutional level, which explains the principles of academic ethics essential for students at UDJG, student obligations, intellectual, behavioral or procedural deviations, possible sanctions and student rights;
- ✓ The UDJG implements a procedure regarding the [reporting of irregularities](#) or violations of the legislative norms, as well as of the measures for the protection of the persons who report them, a procedure for [establishing conflicts of interest and their resolution](#), principles and rules of conduct by [establishing incompatibilities and solving them](#), according to the legislation in the field and the general provisions set out in the Code of Ethics and University Professional Deontology;
- ✓ According to the discussions with CEU representatives, there were and are no problems of university ethics regarding the activity of doctoral students.
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	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
I.P.C.3.1.1	

- ✓ [Presentation of the state of facts](#)
- ✓ According to REI, page 42-43, UDJG ensures the quality of education in doctoral study programs by periodic monitoring based on the measurement of research results and the feedback received from students;
- ✓ At the DSUD-II level, there are and are implemented mechanisms for collecting feedback to assess the degree of satisfaction of doctoral students, needs analyses, etc. (e.g. [satisfaction questionnaires and internal evaluation](#) periodically applied among students (www.evaluate.ugal.ro).
- ✓ [Analysis of the state of facts](#)
- ✓ In UDJG and SDIMI there is and is applied an [Operational Procedure for the evaluation of teachers by students](#) ;
- ✓ There is also implemented a [Methodology for self-evaluation of the activity of IOSUD "Dunărea de Jos" University of Galati and of the activity of the doctoral schools within IOSUD – "Dunărea de Jos" University of Galati, <https://www.calitate.ugal.ro/index.php/ro/cercetare>](#));
- ✓ SDIMI periodically collects feedback from doctoral students regarding the evaluation of the activity of doctoral supervisors and the degree of satisfaction of doctoral students based on an [internal evaluation questionnaire](#); The feedback is analyzed within SDIMI and corrective or improvement measures are proposed where appropriate (Minutes of doctoral student meetings, ANNEX I.P.C.1.1.1. Questionnaires-satisfaction-analysis-doctoral students).
- ✓ [Recommendations](#)
- ✓ Updating the procedure on the websites of the Doctoral Schools of the [Operational Procedure for the evaluation of teaching staff by students](#), [the OPERATIONAL PROCEDURE FOR THE EVALUATION OF DOCTORAL SUPERVISORS BY DOCTORAL STUDENTS](#), and the [Methodology for self-evaluation of the activity of the IOSUD "Dunărea de Jos" University of Galati and of the activity of the doctoral schools within IOSUD – "Dunărea de Jos" University of Galati](#), according to the latest [decisions of the CSUD](#) .

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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- ✓ [Presentation of the state of facts](#)
- ✓ According to REI, page 43, members of the academic community and stakeholders actively participate in the implementation of the internal procedures of the UDJG;
- ✓ Students have representatives in the management structures (Faculty Councils, Senate, Boards of Directors, Quality Commissions) depending on the number of students;
- ✓ The commissions for evaluation and quality assurance (CEAC) at the faculty level envisage the involvement of teachers, students and all persons with responsibilities in the field of quality.
- ✓ [Analysis of the state of facts](#)
- ✓ At the SDIMI level, there is the [Council of the Doctoral School](#), which informs the interested parties and ensures the implementation of all procedures developed at institutional level;
- ✓ From the discussions the evaluation commission had with the CEAC representatives, it is found that there is no direct representation of SDIMI within this quality assurance bodies;
- ✓ The CEAC members stated, at the meeting with the members of the ARACIS evaluation commission, that the procedures and regulations are subject to public consultation, through the representatives of the Faculty Council, CSUD and the University Senate and, finally, approved by the University Senate.
- ✓ At the level of SDIMI, consultations are periodically organized with representatives of the economic environment and research centers in the field in order to update the research topics.
- ✓ [Recommendations](#)
- ✓ Ensuring a direct representativeness of doctoral schools (or fields of study within doctoral schools) within the quality assurance bodies of the UDJG.

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.
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- ✓ [Presentation of the state of facts](#)
- ✓ From the REI analysis, page 43 it is found that SDIMI [implements the procedures of the quality management system](#), including clear operational procedures regarding the planning, monitoring and evaluation of educational activities;
- ✓ Within DSUD-II there is a mechanism implemented through which doctoral supervisors are periodically evaluated by doctoral students through questionnaires applied to them in order to obtain feedback on organizational, administrative and academic aspects.
- ✓ [Analysis of the state of facts](#)
- ✓ In UDJG and SDIMI there is and is applied an [Operational Procedure for the evaluation of teachers by students](#) (<https://www.calitate.ugal.ro/index.php/ro/cercetare>);
- ✓ There is also implemented a [Methodology for self-evaluation of the activity of IOSUD "Dunărea de Jos" University of Galati and of the activity of the doctoral schools within IOSUD – "Dunărea de Jos" University of Galati](#), <https://www.calitate.ugal.ro/index.php/ro/cercetare>);
- ✓ The discussions held, the members of the evaluators' committee found that SDIMI periodically collects feedback from doctoral students regarding the evaluation of the activity of doctoral supervisors and the degree of satisfaction of doctoral students based on an [internal evaluation questionnaire](#); The feedback is analyzed within SDIMI and corrective or improvement measures are proposed where appropriate (Minutes of meetings between doctoral students, doctoral supervisors,

ANNEX I.P.C.1.1.1. Questionnaires-satisfaction-analysis-doctoral students, additional feedback annex 2024-2025);

- ✓ The annual report of the [SDIMI Doctoral School](#) is public and also includes the analysis of the data collected through the feedback mechanism (<https://www.ugal.ro/studii/doctorat/raportul-de-evaluare-interna-al-scolilor-doctorale>, ANNEX I.P.C.1.1.1. Questionnaires-satisfaction-analysis-doctoral students).

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	The organisational component systematically collects and analyses data required for the
I.P.C.5.1.1	internal quality assurance process.

- ✓ Presentation of the state of facts
- ✓ IOSUD-UDJG and SDIMI systematically collect and analyze the data necessary for the internal quality assurance (<https://www.calitate.ugal.ro/index.php/ro/cercetare>) process;
- ✓ SDIMI applies a [Methodology for self-assessment of the activity of IOSUD "Dunărea de Jos" University of Galati and of the activity of the doctoral schools within IOSUD – "Dunărea de Jos" University of Galati](#) for the preparation of the annual reports of the doctoral school;
- ✓ SDIMI doctoral students prepare an annual self-assessment report.
- ✓ Analysis of the state of facts
- ✓ The ARACIS Evaluators Commission found that SDIMI applied [the Methodology for self-evaluation of the activity of IOSUD "Dunărea de Jos" University of Galati and of the activity of the doctoral schools within IOSUD – "Dunărea de Jos" University of Galati](#) in order to prepare an Annual Internal Evaluation Report that is public on the [UDJG](#) website (including their archive);
- ✓ PhD students from DSUD-II prepare an annual self-assessment report (Annex to the Doctoral Students' Meeting Minutes), based on the monthly activity reports.

The indicator is: fulfilled.

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

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

- ✓ Presentation of the state of facts
- ✓ The UDJG provides all the useful information regarding DSUD-II on the website of [IOSUD](#) and [SDIMI](#): the regulations of the doctoral school; the admission regulations; the doctoral study contract; the regulations for the completion of the studies which also include the procedure for the public defense of the thesis; the content of the study programs; the scientific profile and the thematic areas/research topics of the doctoral supervisors of the school, as well as their institutional contact details; information about the standards for the elaboration of the doctoral thesis; links to the abstracts of the doctoral theses to be defended publicly, as well as the date, time, location where they will be presented.
- ✓ Analysis of the state of facts
- ✓ UDJG and SDIMI ensure public and transparent access to information on all aspects of the doctoral study activity (didactic, administrative, institutional, etc.) on the [IOSUD](#) and [SDIMI websites](#);
- ✓ On the SDIMI website there is information on [Curriculum](#), [State Functions](#), [Coverage of vacancies](#), [Schedule](#), [Discipline sheet](#), [PhD supervisors](#), but also procedures and regulations:



[Regulations of the Doctoral Schools of IOSUD - UDJG](#), [Operational procedure for the evaluation of doctoral supervisors by doctoral students](#), [Procedure for the analysis and approval of the topics of the doctoral study programs](#), [Minimum national standards for the award of the doctoral degree](#), [Mission of the Doctoral School of Mechanical and Industrial Engineering](#).

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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- ✓ [Presentation of the state of facts](#)
- ✓ The IOSUD website provides transparent access to information about: IOSUD executive management, the Council for Doctoral Studies (CSUD), the election of the CSUD director, the election of CSUD members, elections at the level of doctoral schools, the admission process, etc.;
- ✓ UDJG ensures the transparency of decision-making processes in a normative and functional framework, regulated by the University Charter, the Organization and Functioning Regulation and other regulations approved by the Senate, the Faculty Council and/or IOSUD or the Doctoral School Council;
- ✓ [Analysis of the state of facts](#)
- ✓ The evaluation commission found that UDJG and SDIMI ensure the transparency of decision-making processes ;
- ✓ All the decisions [of the Senate](#), [the Board of Directors](#), of the [CSUD](#) are public and archived on the [UDJG website](#), demonstrating the transparency of the decisions of the decision-making management.

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.	
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Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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- ✓ [Presentation of the state of facts](#)
- ✓ UDJG organizes the external evaluation of bachelor's, master's and doctoral study programs, periodically, every 5 years, according to the regulations in force, with the approval of the University Senate. The process is carried out according to the planning of activities, a document approved by the Board of Directors. The external evaluation is carried out by the Romanian Agency for Quality Assurance in Higher Education (ARACIS).
- ✓ [Analysis of the state of facts](#)
- ✓ The last institutional evaluation took place in [2024](#), and the Decision of the ARACIS Council in the meeting of 04.07.2024 was to grant the UDJG the "[High degree of trust](#)";
- ✓ The last external evaluation of DSUD-II took place in 2021; according to ARACIS Council Decision no. 87 of 28.10.2021, the qualification "**Maintenance of accreditation**" was "granted" to DSUD-II within SDIMI.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:	INTERNAL FACTORS ↑	Weaknesses:
✓ The organization's research directions are coherently aligned with national and European priorities in research,		✓ A relatively limited international online presence, reflected in the existence of only a partial English

<p>development, and innovation, as well as with the main trends within the scientific field in which it operates.</p> <ul style="list-style-type: none"> ✓ Researchers' skills and expertise are continuously updated by maintaining close contact with recent developments and advancements in their areas of specialization. ✓ The university provides support processes for research activities, including financial support ✓ The institution benefits from an academic and research community that enjoys visibility and recognition both nationally and internationally. ✓ The organization provides appropriate infrastructure that supports research, development, and innovation activities under suitable conditions and in accordance with current standards. 		<p>version of the IOSUD-UDJG webpage, which restricts access to information for potential international applicants;</p> <ul style="list-style-type: none"> ✓ A low level of detail in the information provided regarding the organization of international joint supervision (cotutelle) doctoral studies and the procedures for establishing the related agreements; ✓ A relatively limited capacity to attract applicants from European and non-European higher education institutions; ✓ Difficulties in attracting young academic to pursue and obtain their habilitation certificate;
<p>SWOT analysis</p>		
<p style="text-align: center;">Opportunities:</p> <ul style="list-style-type: none"> ✓ Inviting renowned experts and distinguished scientific figures to deliver lectures, seminars, and workshops for doctoral candidates, thereby providing them with access to the latest scientific and technological developments. ✓ Strengthening interdisciplinary collaboration among doctoral schools through the organization of joint events, aimed at increasing the attractiveness of the programs and encouraging academic exchange. 	<p>↓ EXTERNAL FACTORS</p>	<p style="text-align: center;">Threats:</p> <ul style="list-style-type: none"> ✓ A potential decrease in public funding allocated to research and doctoral education. ✓ An unfavorable economic environment that may negatively influence investments in research and doctoral programs. ✓ Budgetary instability that can affect the predictability of allocated resources and the strategic planning of doctoral programs. ✓ Increasing national-level competition for attracting candidates to doctoral admission programs. ✓ A decline in the number of applicants, influenced by demographic decrease, external migration, or the preference for doctoral programs offered in other European countries. ✓ Reduced attractiveness of doctoral studies compared to alternative professional development opportunities.



		✓ The rapid pace of technological innovation, which can be difficult to integrate quickly into doctoral research activities.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Periodically updating the package of documents - curriculum, subject sheets - describing DSUD-II, taking into account the recommendations of the parties involved (graduates, doctoral supervisors, doctoral students) - to reduce the duration of the ASF and the number of subjects and the dynamics of the requirements on the labor market.
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	
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	<ul style="list-style-type: none"> ✓ Clearly defining the learning outcomes at doctoral level, according to the proposal in the 2026-2027 curriculum, correlating them with the content of the disciplines, ensuring the transparency of curricular documents and their public accessibility (posting on the SDIMI website), as well as keeping the focus on the development of advanced research and innovation skills. ✓ Unitary formulation of learning outcomes, in accordance with the specific ARACIS standards for the fundamental field of Engineering Sciences, DSUD-II.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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 establishment 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	Updating the procedure on the websites of the Doctoral Schools of the Operational Procedure for the evaluation of teaching staff by students , the OPERATIONAL PROCEDURE FOR THE EVALUATION OF DOCTORAL SUPERVISORS BY DOCTORAL STUDENTS , and the Methodology for self-evaluation of the activity of the

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			IOSUD "Dunărea de Jos" University of Galati and of the activity of the doctoral schools within IOSUD – "Dunărea de Jos" University of Galati , according to the latest decisions of the CSUD
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Ensuring a direct representativeness of doctoral schools (or fields of study within doctoral schools) within the quality assurance bodies of the UDJG
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

Domain Rating	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

VI. Conclusions

The main conclusions and recommendations that emerged from the periodic evaluation visit of the doctoral study program Industrial Engineering, Doctoral School of Mechanical and Industrial Engineering, "Dunarea de Jos" University of Galati are summarized as follows:

- ✓ The ARACIS Council issued the ARACIS Council Decision 87/28.10.2021 specifying that for IOSUD UDJG and the fields of doctoral university studies Mechanical Engineering and Industrial Engineering, it was decided to "Maintain accreditation", confirmed by the Order of the Minister of Education no. 5774/14.12.2021 regarding the maintenance of the accreditation of the "Dunărea de Jos" University of Galati in order to organize doctoral degree programs.
- ✓ Based on the analyzed information - [Curriculum Vitae](#), [ORCID](#), the ARACIS external evaluation commission found that the DSUD-II staff - [doctoral supervisors](#) meet the legal requirements for occupying the positions provided in the state of; the teaching and research activities (PPA and PCS)

are supported by administrative and technical staff, contributing to the proper development of the doctoral study program

- ✓ At the time of the on-site visit, the ARACIS commission retained the following information: a number of 34 doctoral supervisors work within SDIMI, of which 12 (10 tenured and 4 associates) who work in the field of Industrial Engineering; In the case of DSUD-II, the CNATDCU minimum standards in force, necessary and mandatory for obtaining the habilitation certificate, are 100% met (Additional Annex DSUD-IngInd-Fulfillment-criteria-CNATDCU);
- ✓ At the time of the on-site visit, 17 doctoral students are activating in the DSUD-II (4 with a scholarship, 6 without scholarship, 8 with tax and 1 foreign student);
- ✓ The PhD program in Industrial Engineering (DSUD-II), organized within SDIMI, is designed in accordance with the expected learning outcomes; The programme is organised on the basis of ECTS and includes learning, research and assessment activities leading to the EQF level 8 university qualification;
- ✓ DSUD-II has a modern research infrastructure and offers research services (through a <https://cercetare.ugal.ro/> platform, <https://cercetare.ugal.ro/unitate-de-cercetare/>);
- ✓ The development and endowment of research centers/laboratories with modern equipment is appropriate for carrying out advanced research activities and for training experts in DSUD-II;
- ✓ During the visit, some recommendations were made regarding the updating of the curriculum and the unitary formulation of the learning outcomes in accordance with the specific ARACIS standards, developed in 2025 and the observations made by the interested parties (doctoral students, doctoral supervisors).

Following the completion of the maintaining accreditation procedure, the decision of the evaluation panel is the following:

Maintaining accreditation (MAC)

VII. Annexes

1. Program of the visit of the ARACIS evaluation team
2. List of PhD supervisors in the field of PhD studies in Industrial Engineering who meet the CNADTCU standards
3. Additional Annex Proposal-Plan-Education-SDIMI-DSUD-2026-2027
4. Supplementary Annex Proposal for Disciplinary Sheets 2026-2027
5. Exam catalogues (certificates); Doctoral students' files
6. Additional Annex – Fulfillment of the CNATDCU DSUD-II standards
7. Additional Annex – Feedback for PhD students 2024-2025