

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:	Academy of Economic Studies in Bucharest
Doctoral School:	Cybernetics and Economic Statistics
Doctoral Domain:	Cybernetics and Statistics
The objective of the external evaluation:	<b>Maintaining accreditation (MAC)</b>



### Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	GEORGESCU Mircea Radu	Expert evaluator	
2.	LUPU Constantin	International Expert	
3.	IONASCU Alina	PhD Student Evaluator	



## I. Introduction

- Academy of Economic Studies in Bucharest (hereinafter referred to as ASE) is a higher education institution whose evolution it has been marked by a series of transformations and changes, up to that of a university of advanced research and education that provides educational, scientific research and other science-based services, which develops master's, doctoral and postdoctoral programs and accesses funds from national and European program.
- ASE's assumed mission is one of advanced education and research, training adaptable and future-oriented professionals, capable of contributing to the development of an innovative socioeconomic environment, in a dynamic global context, marked by an accelerated digital transformation. This mission is operationalized through four main directions: a) Education, b)Advanced Research, c) Collaboration with members of the socio-economic community and d)Internationalization.
- The evaluation aim is for maintaining the accreditation of the Doctoral School of Cybernetics and Economic Statistics. The period of the evaluation is for the last five years and the members of the evaluation panel are: GEORGESCU Mircea Radu Expert evaluator; LUPU Constantin International Expert; IONASCU Alina PhD Student Evaluator.
- The doctoral studies in the field of Cybernetics and Statistics (hereinafter DDCS) are organized within the Doctoral School of Cybernetics and Economic Statistics (hereinafter SDCSE), which is part of the organizational structure of the Faculty of Cybernetics, Statistics and Economic Informatics
- In the SDCSE, the coordination of doctoral students is currently carried out by 24 doctoral coordinators, of which 23 from ASE: 20 from the Faculty of Cybernetics, Statistics and Economic Informatics, (14 professors from the Department of Statistics and Econometrics, 6 professors from the Department of Informatics and Economic Cybernetics), 1 professor from the Department of Public Administration and Management, 1 retired ASE teacher and 1 non-ASE teacher (from the University of Bucharest). Of the 24 doctoral supervisors, 16 obtained this quality through habilitation.
- In present, 100% (24 teachers) of the doctoral supervisors within the SDCSE meet the CNATDCU minimum standards, necessary and mandatory for obtaining the habilitation certificate in force.
- The field of doctoral studies in Cybernetics and Statistics has evolved over time under the impact of the evolution of quantitative analysis methods and techniques, connected with the latest approaches in the field. In relation to the instructive-educational function of academic training, at the levels preceding the doctoral training (bachelor's, master's degree) the training and development among future specialists of a holistic, complex, integrative and coherent thinking is constantly pursued, which supports the prospective and critically constructivist approaches regarding the distinctive functioning of the real economy, on the micro, meso, macro and global levels.

## II. Methods used

- In the process of developing the DDCS Internal Evaluation Report, the team used the systematic analysis method of:
  - Internal Evaluation Report and its annexes;
  - a set of documents (regulations, methodologies, reports) developed at institutional level, in consultation with the CEAC-ASE;
  - a set of documents (decisions of the SSUD, SDS, analyses, reports) developed at level of the SDCSE;



- existing IT platforms used at the institutional level
- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);
- During the site visit, the following educational and research facilities located on the main campus of the Bucharest University of Economic Studies were inspected: the ASE Library (Room 0219), the Survey and Polling Center, the Advanced Research Center for Cybernetic, Microeconomic and Macroeconomic Modelling, the Research Center for Macroeconomic and Regional Forecasting, research rooms 2320, 2215, and B604, Moxa D Student Dormitory, and the Cihoschi cafeteria. In addition, the facilities used for extracurricular activities were also visited, including the Ctin. Bărbulescu Sports Hall (9 Cihoschi Street) and the recreation areas, namely the Cybernetics Garden – V. Madgearu (15–17 Calea Dorobanți).
- Discussions were held with the secretariat staff, library staff, and the administrative personnel responsible for managing the teaching rooms, as well as with the academic staff involved in drafting the External Evaluation Report, current doctoral students, and alumni doctoral graduates. Discussions were also conducted with representatives of the organisational structures responsible for quality assurance, as well as with the coordinators of the research center. During the visit, the evaluation team also met with the representative of the university's Ethics Committee.

### 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.

<b>Indicator</b> 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 doctoral study domain is supported by a clearly structured institutional framework, with defined academic and administrative responsibilities at the university, CSUD and doctoral school levels. The documentation made available shows that the organisation and operation of the domain rely on a consistent set of institutional regulations, methodologies and internal procedures governing admission, doctoral training, thesis completion and ethics-related aspects. At the same time, the management of the domain is supported by decision-making structures and by instruments used for monitoring academic and administrative activity.

✓ **Analysis of the state of facts**

The information analysed both before the university visit and during the on-site visit indicates that the organisational structure is adequate for the provision of doctoral education and that the management system is functional and coherent. The existence of clearly assigned responsibilities, together with the use of internal regulations and monitoring tools, shows that the institutional framework is not merely formal, but supports the efficient implementation of doctoral activities. From this perspective, the indicator's requirements are considered met.



✓ **Aspects that constitute best practice examples**

A relevant strength is the combination of formal governance mechanisms, internal monitoring, and periodic self-evaluation.

**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.

<b>Indicator</b> 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**

The documentation states that adopting and revising methodologies, regulations, and implementation procedures involve consultative processes with both internal and external stakeholders. Within the doctoral school, doctoral supervisors and students participate through their representatives on the Doctoral School Council, following CSUD regulations. At the institutional level, draft regulations are also reviewed by the Administrative Council and specialised Senate committees, which include student representatives. Additionally, the university employs broader consultation methods, such as public debates on amendments to the University Charter and feedback from the Advisory Board and faculty-level consultative bodies, which feature representatives from the socio-economic sector.

✓ **Analysis of the state of facts**

The evidence confirms that stakeholder participation is integrated into the decision-making process and goes beyond just formal representation. The inclusion of doctoral students, academic staff, supervisors, and external partners forms a participatory governance structure that allows institutional rules to be adjusted to align with academic requirements and external standards. Following the DSUD Guide, this shows consistency between internal evaluations and real-world implementation. As a result, the indicator is deemed fulfilled.

✓ **Aspects that constitute best practice examples**

A notable strength is the multi-level consultation model that integrates doctoral school bodies, Senate committees, and external advisory structures.

**The indicator is: fulfilled.**

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

Standard S.A.2.1. Material resources

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

<b>Indicator</b> 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**

Both the site visit and the Internal Evaluation Report confirm that ASE provides adequate university-owned facilities for teaching, research, administrative activity and student services. Doctoral activities are carried out in appropriately equipped teaching and research spaces, including lecture and seminar rooms, research rooms and the dedicated doctoral room B607, as well as in research-support facilities such as the ASE Library, the Survey and Polling Center, the Advanced Research Center for Cybernetic, Microeconomic and Macroeconomic Modelling, and the Research Center

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

for Macroeconomic and Regional Forecasting. The visited premises also included student accommodation, dining and extracurricular facilities. The infrastructure is supported by IT equipment, multimedia systems, wireless connectivity, licensed software and access arrangements for persons with disabilities.

✓ **Analysis of the state of facts**

The evidence examined shows that the institution has an adequate material base for the delivery of the doctoral domain and related support services. The diversity of teaching, research and student-service facilities, together with accessibility arrangements and adequate equipment, supports the conclusion that the indicator is fulfilled.

✓ **Aspects that constitute best practice examples**

A relevant strength is the integration of dedicated doctoral spaces with research centres and student-support infrastructure.

✓ **Recommendations**

Promoting the utilisation of existing facilities for doctoral students' studies and services within the online environment.

**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.

<b>Indicator</b> 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**

The Internal Evaluation Report and the site visit indicate that ASE maintains an extensive and functional material base for the doctoral domain, including teaching rooms, seminar rooms, laboratories, library spaces, research centres, student accommodation and service facilities. At institutional level, the university reports 315 teaching and research spaces, including 83 lecture rooms, 113 seminar rooms, 79 laboratories and 31 library rooms. For the evaluated doctoral domain, the visit confirmed the effective use of the ASE Library (Room 0219), the Survey and Polling Center, the Advanced Research Center for Cybernetic, Microeconomic and Macroeconomic Modelling, the Research Center for Macroeconomic and Regional Forecasting, research and teaching rooms 2320, 2215, B604 and the dedicated doctoral room B607. The report also indicates systematic investment in renovation, rehabilitation and modernisation, while the visited facilities were found to comply with technical, safety and sanitary requirements and to be supported by wireless access, licensed software and adequate teaching equipment.

✓ **Analysis of the state of facts**

The evidence reviewed confirms that both movable and immovable assets are kept in good condition, supporting effective study, research, student life, and staff activities. This conclusion is backed by documented investments and maintenance efforts, as well as the observed condition and functionality of the facilities during the site visit.

✓ **Aspects that constitute best practice examples**

A notable strength is the link between maintained teaching spaces, dedicated doctoral facilities and active research centres used by doctoral students and supervisors.

**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.

<b>Indicator</b> 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**

The Internal Evaluation Report shows that the doctoral domain in Cybernetics and Statistics benefits from an adequate human resource base. The Doctoral School currently includes 24 doctoral supervisors affiliated to the domain, of whom 23 are from ASE and one from the University of Bucharest; 16 obtained this status through habilitation. The report states that 100% of the doctoral supervisors fulfil the current CNATDCU minimum standards required for habilitation. The teaching and research profile of the staff is aligned with the scientific areas covered by the domain, namely cybernetics, statistics and econometrics, and the doctoral courses are delivered by staff with demonstrated academic and research expertise, all of them holding the qualifications required for the disciplines taught. The report also highlights the sustained scientific activity and international visibility of doctoral supervisors. This overall picture was also supported during the site visit and the discussions held with members of the academic staff, which confirmed a good correspondence between the formal allocation of academic responsibilities and the actual involvement of staff in doctoral supervision, teaching and research activities. The discussions further indicated that the academic staff are actively engaged in guiding doctoral students in relation to research planning, scientific dissemination and participation in academic events, thus contributing to a coherent doctoral learning and research environment.

✓ **Analysis of the state of facts**

The reviewed evidence supports the conclusion that the human resources allocated to the doctoral domain are appropriate in number, qualification and academic profile. The full compliance of doctoral supervisors with the applicable CNATDCU standards, together with the fact that specialised doctoral courses are delivered by appropriately qualified staff, indicates that the domain has the professional capacity required to ensure doctoral training and supervision at an adequate academic level.

**The indicator is: fulfilled.**

<b>Indicator</b> 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**

The Internal Evaluation Report asserts that ASE fosters staff development through structured training programs aligned with annual needs and academic standards. Staff training encompasses adaptations to job demands, updates to expertise, participation in national and international programs, exchanges, and engagement with European projects such as Erasmus+, POCU, and ROSE. These activities may be initiated either institutionally or individually and are partially funded. Doctoral supervisors partake in research activities, conferences, workshops, Erasmus+ mobility initiatives, and research contracts, thereby augmenting professional growth, exposure, and networking opportunities. The report further references discussions with supervisors concerning curriculum development and research competencies.

✓ **Analysis of the state of facts**

The evidence reviewed affirms that the institution offers a positive framework for ongoing staff development. Professional growth is fostered through training, research involvement, mobility, and externally funded projects, while the doctoral school benefits from an academic environment



focused on continuous learning, openness, and performance. These initiatives go beyond mere compliance and demonstrate an active institutional commitment to staff development.

✓ **Aspects that constitute best practice examples**

A notable strength lies in the integration of institutional training support with international research, dissemination, and mobility opportunities for doctoral supervisors.

**The indicator is: fulfilled.**

Standard S.A.3.2. Recruitment procedures

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

<b>Indicator</b> 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 and promotion of teaching and research staff at ASE are carried out in compliance with national legal provisions and the university’s own methodologies, with explicit reference to equal opportunities, objectivity and transparency. Vacant academic positions are included in departmental staffing plans and made publicly available on the university’s recruitment webpage. In contrast, the staffing plans themselves are developed according to an internal methodology and approved through the institutional governance structure. For the doctoral domain, affiliation as doctoral supervisor is based on habilitation, fulfilment of national and institutional requirements, an assessment of scientific achievements and the vote of the doctoral school’s general assembly. Also, academic leadership positions are held by tenured teaching and research staff, selected or appointed in accordance with legal provisions and institutional rules.

✓ **Analysis of the state of facts**

The reviewed evidence shows that recruitment procedures are regulated, publicly documented and implemented through verifiable institutional mechanisms. In the case of the doctoral domain, the additional requirements attached to affiliation as doctoral supervisor strengthen the academic selectivity of the process. Taken together, these elements support the conclusion that recruitment procedures are compliant with the law and are carried out transparently.

**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.

<b>Indicator</b> 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 network infrastructure, which serves the online learning platforms, is composed of two state-of-the-art redundant servers that ensure maximum connectivity and operability. The online.ase.ro platform has been updated to one of the most recent versions, maintaining a familiar interface that does not affect the continuity of the teaching process. The platform is hosted on high-performance equipment, periodically checked, and maintained functionally, with a high level of security, despite the attack attempts to which it is periodically subjected.

PhD students of the ŞDCSE have access to the digital infrastructure, hardware and software within ASE, considered an indispensable condition for increasing competitiveness in the field of scientific research.

PhD students report their scientific activity online and submit annual progress reports through the dedicated platform, to which all members of the academic guidance and integrity committees have access. The results of the evaluations are entered directly into the system by the doctoral supervisor, which ensures complete traceability and efficient communication between all parties



involved. ASE uses numerous specialised IT systems, platforms and software that facilitate access to information and provide quality services to the academic community.

Also, ASE recently developed an application that automatically generates certificates for students, thus facilitating the electronic request of documents for over 25.000 students. This application eliminates the need for physical interaction with the secretariats, reducing waiting time and streamlining the process of obtaining the necessary documents.

✓ **Analysis of the state of facts**

During the visit to the material base, it was confirmed that all these facilities indicate an advanced and structured digitalisation of educational and research processes for doctoral students within the ŞDCSE.

We also found that the use of IT platforms facilitates rapid interaction among doctoral students, doctoral supervisors, and administrative staff, reducing document-processing time and increasing accessibility. Thus, the digital transformation process within the ŞDCSE contributes to simplifying administrative procedures, increasing transparency and improving the quality of academic and research services.

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

- The digital traceability of doctoral activity through dedicated portals that integrate reporting, evaluation and feedback.
- The extension of digital services beyond teaching and research, including online admission, digital payments and automated document issuance.

The indicator is: fulfilled

**DOMAIN B. Educational efficacy**

Criterion B.1. Content and relevance of study programmes

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

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

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

The curriculum of the study programs within the DDCS framework is drawn up in accordance with the mission of the DDCS and the profile of future graduates in order to ensure their access to quality services and the possibility to use and develop the skills of researchers.

The curricula are built on the basis of the European Credit Transfer System (ECTS), providing international compatibility and recognition. Obtaining the university qualification involves the accumulation of 240 ECTS credits, distributed evenly between advanced training activities (fundamental, complementary and specialized courses) and scientific research activities.

The curriculum includes four subjects, two of which are common: Ethics and Academic Integrity; Application of quantitative and qualitative methods in scientific research, organized under the coordination of CSUD in Romanian and English, with the participation of professors from ASE and partner universities abroad. The other two disciplines that are specific to the doctoral school are: Data Mining, Statistical Methods and Econometric Modeling and Optimization, Strategic Decisions and Games.

✓ **Analysis of the state of facts**

The curricular structure of the doctoral programs within the ŞDCSE is coherent, balanced and oriented towards the formation of advanced research skills. The curricula integrate theoretical and applied

\* 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.



activities, adapted to current trends in economics, facilitating the development of the analytical, critical and methodological skills of doctoral students.

The curricular structure of the doctoral programs within the SDCSE is coherent, balanced and oriented towards the formation of advanced research skills. The curricula integrate theoretical and applied activities, adapted to current trends in economics, facilitating the development of the analytical, critical and methodological skills of doctoral students.

✓ **Recommendations**

To update the bibliography for some Course syllabus.

Analysing the possibility of including some optional course packages within the structure of the Advanced University Studies Program.

**The indicator is: fulfilled.**

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences

In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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✓ **Presentation of the state of facts**

The expected learning outcomes within the doctoral study programs organized by SDCSE are defined in accordance with level 8 of the National Qualifications Framework (CNC) and are correlated with the Classification of Occupations in Romania (COR) and the European Classification of Occupations (ESCO).

The curriculum of the doctoral programs, organized around advanced theoretical training and applied research activities, ensures a direct correlation between the learning outcomes and the skills required by the occupations specific to the economic field, contributing to the integration of graduates in the national and international professional environment and to strengthening ASE's position as a reference institution in doctoral training.

✓ **Analysis of the state of facts**

- The learning outcomes are consistent with level 8 of the National Qualifications Framework;
  - Knowledge – Knowledge at the most advanced level in a field of work or study and knowledge at the border between different fields;
  - Skills/Competencies – The most advanced and specialized skills and techniques, including the ability to synthesize and evaluate, necessary to solve critical research and/or innovation problems and to expand and redefine existing knowledge or professional practices;
- Responsibility and autonomy – Demonstrating a high level of authority, innovation, autonomy, scientific and professional integrity, and a sustained commitment to the development of new ideas or processes at the forefront of a work or study situation, including research. Aspects that constitute best practice examples.

The expected results of learning structured on knowledge, skills/aptitudes and responsibility/autonomy are correlated with the key, professional and transversal competences established in art. 7 para. (9) and para. (10) of Order 3020/2024. The competence sheet contains aspects related to this linkage.

**The indicator is: fulfilled.**



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

#### Standard S.B.3.1 Principles

The organisational component implements the principles of student-centred learning.

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

The doctoral study programs organized within the ŞDCSE are designed and carried out in accordance with the principles of student-centered learning, which support the autonomy, active participation and empowerment of doctoral students in their own training and research path.

✓ **Analysis of the state of facts**

The teaching strategies used include:

- Interactive activities (workshops, scientific seminars, peer review sessions);
- Individualized mentoring, carried out by the doctoral supervisor and the guidance and academic integrity committee;
- Blended learning, which combines face-to-face and online activities, through the Blended Learning Platform and other digital tools;
- Continuous feedback from doctoral students in order to adapt the contents of the educational programs;
- Research activities, elaboration and presentation of progress reports, scientific articles during meetings with doctoral supervisors and members of the ethics and academic integrity committee.

At the end of each year of study, the evaluation of the progress reports that present the evolution of the research and the annual achievements of the doctoral students is carried out, according to the PID. The subjects set out in the CSDS curriculum are designed to support active learning and the development of scientific research-specific skills.

Thus, the applied strategies ensure progressive learning, based on experience, dialogue and co-creation of knowledge, in full accordance with the principles of student-centered learning and the objectives of doctoral training.

**The indicator is: fulfilled.**

<b>Indicator</b> 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**

Within the SDCSE, doctoral students are offered numerous opportunities for academic mobility, through the Erasmus+ programs and other active bilateral partnerships of the Academy of Economic Studies in Bucharest with universities in the European Union and beyond.

PhD students can participate in:

- International research mobilities funded by Erasmus+ Programme or the CSUD budget (one-month mobilities for PhD students with a scholarship.
- International conferences and events, for which participation expenses can be reimbursed, according to internal regulations.

✓ **Analysis of the state of facts**

PhD students benefit from diverse opportunities to participate in research internships abroad, which contributes to the expansion of specialty, intercultural competences and integration into a European academic space.

Also, PhD students can choose mobilities that directly correlate with their own research topics, thus contributing to increasing the quality and international visibility of scientific results. Participation in international mobilities and conferences stimulates interdisciplinary collaboration, the development of intercultural competences and the strengthening of academic communication skills.

**The indicator is: fulfilled.**



Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

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

The DDCS ensures, through a clearly defined institutional framework, equitable opportunities for all students, access to educational resources, support during their studies and professional development opportunities for all students, regardless of socio-economic status, gender, ethnic origin, disabilities or other criteria that may generate discrimination.

The DDCS ensures, through a clearly defined institutional framework, equitable opportunities for all students, access to educational resources, support during their studies and professional development opportunities for all students, regardless of socio-economic status, gender, ethnic origin, disabilities or other criteria that may generate discrimination. Students benefit from administrative and educational support tailored to individual needs, including psychological counseling and career guidance services, academic tutoring, as well as facilities for students with disabilities.

✓ **Analysis of the state of facts**

ASE carries out through the Center for Career Counseling and Guidance (CCOC) projects on inclusion, equal opportunities and equity to support students with special needs.

The institutional framework of the Academy of Economic Studies in Bucharest actively supports the integration of students through a coherent set of dedicated policies and services:

- Equal access to educational and research resources (scientific databases, ICT infrastructure, e-learning platforms, digital library, academic and methodological advice);
- Support and counseling services offered through the Department for Teaching Staff Training (DPPD), the Career Counseling and Guidance Center (CCOC), including through the Department for Students with Disabilities (within the CCOC), which facilitates communication between students, teachers and administrative structures;
- The Social and Academic Inclusion for Students with Disabilities and Special Educational Needs Procedure, within the Academy of Economic Studies in Bucharest, which regulates curricular adaptation and accessibility of the university environment;
- Accessibility of university spaces, through ramps, elevators, adapted toilets and dedicated parking spaces.

Doctoral students are represented in decision-making structures - the councils of doctoral schools, CSUD and the University Senate - actively participating in the process of improving educational policies.

The diversity of learning styles and skills is taken into account through the use of varied formats – face-to-face classes, hybrid activities, online learning, workshops, scientific seminars and mentoring sessions.

**The indicator is: fulfilled.**

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

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

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

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

The Academy of Economic Studies in Bucharest, through its digital and institutional infrastructure, provides doctoral students from ŞDCSE with permanent access to educational resources and support services tailored to individual learning and research needs.

✓ **Analysis of the state of facts**

The ASE Library provides access to an extensive range of electronic resources and scientific databases, available through the Online Library Catalogue and the Electronic Resources section, as well as training workshops dedicated to the use of databases and the elaboration of scientific papers. The library also provides bibliometric assistance services and support in the process of academic documentation and writing.

The Blended Learning@ASE platform is used by professors and PhD supervisors to submit study materials, scientific articles and additional resources, facilitating flexible access to digital content. In support of scientific research activities, PhD students have access to plagiarism checking through the Research and Innovation Management Directorate of ASE, which manages the institutional similarity verification platform and provides training on the ethical use of sources.

There are no students with disabilities in the SDCSE programs and there are, for the time being, no teaching materials developed for people with hearing or visual disabilities.

**The indicator is: fulfilled.**

### Criterion B.5. Learning outcomes

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

Learning outcomes are adequately defined and evaluated.

<b>Indicator</b> 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 of the doctoral degree programmes of the SDCSE are defined in accordance with level 8 of the National Qualifications Framework (CNC) and reflect the advanced research, critical analysis and innovation skills specific to the field. They are transparently communicated to doctoral students and teachers, ensuring a coherent reference framework for the training, assessment and certification of acquired skills.

✓ **Analysis of the state of facts**

Learning outcomes are included in the Competences Sheet, Curricula and Course syllabus available online on institutional portals (SIMUR, online.ase.ro). The information is communicated at the beginning of each academic year, thus ensuring a common understanding between students and teachers regarding training expectations and objectives.

Also, the Institutional Regulation for the organization and conduct of doctoral studies, the Methodology for defending the thesis and the Guide for the elaboration of the doctoral thesis establish the coherence between the training objectives, the learning outcomes and the evaluation methods used.

The discipline sheets ensure clarity and predictability regarding the contents, teaching methods and evaluation criteria, thus supporting the responsibility of the doctoral student and ensuring



coherence between training and evaluation. In the evaluation process, emphasis is placed on demonstrating the acquired competences – critical analysis, original contribution to research, compliance with academic ethics standards and dissemination of results in the international scientific environment.

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**
- ✓ All formative and summative assessments are carried out according to a coherent and transparent system, established by the Institutional Regulation on the organization and conduct of doctoral studies of ASE and in accordance with the provisions of the National Framework Regulation 3020/2024. The evaluation dates are included in the calendar/schedule of activities and are accessible to doctoral students.
- ✓ **Analysis of the state of facts**
- ✓ Within the SDCSE, the assessment of learning outcomes is carried out on two major components:
  - case studies, debates, carried out for the joint disciplines organized by CSUD and for the specialized disciplines organized at the level of the two doctoral schools. Teaching materials and assessment requirements are published on the Blended Learning@ASE platform, allowing fair and predictable access for all PhD students.
  - During individual scientific research programmes (PID), the assessment of progress shall be carried out annually, by Progress report uploaded to the portal.doctorat.ase.ro platform, evaluated by the doctoral supervisor and the Academic Guidance and Integrity Committee. Students have at their disposal, before the completion of the thesis, a Guide for the elaboration of the doctoral thesis.

Completion of studies takes place after the doctoral student has completed the doctoral internship and fulfills the Minimum criteria for public support. The mandatory steps include: internal evaluation within the ethics and academic integrity committee of the doctoral thesis, thesis pre-defense, public consultation period (90 days) and verification of the originality of the thesis by the Directorate of Research and Innovation Management of the ASE, both before the pre-defense and on the final version of the thesis.

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission	
The admission procedures and principles ensure access to higher education.	

Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.
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- ✓ **Presentation of the state of facts**  
Admission to doctoral degree programs within SDCSE is carried out through a competition, organized by IOSUD-ASE in the July, September and November sessions (the last one for non-EU foreign citizens). Admission is carried out according to institutional and national regulations, and the information is published on CSUD website ensuring free access to all relevant information: number of places, research topics, evaluation criteria, deadlines and stages of the competition. The admission process is carried out on the basis of the following institutional documents approved by the ASE Senate: Regulation on the organization and conduct of the admission contest to doctoral study programs, Chart the selection process and the admission competition for each session, Number of places and research topics offered in the admission competition for doctoral studies.
- ✓ **Analysis of the state of facts**  
Admission for the 2025-2026 academic year, within the SDCSE, was made through a competition, in the July and September sessions. The admission mechanism, procedures, deadlines, conditions of registration, conduct, etc. were in accordance with the methodologies approved by the Senate.



The entire process of submitting applications is carried out exclusively online, through the ASE Registration Platform, with the support of a Candidate Guide, which explains the stages and conditions of participation. Admission includes two main stages: the language proficiency test (online) – eliminatory for candidates without certificates recognized by ASE and the specialized exam (oral, with physical presence), based on the doctoral research project proposed by the candidate, evaluated according to the criteria established by the Regulation.

The admission process at the SDCSE adheres to the principles of equal opportunities and merit-based selection. Institutional procedures are clearly defined and uniformly applied, which helps to ensure the quality of recruitment and compatibility with national and European standards in the field of doctoral education.

The indicator is: fulfilled.

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

Admission to doctoral degree programs within IOSUD-ASE is carried out in compliance with the principles of equity, equal opportunities and non-discriminatory access to education, in accordance with the ASE Charter, the Institutional Regulation on the organization and conduct of doctoral studies and the Admission Regulation approved annually by the University Senate.

✓ **Analysis of the state of facts**

The SDCSE School ensures a transparent and inclusive selection process, by:

- Full and up-to-date publication of information on the number of places, research topics, registration conditions and admission calendar, on Official Site;
- Using the dedicated IT platform, which allows tracking the stages of the admission process in real time and publishing the results in compliance with GDPR rules;
- Validation of the results of admission by the ASE Senate, guaranteeing the fairness and integrity of the process.

The SDCSE shows a constant commitment to equity and social inclusion in the admission process, by implementing clear measures of equidistance and transparency. The admission process within the SDCSE demonstrates the application of the principles of equity and equal opportunities. Institutional procedures ensure an objective, predictable and open framework for all eligible candidates, without discrimination on the basis of gender, age, ethnicity, social status or disability.

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.
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✓ **Presentation of the state of facts**

In accordance with the Institutional Regulation on the organization and conduct of doctoral studies within IOSUD-ASE, doctoral students benefit from a flexible academic framework, which allows them to carry out, extend, interrupt or resume their studies, depending on their personal or professional situations, while respecting the requirements of quality and academic rigor.

The quality of doctoral student is maintained throughout the duration of the program, including during periods of internal or international mobility, being suspended only during the approved interruption. The SDCSE enforces these regulations, ensuring a transparent and fair administration of individual academic situations.

✓ **Analysis of the state of facts**

The procedural framework implemented by SDCSE allows an efficient management of the professional and academic path of doctoral students, in accordance with the national legislation and the internal policies of ASE. The institutional regulations clearly define the conditions for the



interruption, extension and resumption of studies, national and international mobility. These provisions guarantee the continuity of training, the protection of doctoral students' rights and

✓ **Recommendations**

Creating a schedule of doctoral research tasks to support students throughout their academic journey.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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✓ **Presentation of the state of facts**

ASE has more than 300 bilateral Erasmus+ agreements with partner universities in the European and international space, publicly available at <https://international.ase.ro>. The University continues to expand the network of international partners, thus strengthening academic cooperation and facilitating the mobility of members of the academic community, supported by documents and data (documents preferably included through links in the body of the IER)

✓ **Analysis of the state of facts**

At the level of the SDCSE, the international dimension is integrated by:

- Participation of PhD supervisors and PhD students in international conferences, academic exchanges, European projects (Erasmus+, Horizon Europe) and collaborative research activities;
- Involvement of doctoral students in international mobilities, including short-term ones, through Blended Intensive Programme (BIP) programs, which combine virtual activities with physical internships in partner universities;
- Organisation of events with the international participation of partners, professors and PhD students (e.g. International Conference on Applied Statistics)
- Constant dissemination of international opportunities and management of requests for Movements through Specialized platforms;
- Inclusion of professors from abroad in ethics and academic integrity committees;
- Inviting specialists with international visibility from universities abroad to hold courses at the doctoral school.

✓ **Recommendations**

Engaging members for steering committees and international experts.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

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

The scientific research activity within the Bucharest Academy of Economic Studies (ASE) is based on the ASE Research Plan for 2025, approved by the University Senate, which establishes the strategic directions, funding mechanisms and ways to capitalise on the research results. The research topics are aligned with the bachelor's, master's and doctoral fields, responding to the requirements of the economic and social environment and the sustainable development goals.



✓ **Analysis of the state of facts**

At SDCSE, inquiry-based learning is the central component of the doctoral training process. The research activities are integrated into:

- first-year subjects, in which doctoral students formulate research questions, apply scientific methods of analysis, interpret and analyse economic data, and develop critical and analytical skills;
- scientific seminars and workshops, where intermediate research results are presented and discussed;
- scientific collaborations and research carried out with professors and doctoral supervisors, in order to generate publishable and applicable results;
- presentations of the results of scientific research at the scientific seminars organised at the level of the doctoral school, as part of the minimum criteria for defending the doctoral thesis.

In the academic year 2024-2025, members of the doctoral school and doctoral students published articles in indexed journals WoS, Scopus and other international databases, as well as papers presented at international scientific conferences.

**The indicator is: fulfilled.**

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

<b>Indicator</b> 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**

Doctoral coordinators, professors involved in ethics and academic integrity committees, as well as doctoral students, contribute to improving the scientific visibility of doctoral programs, by publishing research results in national and international journals and by participating in prestigious scientific conferences.

✓ **Analysis of the state of facts**

At the level of the faculty to which SDCSE belongs, research projects have been carried out in mixed teams of professors and doctoral students, and the results are integrated into the educational process and in the elaboration of doctoral theses, contributing to the creation of a solid application base.

The results of the research carried out within the SDCSE are capitalized through: scientific publications in journals indexed in international databases (Web of Science, Scopus and other international databases); participation in international conferences; doctoral conferences organized at institutional level; involvement in research projects.

✓ **Recommendations**

Promoting the achievements of the most outstanding doctoral students of the doctoral school, via online platforms, utilising the information resources of the Doctoral School of Cybernetics and Economic Statistics.

**The indicator is: fulfilled.**

**DOMAIN C. Quality management**

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

<b>Indicator</b> 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**

At the level of faculties, including doctoral structures, the Commissions for Quality Assessment and Assurance (CEAC-faculties), which works continuously with CEAC-ASE, contributing to the uniform application of procedures and strengthening an institutional culture of quality.

The internal quality assurance system of the CSIE Faculty has clear objectives, regarding the monitoring and evaluation of the quality of teaching and research activities, promoting an organizational culture oriented towards performance and continuous improvement, supporting the accreditation and external evaluation processes, ensuring transparency and informing the public about quality standards.

✓ **Analysis of the state of facts**

In the SDCSE, the quality of the educational process and research activity is supported by:

- constant monitoring of teaching and research activities, through annual activity reports of the director of the SD and annual evaluations of the SD;
- periodic evaluation of the satisfaction of doctoral students, through questionnaires on the quality of teaching, guidance and administrative support activities both at the level of the CSUD and at the faculty level;
- periodic updating of study materials and teaching supports, in accordance with scientific developments and the needs of doctoral students;
- continuous training of teaching staff by participating in courses, training sessions, workshops or exchanges of good practices as a result of participation in mobilities and meetings with teachers from partner universities. These actions contribute to maintaining a high standard of quality and ensuring a coherent framework for doctoral work, in which evaluation, continuous improvement and transparency are key elements.

The internal quality management system implemented at the level of ASE and the faculties ensures coherence, consistency and efficiency in carrying out educational and research activities.

**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.

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

✓ **Presentation of the state of facts**

The management of the CSIE faculty, together with the CEAC-F officials, periodically verifies and analyzes the permanent development of the study programs, ensuring the internal and international recognition of the results of the scientific research, carried out by the members of the CSIE faculty, the content of the course syllabus, the quality of the teaching act and the degree of student satisfaction, the mobility of students and teachers through the ERASMUS+ program, through online information sessions, intensification of the scientific research activity carried out within the faculty (grants and research contracts, articles published in prestigious journals; citations of published articles). the existence of active partnership relations between the faculty and the business environment, between the faculty management and students.

✓ **Analysis of the state of facts**

Involvement of doctoral students: PhD students are represented in the Council of the Doctoral School, having the right to vote on all aspects related to academic, methodological and ethical activity; their opinions and recommendations are collected periodically through formal and informal discussions. The results are used to improve the activities.

Involvement of the professional environment: Advisory Councils operate at the level of the ASE and the faculty (ASE, CSIE). The management structures of the doctoral school and faculties include representatives of the economic and social environment, respectively scientific personalities whose scientific activity has significant international recognition, which contributes to the adaptation of the research directions and skills covered by doctoral programmes to the requirements of the labour market.

CEAC-F prepares an annual public report on the activity of the Quality Assurance and Evaluation Commission within the CSIE Faculty, according to the CSIE Faculty's Quality Assurance Policies



and Strategies Program, which specifies the main aspects on which the quality monitoring activity is centered. Quality assurance structures act in accordance with institutional regulations, actively contributing to the planning, implementation and monitoring of quality processes. They support management in maintaining and continuously improving institutional standards.

**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.	
<b>Indicator</b> 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**  
ASE has a Code of Ethics and University Deontology, approved by the ASE Senate, through which it defends the values of academic freedom, university autonomy and ethical integrity, and the violation of the principles and values defended by it are monitored by the University Ethics Commission, according to its Organization and Functioning Regulation approved by the University Senate.
- ✓ **Analysis of the state of facts**  
The CEAC-F presents annual reports on the activity. The activity of the Professional Ethics and Deontology Commission is presented in the Annual Activity Reports of the University Ethics Commission, adopted by the University Senate.  
The University has implemented the operational procedure Anti-plagiarism check, which defines the way to use the anti-plagiarism system in accordance with the technical specifications of the PlatformSistemantiplagiat.ro. The procedure applies to all bachelor's theses, dissertations, doctoral theses, books, and articles that are defended/published in ASE. ASE has the Strategy for preventing and combating plagiarism 2022-2030.
- ✓ **Recommendations**  
Organising courses on the responsible use of Artificial Intelligence applications in scientific research.  
**The indicator is: fulfilled.**

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

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

- ✓ **Presentation of the state of facts**  
The quality assurance in the development of the doctoral study programs carried out within the SDCSE is ensured by procedures, regulations, norms developed and applied unitarily at the level of IOSUD-ASE:
  - The ASE Charter, which establishes the fundamental principles of academic activity, including those regarding research and doctoral programs (art. 31 para. 1);
  - Regulation on the organization and conduct of doctoral studies;
  - Methodology for the evaluation and defense of the doctoral thesis, Methodology for obtaining the habilitation certificate and Methodology for the recognition of doctoral degrees obtained abroad; Methodology for admission to doctoral studies;



- Operational procedures, such as the procedure regarding the organization and conduct of the election process at the level of doctoral schools; Publication of doctoral theses at ASE Publishing House through the editorial plan of the Council for Doctoral University Studies;
  - CSUD rules on the settlement of fees for participation in international conferences, respectively for the publication of ISI articles; Internal rules of the Council for Doctoral Studies regarding the participation of doctoral students from the Academy of Economic Studies in Bucharest in international mobility.
- ✓ **Analysis of the state of facts**  
In order to ensure the quality of the teaching, research and administrative processes, CSUD and SDCSE monitor the activity by:
- the application of the regulations in force regarding the obligations of doctoral supervisors, of the advisory and academic integrity committees, of doctoral students, of the SDCSE Council;
  - the annual self-assessment reports of the SDCSE;
  - minutes of the meetings of the SDCSE Council;
  - use of the Blended Learning (online.ase.ro) platform, which allows the management of teaching content;
  - use of the platform for evaluating the progress of doctoral students' research, an internal tool for monitoring the stages of the doctoral path.

**The indicator is: fulfilled**

<b>Indicator</b> 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**  
ASE has an IT system that facilitates the collection, processing and analysis of data and information relevant to institutional quality assessment and assurance. The management of databases in ASE is carried out by the ICT Directorate.
- ✓ **Analysis of the state of facts**  
The revision of the regulations, procedures or curricula is carried out periodically and follows an approval procedure that includes the doctoral school, the CSUD and, as the case may be, the Board of Directors, respectively the University Senate. This process ensures decision-making transparency and alignment of regulations with the real needs of the university community and legislative changes.  
As a result of the application of regulations and procedures, doctoral supervisors, doctoral students and other partners provide feedback on different stages or elements contained in the internal regulations, which contributes to the permanent adaptation and improvement of the internal regulatory framework.

**The indicator is: fulfilled.**

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

Standard S.C.4.1. Procedures	
Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	

<b>Indicator</b> 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**  
At the level of the Academy of Economic Studies in Bucharest, the evaluation of the quality of the teaching and scientific activity of the academic staff is carried out based on the Methodology for the periodic evaluation of the quality of the teaching and research staff, approved at institutional level. According to it, the evaluation of the teaching activity by students is an essential component of the general process of evaluating the performance of the teaching staff, the results being periodically centralized and constituting public information. The periodic evaluation of the quality of the teaching staff considers the specialized skills and the permanent updating of knowledge; the teaching capacity to efficiently transmit content to students; compliance with professional deontology and ethics etc.

✓ **Analysis of the state of facts**

At the level of the SDCSE, the process of analyzing the quality of educational and research activities is carried out through internal mechanisms of periodic discussion of feedback from doctoral students, regarding the quality of the teaching and scientific activities carried out within the doctoral programs, the efficiency of the collaboration with the doctoral supervisors and with the members of the advisory and academic integrity committees, the accessibility and relevance of the educational and research resources made available to the doctoral students. disposition of the university.

The collection of feedback from doctoral students provides a mechanism for monitoring the quality of the doctoral training process. The results of the evaluations confirm the degree of satisfaction with the teaching activity, the administrative support and the relevance of the curricular contents. The involvement of doctoral students in this process contributes to strengthening the transparency, accountability and quality of the educational act, supporting the continuous improvement of the study programs.

**The indicator is: fulfilled**

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

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

✓ **Presentation of the state of facts**

At the level of the CSUD and the CSDS, the collection, processing and analysis of data relevant to quality assessment and assurance are carried out through an IT system, managed by the ICT Directorate. These shall be achieved through the use of ASE's internal IT platforms, in particular:

- Portal of the Council of Doctoral Studies (Portal 1 and Portal 2) – for monitoring research topics, the composition of ethics and academic integrity committees, uploading progress reports, keeping records of publications, evaluations and activities of doctoral students, feedback from the ethics and academic integrity committee on progress reports; • Blended Learning Platform – for teaching activities;
- Research platform – for centralizing and reporting research activities.
- The platforms available at the Erasmus+ Office for the management of partner contracts and mobility of doctoral students and teachers (Online Learning Agreement, Erasmus Without Paper, Beneficiary Module);
- The travel platform for managing the mobility of teaching staff and doctoral students, which includes information on the partner institution, the objectives of the trip, the activity reports reflecting the results of the trips and how they will be used and implemented.

✓ **Analysis of the state of facts**

SDCSE benefits from the evaluation of doctoral supervisors, through peer evaluation, evaluation of the department's management and self-evaluation, done every 5 years, as provided for in the Methodology for the periodic evaluation of the quality of teaching and research staff. These evaluations allow the monitoring of academic performance and participation in mobilities and conferences, providing the basis for assessing the quality of the educational and scientific process.

**The indicator is: fulfilled**



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

Standard S.C.6.1. Transparency

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

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

The CSUD shall ensure transparency and access to relevant information on doctoral activity through the website doctorat.ase.ro. The site is permanently updated and provides information on: the doctoral schools within ASE; the procedure for admission to doctoral studies; conducting doctoral programs and completing studies; the calendar of activities; the regulations applicable to obtaining the habilitation certificate; scholarships and fees; postdoctoral studies; mobilities and publishing opportunities; announcements regarding different courses, mobilities, opportunities offered to doctoral students.

✓ **Analysis of the state of facts**

SDCSE has a dedicated section on this website, where information is published regarding: the management and composition of the board of doctoral schools, doctoral supervisors (including areas of expertise, CVs and contact details), and annual self-assessment reports. In parallel, the information is also updated on the website of the faculty to which the doctoral school belongs, in order to facilitate the quick access of students, institutional partners and the general public to the relevant documents and announcements.

**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**

At the level of ASE Bucharest, the decisions, decisions and institutional regulations regarding doctoral studies comply with the principles of transparency. The Internal Regulations aim to ensure the proper functioning of the institution and to create an environment conducive to the institutional and professional development of employees and students, based on the following principles: openness and transparency.

✓ **Analysis of the state of facts**

The transparency of the decision-making process is ensured by the publication on the official platform of the CSUD of all relevant decisions and announcements adopted by the CSUD and the doctoral schools, including general decisions concerning the entire doctoral community. Individual decisions, which concern doctoral students or doctoral supervisors, are communicated directly through official institutional channels (university e-mail, doctoral school secretariats), thus ensuring the confidentiality of information. Also, all the regulations adopted by the University Senate are published on the website ASE Senate at the end of each session. Similarly, the transparency of decision-making processes is ensured by the publication of decisions of the ASE Board of Directors.

**The indicator is: fulfilled.**



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

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

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

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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✓ **Presentation of the state of facts**

ASE was externally evaluated by ARACIS and obtained the High Degree of Trust rating, according to the certificate received (years 2008, 2013, 2018, 2023), supported by documents and data (documents preferably included through links in the body of the IER).

✓ **Analysis of the state of facts**

The SDCSE within IOSUD-ASE consistently implements procedures for the external quality assessment process, in accordance with national legislation and institutional regulations on quality assurance in higher education. The activities are coordinated at the institutional level by the Council for Doctoral Studies (CSUD), in collaboration with the Quality Management and Internal Managerial Control Department (CMCCIM).

Procedures include:


- developing and updating self-assessment reports, according to ARACIS standards and methodology;
- collecting and centralising data regarding the teaching, research and administrative activity within the doctoral school;
- sending the official documentation to the Romanian Agency for Quality Assurance in Higher Education (ARACIS) and participating in the evaluation visits.


The doctoral field of Cybernetics and Statistics was evaluated by ARACIS in 2021, and subsequently, an interim evaluation report (External Progress Evaluation) was submitted to ARACIS.

In previous external evaluation cycles, DDCS, which includes the Doctoral School of Cybernetics and Economic Statistics, was evaluated by ARACIS in 2021 and received the qualification "Maintenance of accreditation". In 2025, the interim progress report was submitted, confirming the implementation of the recommendations from the previous evaluation process and the maintenance of quality standards in the organisation and conduct of doctoral study programs.

**The indicator is: fulfilled.**

## IV. SWOT Analysis

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>✓ Interdisciplinary program that integrates advanced methods of statistical analysis and cybernetic models.</li> <li>✓ Well-defined organizational structure and clearly established processes.</li> <li>✓ Adequate infrastructure for carrying out institutional activities.</li> <li>✓ Qualified personnel, with expertise and specialized skills.</li> <li>✓ Qualified and dedicated teaching staff with experience in teaching and research.</li> <li>✓ There is a well-structured curriculum adapted to current learning requirements.</li> <li>✓ Ability to innovate and adapt to changes</li> <li>✓ Well-defined assessment and feedback systems for monitoring student progress.</li> <li>✓ Support and counseling programs for doctoral students.</li> <li>✓ Rigorous CHDS self-assessment process and external evaluation that promotes continuous improvement.</li> <li>✓ Functional quality control and management systems.</li> </ul>	<p><b>INTERNAL FACTORS</b></p> 	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>✓ Bureaucracy that can slow down decision-making processes.</li> <li>✓ Limited financial resources for development and investment.</li> <li>✓ Disparities in the level of training and involvement of doctoral students.</li> <li>✓ Innovative teaching methods insufficiently adapted to the current trends of artificial intelligence involvement.</li> <li>✓ Different level of involvement and understanding of quality management on the part of PhD supervisors and PhD students.</li> <li>✓ Failure to implement an efficient system for the evaluation of each doctoral supervisor by doctoral students.</li> </ul>
<p><b>SWOT analysis</b></p>		

<b>Opportunities:</b>	 <b>EXTERNAL FACTORS</b>	<b>Threats:</b>
<ul style="list-style-type: none"> <li>✓ Increasing transparency and accountability requirements that can drive improvements.</li> <li>✓ Implementation of digital technologies to optimize the educational process.</li> <li>✓ Access to external funding, national or international collaboration programs.</li> <li>✓ Use of educational data and analytics to personalize the learning process.</li> <li>✓ Development of organizational culture oriented towards excellence and performance.</li> <li>✓ Increasing transparency and trust in the quality of the educational process.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Risks associated with information security and data protection.</li> <li>✓ Instability of the economic or political environment that may affect funding.</li> <li>✓ Resistance to change among PhD supervisors, PhD students and leadership.</li> <li>✓ The possible lack of adaptability to the diverse needs of students and to the rapid changes in the labor market.</li> <li>✓ Insufficient financial resources for the internationalization of doctoral study programs.</li> <li>✓ Resistance to change on the part of some doctoral students or teachers.</li> <li>✓ Risks related to data security and integrity in quality control systems.</li> </ul>

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
<b>DOMAIN A. Institutional capacity</b>			
1.	<b>I.P.A.1.1.1</b> For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	<b>I.P.A.1.2.1</b> The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
3.	<b>I.P.A.2.1.1</b> The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	Promoting the utilisation of existing facilities for doctoral students' studies and services within the online environment.
4.	<b>I.P.A.2.2.1</b> The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	<b>I.P.A.3.1.1</b> The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	<b>I.P.A.3.1.2</b> The HEI ensures professional and personal development for its staff.	F	
7.	<b>I.P.A.3.2.1</b> Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	<b>I.P.A.4.1.1</b> The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
<b>DOMAIN B. Educational efficacy</b>			
9.	<b>I.P.B.1.1.1</b> The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	To update the bibliography for some Course syllabus. Analysing the possibility of including some optional course packages within the structure of the Advanced University Studies Program.
10.	<b>I.P.B.2.1.2</b> The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	<b>I.P.B.3.1.1</b> The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	<b>I.P.B.3.1.2</b> The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	<b>I.P.B.3.2.1</b> The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into	F	



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	account the diversity of learning styles and abilities.		
14.	<b>I.P.B.4.1.1</b> The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	<b>I.P.B.5.1.1</b> Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	<b>I.P.B.5.1.2</b> Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	<b>I.P.B.7.1.1</b> The organisational component applies the admission procedures.	F	
18.	<b>I.P.B.7.1.2</b> Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	<b>I.P.B.7.2.1</b> The organisational component applies the regulations concerning the students' professional activity.	F	Creating a schedule of doctoral research tasks to support students throughout their academic journey.
20.	<b>I.P.B.8.1.1</b> The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	Engaging members for steering committees and international experts.
21.	<b>I.P.B.9.1.1</b> Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	<b>I.P.B.9.2.1</b> The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	Promoting the achievements of the most outstanding doctoral students of the doctoral school, via online platforms, utilising the information resources of the Doctoral School of Cybernetics and Economic Statistics.
<b>DOMAIN C. Quality management</b>			
23.	<b>I.P.C.1.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	<b>I.P.C.1.2.1</b> The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	



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



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

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

*Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.*

*Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.*

## VI. Conclusions

*Following the visit to the Academy of Economic Studies in Bucharest, Doctoral School of Cybernetics and Economic Statistics, the ARACIS External Committee for Quality Evaluation of the doctoral field of study in Accounting unanimously decided to grant accreditation to the evaluated field.*

*Propose and substantiate a decision.*

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

*a) maintaining accreditation (MAC).*

## VII. Annexes

*Enclose the schedule of the on-site visit, the list of the documents reviewed, as well as any other documents that are relevant for the evaluation procedure, which are referred to in the EER and cannot be accessed through links.*

- 1. Evaluation schedule of the Doctoral Field of Study in Cybernetics and Economic Statistics: March 18–20, 2026;*
- 2. Minutes of the meetings held during the visit.*