The Romanian Agency for Quality Assurance in Higher Education

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

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

Members of the ARACIS Evaluation Panel

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

I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);
- **Type of evaluation:** Maintaining accreditation (MAC)
- **Period covered by the evaluation:** March 10-11, 2026
- **Membership of the external quality experts'**:

Nr. crt.	Numele şi prenumele	Calitatea
1.	Prof.univ.dr. COSMULESCU Sina Niculina	Coordonator comisie
2	Prof. dr. OLAH Judith	Evaluator international conducator de doctorat
3	ANDRON Flavia Călina	Student doctorand

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

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

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

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

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

Resource Engineering and Management and the Doctoral School of Veterinary Medicine, each managed by dedicated councils and directors in line with approved regulations.

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

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

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

The Doctoral Program in Horticulture was established in 2011 following the decision of the Senate of USAMV Bucharest (September 29, 2010), which approved the creation of the Doctoral School of Plant and Animal Resource Engineering and Management. Initially, the school included three doctoral fields: Agronomy, Horticulture, and Animal Science, later expanded to include Biotechnology, Engineering and Management in Agriculture and Rural Development, and Food Engineering. Since the last external quality evaluation procedure, the program has undergone significant quality assurance processes. In 2021, the Doctoral Program in Horticulture was externally evaluated, and in 2024 it underwent an interim evaluation conducted by ARACIS. The 2024 evaluation confirmed that all performance indicators were fulfilled, including those previously rated as "partially met" in 2021. All evaluations were conducted in accordance with LIS 199/2023 and ARACIS standards. Doctoral studies in Horticulture represent the highest level of academic training and aim to develop highly qualified specialists capable of contributing to scientific and technological progress in the field. The program aligns with the Strategy for the Development and Modernization of Horticulture within IOSUD–USAMV Bucharest and fulfills both educational and research missions defined in the USAMV Charter. Doctoral students complete 240 ECTS credits through advanced study programs and individual research activities, in accordance with international standards. IOSUD–USAMV Bucharest supports doctoral research through modern infrastructure (laboratories, research centers, experimental stations) and financial resources for scientific events, mobility programs, and international collaborations. Overall, the Doctoral Program in Horticulture demonstrates continuous development, institutional consolidation, and full compliance with national quality assurance standards.

II. Methods used

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

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

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

During the visit, the main locations used by the program were inspected, including lecture halls, laboratories, and spaces for practical activities within the Faculty of Horticulture, such as the Research Center for the Study of the Quality of Agri-Food Products – HORTINVEST, the Research Greenhouse Complex (automated unit with self-control functions), the Research Center for Integrated Fruit Growing, and the Teaching Field. Discussions were also held with the following categories of participants: the contact person and study program coordinator; the team that prepared the Internal Evaluation Report (IER); representatives of the Quality Evaluation and Assurance Commission (CEAC) and quality assurance representatives; the heads of research centers and laboratories; academic staff; doctoral students; members of the University Ethics Commission; graduates of the doctoral program; and employers.

- Other relevant methods or aspects.

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

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.	
Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

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

IOSUD–USAMVB Bucharest has well-defined organisational components and a management system that operate based on clearly established competences, responsibilities, processes, methodologies, regulations, and procedures, which are periodically reviewed in accordance with the law and the USAMVB organisational chart: Organisational chart (Organigrama USAMV), University Charter (Carta USAMVB 2025), Code of Ethics and Professional Conduct (Codul de etica), IOSUD doctoral regulations (Regulations on doctoral studies),

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

The organisational structures of IOSUD, SD–IMRVA, and the Faculty of Horticulture are adequate for managing doctoral studies. Their operation is based on up-to-date regulations, methodologies, and

procedures approved by the University Senate and aligned with national legislation. The system ensures academic integrity, ethical conduct, clear division of responsibilities, and quality assurance in research and teaching.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

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

IOSUD within University of Agronomic Sciences and Veterinary Medicine of Bucharest operates under a clear and transparent regulatory framework, aligned with national legislation on doctoral studies. The following regulations were adopted by Senate decision and are publicly available: Regulation for the Organization and Conduct of Doctoral Studies (IOSUD); Regulation of the IMRVA Doctoral School. The election of IOSUD and CSUD management structures is conducted transparently, in accordance with the Code of Doctoral Studies. All related documents (methodology, calendar, vacancies, results) are publicly available at: https://usamv.ro/scoala-doctorala-usamv/#documente. Doctoral admission is organized based on an approved methodology, in line with current legislation. Admission information and results are available at: https://usamv.ro/scoala-doctorala-usamv/#admitere. Procedures regarding thesis evaluation and technical editing rules are available at: https://usamv.ro/wp-content/uploads/2025/05/Procedura_evaluare_teza_de_doctorat_.pdf. The doctoral study contract and addendum templates are publicly accessible: https://usamv.ro/wp-content/uploads/2024/08/CONTRACT_DE_DOCTORAT.pdf, https://usamv.ro/wp-content/uploads/2024/08/Act_aditional_contract_de_studii_universitare_de_doctorat.pdf. Administrative and academic data are managed through the UMS system (since 2009/2010) and the Single Matriculation Register (RMU). Plagiarism verification is performed using Turnitin, with a maximum similarity threshold of 10% established by CSUD decision.

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

The institutional framework demonstrates that faculty members and stakeholders are involved in governance and regulatory processes through: participation in elected management structures (CSUD, Doctoral School Council); Senate approval of regulations and methodological updates; transparent publication of procedures and decisions; formal mechanisms for improving doctoral training structure and content; clearly regulated procedures for supervision changes, study interruptions, and academic integrity. The transparency of elections, public accessibility of documents, and structured decision-making bodies confirm that stakeholder opinions are institutionally integrated into the adoption and revision of methodologies and regulations. Overall, IOSUD ensures participatory governance, regulatory compliance, and continuous quality improvement in doctoral education.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

Standard S.A.2.1. Material resources

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

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

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

USAMVB legally owns all its venues used for teaching, research, administrative activities, and student services, ensuring an enabling environment for learning, research, and work, including accessibility for persons with disabilities. Key details include: Campuses: Agronomie-Herăstrău campus at 59 Mărăști Boulevard, over 38 hectares, including lecture halls, laboratories, research stations, dormitories, sports halls, botanical gardens, greenhouses, and teaching fields (Campus overview, USAMVB presentation). Teaching and research spaces: 34 lecture halls (5,213 m²), 83 classrooms (4,021 m²) with multimedia systems, 197 laboratories (10,007 m²) equipped for practical and research activities, 16 research labs (377 m²), 10 seminar rooms and 3 sports spaces (19,033 m²). Library and information resources: Access to the USAMVB Central Library (link) and Faculty Library with up-to-date publications, foreign-language resources, reading spaces, and international databases (ScienceDirect, CABI, Cambridge Core, Scopus, Web of Science, USAMVB online resources). ICT infrastructure: Full campus wireless coverage, computer lab (link), institutional accounts for access to educational platforms, and licensed software for teaching and research. Accessibility: Facilities comply with disability legislation, including ramps, lifts, and adapted toilets (Procedure CES). The Faculty of Horticulture benefits from extensive teaching and research fields located within the Herăstrău Campus, where more than half of the total 38 hectares are dedicated to horticulture. Approximately 2 hectares consist of modern fruit plantations that include the main traditional Romanian species. These plantations are organized under different training systems and equipped with modern irrigation, anti-hail, and rain-protection systems, as well as valuable varietal collections. An additional 0.4 hectares include shrubs and new species such as *Asimina triloba*, *Ziziphus jujuba*, *Actinidia deliciosa* and *A. arguta*, *Aronia melanocarpa*, a small pomegranate collection, and an ecological rose plantation for jam production (1,350 m²), including David Austin varieties (Crown Princess Margareta, Brother Cadfael, Falstaff) and *Rosa rugosa*. Details regarding the infrastructure are available at: https://tours.toe.hubproedus.ro/facultati/11145/. The viticulture field (approximately 2 hectares) includes an ampelographic collection and research plots dedicated to training systems, pruning methods, new cultivars, and traditional Romanian varieties. The viticulture–oenology team is equipped with facilities for primary winemaking, conditioning spaces, and advanced analytical laboratories (including an electronic nose system). The floriculture and vegetable sector includes open-field cultivation areas, four plastic tunnels (approximately 650 m²), and a modern greenhouse of 2,700 m² divided into 16 compartments with individually controlled environmental conditions, suitable for experimental research. The campus also includes a dendrological park and a thematic Botanical Garden, both used for teaching and specialized research activities. Within the Faculty of Horticulture, three research centers operate: Research Center for Integrated Fruit Growing, Center for Viticulture–Oenology Studies and Sensory Analysis, Research Center for the Study of Quality of Horti-Viticultural Products and Bioactive Substances. Additionally, the HORTINVEST Research Center is equipped with high-performance instrumentation and qualified staff, enabling quality analyses at European standards. The main facilities can be consulted at https://tours.toe.hubproedus.ro/facultati/11145/ and on the ERRIS platform.

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

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

✓ Aspects that constitute best practice examples

- Modern, purpose-built Faculty of Horticulture building with fully equipped labs.

- Integration of research facilities into European networks (EERTIS, Qlab).

✓ Recommendations

The indicator is: fulfilled

Standard S.A.2.2. Management of material resources The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.	
Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

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

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

- Teaching spaces: Classrooms, seminar rooms, and laboratories are regularly cleaned, repaired, and modernised to meet educational standards (Faculty overview - tour).
- Library and study areas: Equipped for individual study and research, with access to up-to-date scientific information.
- Laboratory and research infrastructure: Modern and spacious, designed to support theoretical, practical, and interactive activities.
- Monitoring and adaptation: The faculty continuously monitors the condition of buildings and spaces, implementing improvements as needed for sustainability and compliance with current educational and research requirements.

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

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

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled

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

Standard S.A.3.1. Human resources The HEI has the required human resources to organise and deliver the evaluated study programme/domain.	
Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

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

The teaching staff within USAMV Bucharest, the Doctoral School Engineering and Management of Plant and Animal Resources, consists of professors, associate professors, and CS I (Senior Scientific Researchers), and its structure complies with the legal and academic requirements applicable to higher education. Doctoral supervisor positions are filled through competitive procedures, in accordance with the provisions of the legislation in force and Methodology for granting the habilitation certificate within IOSUD – USAMVB. The appointment of academic staff to positions is carried out in accordance with the national regulatory framework. During the competition procedures, candidates' files and the final results are published transparently on the university's website. In the 2024–2025 academic year, within the Sdoctoral School Engineering and Management of Plant and Animal Resources, there were 73 doctoral supervisors, of whom 15 were supervising PhD students in the field of Horticulture. The teaching staff possess the

qualifications and professional competences necessary to teach the courses assigned to them in the curriculum, as demonstrated by the submitted CVs. In addition, academic staff are actively involved in the development and publication of educational resources for students through the USAMVB Publishing House, thereby contributing to the support of the teaching–learning process: https://editura.usamv.ro/carti

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

The University of Agronomic Sciences and Veterinary Medicine of Bucharest is committed to the continuous professional development of its academic staff and provides them with various training courses, both of a methodological–didactic nature and in other areas (such as ethics), supported through different forms of external funding or through the Career Counseling and Guidance Center. The list of courses organized in recent years, financed through various projects, is available on the university's website. The list of courses organized in recent years, financed through various projects, is available on the university's website.
In addition to these courses, doctoral supervisors, academic staff, and researchers benefit from professional development programs offered by USAMVB, such as Erasmus mobility programs.

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

The continuing professional development activities within the Faculty of Horticulture highlight a solid institutional framework for human resource development, through diverse programs, FDI projects, and academic mobility initiatives. These activities contribute to the updating of teaching, scientific, and managerial competences, to the internationalization of academic activities, and to the enhancement of the quality of education and research. They are supported by language training and professional development courses.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

At the level of the University of Agronomic Sciences and Veterinary Medicine of Bucharest, there are clear and publicly available procedures for the recruitment of teaching and research staff, based on strategic documents, internal regulations and methodologies that ensure legality, transparency, merit-based

selection, and equal opportunities. Academic positions are filled exclusively through public competitions, with vacant positions and competition results being publicly announced in accordance with the institutional methodology. The university has a dedicated strategy for human resources in research which supports the attraction and development of high-performing researchers. The recruitment and habilitation of doctoral supervisors are regulated through specific methodologies (metodology for granting the habilitation certificate, and the Methodology for the recognition of doctoral supervisor status), which are publicly available.

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

The analysis of the regulatory framework and institutional practices highlights that the procedures for the recruitment of teaching staff, research staff, and doctoral supervisors are fully compliant with the legal provisions and are applied in a transparent, fair, and competitive manner. The public announcement of competitions, clearly defined evaluation criteria, legally constituted selection committees, and appeal mechanisms ensure the fairness and objectivity of the selection process. The institutional strategy regarding human resources for research, as well as the active policy of encouraging habilitation and attracting distinguished specialists, contribute to strengthening the academic and research capacity of the Horticulture field. The involvement of researchers from national and international institutions confirms the university's openness towards excellence and internationalization..

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.	
Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

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

The University of Agronomic Sciences and Veterinary Medicine of Bucharest (USAMV Bucharest) uses modern IT tools for communication and for the management of academic and administrative processes, with public information available on the websites of the university and the Faculty of Horticulture. Admission procedures, the academic progress, and the records of doctoral students are managed through dedicated platforms, RMU and UMS. Information regarding doctoral studies is publicly available on the IOSUD USAMV București webpage. Teaching, research, and quality assurance activities are supported by IT platforms such as Academic, Sciconnect, EVCAL, Agriculture for Life and USAMVJobs. Digitalization efforts are further strengthened through the PNRR project „Smart agriculture – Agriculture for life, Life for agriculture". Students and academic staff have access to institutional accounts and online resources, and the verification of doctoral theses is carried out using Turnitin, with a similarity threshold of 10%.

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

The IT tools used at the level of the University of Agronomic Sciences and Veterinary Medicine of Bucharest and the Faculty of Horticulture significantly contribute to increasing the accessibility, transparency, and efficiency of academic and administrative services.The digitalization of processes reduces bureaucracy, facilitates communication, and supports the quality of the educational process as well as research activities.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

According to the curriculum of the IMRVA Doctoral School, during the first semester, all doctoral students attend three mandatory common courses totaling 30 transferable ECTS credits: Scientific Research Methodology**,** Doctoral Thesis Writing Management, and Ethics and Academic Integrity. In the second semester, each doctoral supervisor provides specialized training tailored to the specific research field of their doctoral students. The timetable is designed to allow doctoral students to conduct research activities in parallel with coursework. Starting from the first year, doctoral students carry out scientific research activities concurrently with coursework. Initially, the focus is on literature review and documentation, followed by field and laboratory experiments, depending on the specific research topic. The outcome of the documentation stage is presented in the second year as a scientific report, worth 60 ECTS credits. In the third and fourth years, doctoral students present partial research results in the form of progress reports before the supervisory committee, each report accounting for 60 transferable ECTS credits. Throughout the research process, and especially during the presentation of progress reports, the supervisory committee provides guidance and recommendations to ensure that the doctoral student achieves the objectives established in the Research Plan. IOSUD operates under institutional regulations governing curriculum design and program quality assurance, namely: Regulation on the Development of Curricula for University Study Programs and Regulation on the Initiation, Approval, Monitoring, and Periodic Evaluation of University Study Programs. These regulatory frameworks ensure the structured organization, monitoring, and continuous improvement of doctoral training and research activities.

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

The structure of the doctoral study program in the field of Horticulture is coherent and aligned with the expected learning outcomes, integrating advanced theoretical training activities, scientific research, continuous evaluation, and academic mobility. The organization based on transferable study credits, the existence of course syllabi, and their correlation with professional and transversal competences ensure the transparency and relevance of the doctoral pathway. The sequence of stages—theoretical training, documentation, applied research, and annual evaluation—allows for the progressive acquisition of the competences necessary for the completion of the doctoral thesis.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled

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

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

* 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.

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

The expected learning outcomes for the courses included in the curriculum of the doctoral study program at the University of Agronomic Sciences and Veterinary Medicine of Bucharest are correlated with the competences specific to the qualification, in accordance with the occupational standards included in the National Register of Qualifications in Higher Education and with the European Skills, Competences, Qualifications and Occupations classification (ESCO). During their doctoral training, doctoral students acquire and deepen interdisciplinary knowledge relevant to the field of Horticulture, enabling them to integrate their own research results within the context of current scientific knowledge.The general competences that doctoral students are expected to acquire are presented in the Regulations of the Doctoral School IMRVA, Chapter III.

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

The analysis of the expected learning outcomes and the content of the courses highlights a clear and coherent correlation between the competences developed within the doctoral program and those required by occupations corresponding to the field of Horticulture, in accordance with the National Register of Qualifications in Higher Education (RNCIS) and the European Skills, Competences, Qualifications and Occupations classification (ESCO). The structure of the curriculum, the periodic updating of specialized courses, and the systematic evaluation of the acquired competences ensure the professional and scientific relevance of the program. The doctoral study program meets ARACIS requirements and responds to the developments in the field, preparing graduates capable of conducting advanced research, innovation activities, and professional integration in the academic, research, or industrial sectors..

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

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

Within the doctoral study program, doctoral students follow clearly defined development pathways starting from the second semester of the first year, both through the structure ofthe academic year and the curriculum, which includes specific courses tailored to each student according to the chosen research topic. These courses specify the learning objectives, expected outcomes, acquired competences, and the course content to be covered. At the same time, each doctoral student follows an individual research program, designed specifically for their research activity. Doctoral students also benefit from the guidance of a supervisory committee, which supports and assists them in achieving the specific competences required during their doctoral training.

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Educational exchanges and internationalization are promoted among doctoral students and academic staff through the Program Erasmus+: based on bilateral agreements. In 2024, USAMV Bucharest concluded 36 new Erasmus+ KA131 agreements, reaching a total of 150 agreements with EU Member States and third countries associated with the programme, as well as 17 KA171 agreements for mobility with non-associated third countries, of which 13 were signed in 2024. In recent years, interest in mobility programs has increased among doctoral students in the Horticulture field, although not all of them are available to participate in international mobility. Furthermore, for many years the university has organized an annual international scientific conference, in which doctoral students participate, many of them presenting papers based on their own research results. These papers are subsequently published in the university's scientific journal indexed in the Web of Science Core Collection (Plant Sciences – ESCI edition, Q4). In order to ensure a clearly defined legal framework for the joint supervision (cotutelle) of doctoral theses, as well as for other forms of academic cooperation, USAMV Bucharest has implemented a Regulation on the organization of integrated study programs.

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

Standard S.B.3.2. Fairness The organisational component provides fair opportunities for students.	
Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities

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

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

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

The Faculty of Horticulture ensures an equitable and inclusive environment for all students, adapted to individual needs and the diversity of learning styles. Policies regarding accessibility, academic support, counseling, non-discrimination, and student involvement in decision-making demonstrate the observance of the principles of equal opportunities and full integration within the university community.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

Standard S.B.4.1. Access to resources and services The organisational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

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

IOSUD–USAMV Bucharest selects students based on the Admission Methodology, which specifies provisions regarding non-discrimination and equal access for all candidates. After admission, doctoral students sign a study contract that regulates the rights and obligations of the parties involved. The curriculum is rigorously implemented, with a clearly established timetable and an annual structure. Doctoral students have access to lecture halls equipped with ICT equipment, specialized laboratories, electronic learning platforms and online resources, as well as to the university library. Tuition fees are transparent and established in accordance with regulations USAMV. Doctoral students conduct research in the faculty's laboratories, in partner laboratories and experimental fields within the country, and also benefit from international mobility opportunities through Erasmus+ or other scholarship programs. The infrastructure and educational materials are adapted for students with disabilities or speciale educational requirements, and doctoral supervisors tailor teaching methods in accordance with USAMV Bucharest policies.
Students also benefit from support for personal and professional development through the Career Counseling and Guidance Center, including psychological counseling, workshops, and extracurricular activities.

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.

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

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

Learning activities and outcomes are planned and organized in accordance with the Regulation on the Professional Activity of students and the Regulation on Doctoral University Studies, in compliance with ARACIS standards. Learning outcomes are clearly defined for each course and included in the course syllabi, enabling doctoral students to understand the competences to be acquired and the methods of evaluation. The evaluation process is conducted rigorously and consistently, in accordance with the IOSUD Regulations, the curriculum, and the structure of the academic year. The doctoral student's individual program includes research tasks and the reporting of obtained results, integrating both teaching activities and practical research

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

The learning outcomes are clearly and systematically presented, allowing doctoral students and academic staff to understand the expectations and objectives of each course. Course syllabi and the individual research plan ensure transparency in the learning and evaluation process. Alignment with university regulations and ARACIS standards guarantees the coherence and relevance of doctoral training.

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

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

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

Student assessment is carried out throughout the semester through homework assignments, reports, and tests, and at the end of the semesters of the first year, through a final examination conducted in accordance with the course syllabus. The examination period is established at the beginning of the academic year within the Structure of the academic year. The results obtained are recorded in grade registers, under the signature of the course coordinator, and these registers are kept at the Doctoral School Secretariat. The entire activity of the Doctoral School is regulated by the Framework Regulation on Doctoral Schools and the Regulation on Doctoral University Studies within USAMV Bucharest. The completion of doctoral studies is carried out in accordance with the Procedure for the evaluation and defense of the doctoral thesis, which outlines all the steps and documents that the doctoral student must complete prior to the thesis defense. The final evaluation, prior to the defense of the doctoral thesis, is based on scientific publications produced by the doctoral student.

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

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

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

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

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

Admission to doctoral studies is carried out in accordance with the official regulations: Admission Regulation 2025–2026. The admission calendar is public and updated on the websites of the university and the doctoral school USAMV Doctoral Admission . After admission, doctoral students sign a doctoral study contract, which details the rights and obligations of the doctoral student, the doctoral supervisor, and the doctoral school: Doctoral Study Contract. The activities and the curriculum are communicated and implemented in accordance with the approved curriculum.

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

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

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

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

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

Admission to doctoral studies respects the principles of legality, transparency, equal opportunities, and non-discrimination, and is conducted predominantly online, through clearly defined stages: registration, verification of application files, ranking of candidates, publication of results, and confirmation of the allocated place (Admission Regulation 2024–2025).The specific admission regulation establishes the eligibility conditions for candidates and the procedures for organizing the admission competition (Admission Regulation 2025–2026, Application File Components).The electronic admission platform facilitates online registration, monitoring of the application status, receiving notifications, and confirming the allocated place (USAMV Admission – General Admission Information). Support measures for candidates from vulnerable groups include facilities regarding the payment of fees, educational counseling, and accessibility measures for persons with disabilities or special educational requirements.

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

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

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students The organisational component carries out actions supporting the students' academic journey.

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.

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

The professional pathway of doctoral students is regulated by the IOSUD Regulation and the Regulation on Doctoral University Studies within USAMV Bucharest, Chapter III, which presents the rights and obligations of doctoral students, as well as the procedures for the completion of doctoral studies. Details regarding the final evaluation and defense of the doctoral thesis are available in the Procedure for the Evaluation and Defense of the Doctoral Thesis: https://usamv.ro/wp-content/uploads/2025/05/Procedura_evaluare_teza_de_doctorat_.pdf

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

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

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

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

IOSUD–USAMV Bucharest ensures that doctoral students and academic staff have the opportunity to participate in various exchange programs through the numerous cooperation agreements established with universities and research institutions, as well as through the ERASMUS, Erasmus programme, with a large number of partner universities. These mobilities vary in duration and purpose, including study mobilities, traineeships, and exchange of experience. For doctoral students who request it, joint supervision (cotutelle) of doctoral theses can be organized, the university having established its own regulations and procedures for this activity. For doctoral students participating in Erasmus mobilities, the university provides additional financial support in order to ensure sufficient living resources during the mobility period. The university also supports doctoral students in participating in scientific conferences and sessions where they can present the results of their research. Furthermore, the costs associated with the publication of articles in ISI-indexed journals with impact factor are fully covered. In recent years, doctoral students in the Horticulture field have participated in a considerable number of international mobilities (20 doctoral students during the period 2021–2025), including both short-term and long-term mobilities. Academic staff involved in the Doctoral School have also participated in various international activities. At the invitation of the university, several distinguished international scholars have taken part in exchange visits and mobility programs, and doctoral students have also attended the lectures delivered by these invited experts.

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

USAMV Bucharest effectively implements international cooperation initiatives that support the mobility of doctoral students and doctoral supervisors and facilitate collaboration in research and academic activities. Erasmus+ mobilities, cotutelle arrangements, international scholarships, and participation in conferences enable doctoral students to acquire relevant intercultural and professional competences, publish scientific results, and interact with international experts.In addition, English-taught programs and the integration of international researchers contribute to the internationalization of the Horticulture field..

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

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

Research activity within USAMV Bucharest is coordinated by the USAMVB Scientific Council (Regulation) and is carried out in accordance with the Strategy for scientific research and innovation 2021–2027. Within the IMRVA Doctoral School – Horticulture field, academic staff coordinate research projects funded through external or internal sources, as well as research topics without dedicated funding, in which doctoral students are actively involved. Each doctoral student develops an individual research topic starting from the first year, and progress is evaluated annually through reports and recommendations of the supervisory committee. Research results are disseminated through participation in scientific conferences and the publication of scientific papers. During the 2021–2025 period, doctoral supervisors published approximately 353 ISI/Proceedings papers and 45 papers indexed in BDI databases, of which 140 were presented at conferences. Doctoral students published around 158 ISI/Proceedings papers and 38 BDI papers, of which 137 were presented at conferences. During the same period (2021–2025), 64 doctoral theses were completed, including 4 theses by international students and one thesis written in English.

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

In order to achieve the objectives of their doctoral theses, doctoral students conduct individual research activities in the university's experimental fields and farms, in research institutes, or in partner farms, applying experimental schemes established together with their doctoral supervisors. The research results are disseminated through the presentation of reports and scientific papers and through scientific publications. Their activity has been recognized through awards and medals, as well as through patent applications and registered patents, confirming the value of the research carried out. Additionally, doctoral supervisors have received distinctions and awards and have obtained patents, in some cases jointly with doctoral students involved in the research teams.

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

DOMAIN C. Quality management

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

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

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

USAMV Bucharest has an institutionalized quality assurance system, based on clearly defined policies and strategies, implemented through internal regulations and specific procedures at the level of the Quality Evaluation and Assurance Commission CEAC. Respect for the values of academic freedom, university autonomy, and ethical integrity is guaranteed through the Code of ethics and University Deontology, as well as through the activity of the University Ethics Commission, organized on the basis of its own regulation. The Plan strategic of the University provides for the allocation of the human, technical, and financial resources necessary for the implementation of educational and research strategies, ensuring sustainable development and the maintenance of quality standards. Within the curriculum of the doctoral study program, the course “Ethics and Academic Integrity” is included, addressing deontological aspects of research, the publication of scientific results, and the protection of intellectual property. At the institutional level, the Department for Quality Assurance operates as the structure responsible for coordinating and monitoring the quality management system. Quality evaluation and assurance activities are coordinated by the Quality Evaluation and Assurance Commission (CEAC) in accordance with the general policy of USAMV Bucharest. https://usamv.ro/asigurarea-calitatii/.

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

At the level of IOSUD–USAMV Bucharest, doctoral training activities are coordinated by the Council for Doctoral Studies (CSUD), and at the level of the IMRVA Doctoral School by the Doctoral School Council (CSD). These structures include both doctoral supervisors and doctoral students, who are elected through

universal, direct, and secret voting. The evaluation of academic staff by students is conducted periodically, and the results are centralized and analyzed in order to improve the teaching–learning–evaluation processes. At the institutional level, this process is supported by the EVCAL, platform, which generates detailed reports by courses, academic staff, faculties, and study cycles, including doctoral studies. In the case of doctoral studies, the opinions and specific needs of doctoral students are collected through direct and periodic interactions with doctoral supervisors and with the members of the supervisory and academic integrity committees. Students' opinions regarding the general conditions provided by the university (such as accommodation, cafeteria services, and support services) are analyzed within the institutional quality assurance mechanisms, and the results are integrated into the operational plans of the faculty and the university.

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

Standard S.C.2.2. Operation Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

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

The University Ethics and Deontology Commission operates based on a regulation approved by the University Senate, which establishes its responsibilities, organizational structure and functioning, as well as the principles of independence, impartiality, and confidentiality. The commission acts independently from any other structure or individual within the university, in compliance with the applicable legislation and the Code of Ethics and University Deontology.

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

The existence of a dedicated regulation approved by the University Senate, the clear delineation of responsibilities, and the independent functioning from executive structures demonstrate that the University Ethics Commission exercises its role in an autonomous, lawful, and transparent manner. Its integration into the quality assurance system contributes to maintaining an academic environment based on integrity, responsibility, and respect for ethical standards.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

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

The IIS has specific procedures regarding quality assurance, and the relevant documents (procedures, regulations, DAC plans, and DAC reports) are publicly available on the website. At the level of USAMV Bucharest, the Regulation on the Initiation, Approval, Monitoring, and Evaluation of Study Programs is consistently applied. This framework document establishes the stages, responsibilities, and quality control mechanisms for educational programs. In order to achieve the objectives related to the quality of study programs, the Comisia Senate Commission with responsibilities in the field of education applies its own regulation and the corresponding procedures.

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

The consistent implementation of procedures regarding the initiation, monitoring, and evaluation of study programs, the systematic involvement of stakeholders, and the use of the results of internal and external evaluations demonstrate the effective functioning of the organizational component in quality assurance.

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

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

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

At the level of USAMV Bucharest, members of the university community (academic staff and students) and other stakeholders (employers, institutional partners, representatives of the economic sector, and research organizations) are actively involved in the implementation of procedures for the initiation, monitoring, and periodic review of study programs. Feedback collected from students and other stakeholders is analyzed within the responsible structures and integrated into the plans for improving study programs, contributing to their adaptation to labor market requirements and to the development of graduates' professional and applied research competences. The evaluation of academic staff and educational activities is supported by the EVCAL, digital platform, which generates reports used in the decision-making process. All stakeholders are involved in the process of designing, updating, and monitoring study programs, including academic staff, students, administrative and support staff, alumni, and representatives of employers in the field. Internal procedures are approved by the USAMV Bucharest Senate and are implemented at the level of the Faculty of Horticulture through the Faculty Council and the specialized departments.

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

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

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

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

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

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

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

At the level of USAMV Bucharest, the periodic evaluation of the activity of academic staff, research staff, and administrative personnel is carried out using institutional procedures and dedicated digital platforms. Scientific and professional activity is evaluated through the Sciconnect platform, while the semester-based evaluation of teaching performance by students is conducted uniformly through the platform EVCAL. The results of these evaluations are centralized and analyzed by the structures responsible for quality assurance and are reflected in the rapoartele annualreports of the Departament for Quality assurance.

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

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

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

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

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

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

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

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

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

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

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

USAMV Bucharest ensures the publication and transparent access to information of public interest through the official website of the university. Information specific to doctoral study programs is available on the website of the Doctoral School. Students have access to relevant documents such as the student guide, information regarding admission, regulations, methodologies, reports, research activities, projects, educational programs, extracurricular activities, and support services. Additionally, strategic documents supporting institutional development and alignment with European standards are also published..

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Reporting is carried out through the national platforms ANS, RMU, and INS, and includes scientific research quality indicators (IC2), as well as the annual report of the Rector on the state of the university. The transparency of decision-making processes is ensured through the publication of relevant and updated information on the websites of the university and the doctoral school. The available information fully covers the decision-making and operational processes relevant to students and stakeholders, including: admission (criteria, calendar, and methodology); the study contract and the rights and obligations of students; regulations regarding the conduct of teaching activities and the ECTS system; procedures for the completion of studies; the University Charter and the Code of Ethics; the quality management system. The defence of doctoral theses is conducted publicly, and the theses are uploaded to the corresponding national platform, allowing them to be consulted by interested persons.

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

USAMV Bucharest complies with the legal provisions regarding external evaluation and applies specific internal procedures for monitoring and ensuring the quality of study programs. The most recent institutional evaluation took place in 2021, conducted by ARACIS, following which the university was accredited and received the qualification „Grad de încredere ridicat". The Doctoral fields, including the Horticulture field, were also periodically evaluated in 2021. Based on the Self-Evaluation Report, it was found that the ARACIS standards were fulfilled, with the exception of two standards that were partially fulfilled. In 2024, an Interim Evaluation Report / Progress Report was submitted, presenting the improvements made. Following this evaluation, it was concluded that all standards had been fulfilled.

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

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

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

IV. SWOT Analysis

Strengths: -The existence of a well-trained teaching staff, as evidenced by the results obtained, and the interest of younger teachers in gaining qualifications and entering doctoral school; -The existence of very good material resources in the teaching fields and farms; -The existence of state-of-the-art equipment in research centers and laboratories; -The diversity of research topics in the field of horticulture and certain problems to be solved; -Excellent collaboration with research and educational institutions abroad, offering young people the opportunity for complex specialization; -Graduation of a large number of students from master's programs, who are potential candidates for doctoral studies.	INTERNAL FACTORS	**Weaknesses:** -High publication costs for doctoral students in high-impact journals; -Relatively high costs for the consumables needed to perform sophisticated analyses; -The duration of the doctoral program is insufficient for some research topics to reach definite and repeatable conclusions; -The procedure for completing studies is long and takes up at least half of the last year of the internship; -The burden of teaching requirements to the detriment of research; -Very poor national funding for research.
SWOT analysis		
Opportunities: -The relative proximity of research institutes for viticulture, pomiculture, biotechnology, and commercialization, which in recent years have hired young people who need a doctorate for their professional careers; -Expansion of collaborations with external partners; -The existence of research funding opportunities through international contracts.	EXTERNAL FACTORS	**Threats:** -Doctoral students changing jobs during their internship in search of better financial resources and lack of time for full involvement in research; -Climate change sometimes significantly affecting field experiences; -Demographic decline.

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			
9.	**I.P.B.1.1.1** The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	**I.P.B.2.1.2** The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	**I.P.B.3.1.1** The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

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

VI. Conclusions

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

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

a) maintaining accreditation (MAC);

VII. Annexes

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