

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	"DUNAREA DE JOS" UNIVERSITY OF GALATI
Doctoral School:	Fundamental and Engineering sciences
Doctoral Domain:	Food Engineering
The objective of the external evaluation:	Maintaining accreditation



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	TIȚA OVIDIU	Expert evaluator	
2.	GRAU VIDAL FRANCESCO XAVIER	International Expert	
3.	ILIE ANA LAVINIA	PhD Student Evaluator	



I. Introduction

This report refers to the external evaluation of the doctoral study field Food Engineering organized by “Dunărea de Jos” University of Galați, as a result of the evaluation carried out during the period 16–17 March 2026 by the ARACIS panel of expert evaluators composed of:

Prof. Dr. Eng. Ovidiu Tița – “Lucian Blaga” University of Sibiu

Prof. Dr. Francesco Xavier Grau Vidal – Rovira i Virgili University, Spain

PhD student Ilie Ana Lavinia – National University of Science and Technology POLITEHNICA Bucharest

“Dunarea de Jos” University of Galati (DJUG) is a state higher education institution that has been operating since 1948. In 2008, 2013, 2019, and 2024, following an external evaluation by the Romanian Agency for Quality Assurance in Higher Education (ARACIS), the university received a high degree of confidence rating, confirming the efficiency of its academic management and quality management system.

In December 2024, DJUG obtained the recertification according to the SR EN ISO 9001:2015 standard for the field of certification Research, Development, and Innovation Management, Research, Development, and Innovation in the fields of the Strategy of the National Plan for Research, Development, and Innovation IV (PNCDI IV). <https://cercetare.ugal.ro/>

The foundations of academic life in Galati were established between 1948 and 1959. In the fall of 1948, the Faculty of Land Improvement was established, the first faculty in the country with this profile. In 1951, 1955, and 1959 new faculties were established in the Agronomic, Polytechnic, and Pedagogic Institutes. In 1959, after the Faculty of Land Improvement and Spatial Planning was transferred to Iasi, the Pedagogic Institute was established with five faculties (Philology, Mathematics, Physics – Chemistry, Natural and Agricultural Sciences, Physical Education). The institute functioned between 1959 and 1974 in parallel with the Polytechnic Institute of Galati.

The composition of the University by faculties has often changed according to the requirements of the national economy. Currently, DJUG has 14 faculties and 5 doctoral schools function that train students for all university study cycles: undergraduate, master’s, and doctoral in various fields (technical, socio-human, economics, artistic, health). Beginning with the academic year 2025 – 2026, DJUG’s structure will include a 15th faculty. DJUG is the most important higher education institution in the South-East of Romania with a headcount of around 14.000 students in recent years. Doctoral studies are carried out in 19 doctoral fields under the supervision of 171 <https://www.ugal.ro/studii/doctorat/domenii-si-conducatori-de-doctorat>.

“Dunarea de Jos” University of Galati has 15 faculties and 5 doctoral schools within its structure: Faculty of Engineering, Faculty of Naval Architecture, Faculty of Food Science and Engineering, Faculty of Automation, Computer Science, Electrical and Electronics Engineering, Faculty of Physical Education and Sports, Faculty of Letters, Faculty of Sciences and Environment, Faculty of History, Philosophy, and Theology, Faculty of Engineering and Agronomy of Braila, Faculty of Economics and Business Administration, Faculty of Law and Administrative Sciences, Faculty of Medicine and Pharmacy, Faculty of Arts, Cross-Border Faculty, Faculty of Educational Sciences.

I.1.8. Completing external evaluation procedures for the quality of education

DJUG is a state higher education institution that has been operating since 1948. In 2008, 2013, 2019 and 2024, following external quality assessments carried out by the Romanian Agency for Quality Assurance in Higher Education, DJUG received a “High degree of confidence” rating, confirming the efficiency of its academic management and quality management system.

The Doctoral School of Fundamental and Engineering Sciences (DSFES) within DJUG has a tradition of more than 35 years, being among the first doctoral schools in the engineering field at DJUG. Over time, the school has been reorganized in order to adapt to the development of the doctoral studies curriculum.



In its current form, DSFES was established in accordance with Decision no. 1178 of 21/06/2017, through the separation of the doctoral university fields existing at that time.

Food Engineering – 10 affiliated doctoral supervisors, of whom 8 are from DJUG, 1 from the University of Craiova, and 1 from the Academy of Agricultural and Forestry Sciences “Gheorghe Ionescu Șișești,” Bucharest;

At DSUD-IPA, 10 doctoral supervisors (Table 1) carry out their activities, 8 of whom are full members of IOSUD-DJUG, while 2 are associated doctoral supervisors. All supervisors meet the minimum CNATDCU standards and maintain internationally visible scientific activity, as demonstrated by the quality of their publications in Web of Science-indexed journals (most of which are classified in Q1 and Q2), their high Hirsch index values, and their membership in the scientific committees of international journals and conferences. The collaborations of doctoral supervisors with the economic sector, which aim at providing scientific and applied solutions to technological challenges or developing innovative products and services, are also highly valuable.

Between 2020 and 2025, 35 doctoral students were enrolled at DSUD-IPA. In the academic year 2024-2025 15 doctoral students are actively in their internship phase, of whom 3 are in the consultation stage of their doctoral theses on the public consultation platform and 1 doctoral student is in the interruption period. Doctoral students follow a training program based on advanced university studies, which include disciplines that are relevant to scientific research such as research methodology, ethics in scientific research and other related subjects.

II. Methods used

For the preparation of the report for the external quality evaluation aimed at maintaining the accreditation of the doctoral study field Food Engineering, organized by “Dunărea de Jos” University of Galați, both the Internal Evaluation Report and all its related annexes were reviewed. All information available on the website of “Dunărea de Jos” University of Galați concerning data that could provide relevant insights related to the internal evaluation report for this study program was also examined.

The meetings held during the external evaluation visit of the doctoral study program Food Engineering, organized by “Dunărea de Jos” University of Galați, were conducted according to the established schedule (annexed to this report) and provided comprehensive information that contributed to the preparation of this external evaluation report. Discussions were held with the directors of the research centers, and the facilities available within these centers were visited. The pilot production and research stations available to the faculty were also visited. Additionally, data certifying the employment insertion of graduates were requested on site. Among other aspects discussed was the organization and functioning of the doctoral school.

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.

The Internal Evaluation Report (p. 15) states that: “The activity of DJUG is regulated by the University Charter, the Regulation on organization and functioning, and the Internal regulations.

The university has a strategic plan, a strategy for RDI and technology transfer, an internationalization strategy, a quality assurance strategy, a strategic plan for entrepreneurial development, a digitization strategy and operational plans, which support the strategic objectives of DJUG.

DJUG’s internal regulations and procedures are approved by the University Senate, periodically reviewed, and available to the academic community at:

<https://www.calitate.ugal.ro/index.php/ro/managementul-calitatii/reglementari-interne-ale-udjg>.

The university organises study programmes established in accordance with the law, in compliance with all legal provisions and the enrolment capacity for each individual university study programme.

DJUG has implemented a quality management system that includes clear system procedures and operational procedures for planning, monitoring, and evaluating educational activities. These are periodically updated in consultation with the relevant academic and administrative structures, thus reflecting the institution’s commitment to the continuous improvement of the quality of the educational process.”

The evaluation of the program confirms that:

Within DJUG, IOSUD (<https://www.ugal.ro/studii/doctorat>) operates in accordance with legislative regulations, based on its own operating regulations and a management structure aligned with the organizational chart, also having its own executive leadership (<https://www.ugal.ro/studii/doctorat/alegeri-director-csud-mandat-2024-2029>).

IOSUD–DJUG organizes doctoral study programs that lead to the attainment of an academic qualification at level 8, according to the National Qualifications Framework (NQF), with a duration of four years.

All information regarding study fields, tuition fees, special admission requirements, necessary documents, the language proficiency certification exam, thematic content and bibliography, doctoral schools, fields and doctoral supervisors, as well as the admission calendar, are transparent and publicly available at <https://www.admitere.ugal.ro/doctorat>.

Within IOSUD, the continuous improvement of the quality of educational and academic research is monitored through an ongoing process, including annual internal self-evaluations and periodic evaluations every five years, in accordance with the law. The self-evaluation reports for each Doctoral School (DS) within IOSUD are available at <https://www.ugal.ro/studii/doctorat/raportul-de-evaluare-interna-al-scolilor-doctorale>.

The Individual Doctoral Study Program and its documentation are carried out according to the schedule available on the IOSUD webpage.

All information related to legislative aspects, as well as the forms and templates required for the public defense of the doctoral thesis, are available at: <https://www.ugal.ro/studii/doctorat/sustinere-publica-teza-doctorat-legislatie-si-formulare>.

The scientific activity of doctoral supervisors is evaluated annually based on a procedure developed by IOSUD-DJUG, and the scientific activity of doctoral students is monitored through the self-evaluation procedure and the Doctoral Students’ Self-Evaluation Forms.

Recommendations – Not applicable.

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.
---------------------------	--

The evaluation of the program confirms that: “Within the doctoral domain DSUD-IPA, the process of adopting and revising methodologies, regulations, and procedures is carried out in a participatory and transparent manner, with the direct involvement of stakeholders (including doctoral supervisors, doctoral students, graduates, and socio-economic partners).”

There are periodic meetings of the Council of the Doctoral School of Fundamental and Engineering Sciences and of the Council for Doctoral Studies (CDS), during which proposals for the modification or updating of regulations specific to the field are discussed. The results of these consultations are integrated into official documents (curricula, course content, procedures for the periodic evaluation of doctoral students’ activities, etc.). <https://ugal.ro/informatii/informatii-publice/hotarari/hotarari-csud>
<https://www.ugal.ro/studii/doctorat/scoli-doctorale/scoala-doctorala-de-stiinte-fundamentale-si-ingineresti?view=article&id=15523:mecanisme-de-feedback-sd-sfi-2024-2025&catid=11>

Recommendations - Not applicable.

The indicator is: **Fulfilled**

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

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

The higher education institution legally owns the infrastructure necessary for carrying out teaching, research, and administrative activities, as well as services dedicated to students, doctoral candidates, and trainees, ensuring an integrated environment conducive to educational and research processes.

University facilities include lecture and seminar rooms, teaching and research laboratories, libraries, administrative spaces, and support facilities, all organized in accordance with the specific nature of the study programs and the requirements of the educational process. Detailed information regarding the educational and research infrastructure is available on the institutional website, in sections dedicated to the presentation of the university and its academic facilities (e.g., <https://www.ugal.ro> and <https://www.sdfes.ugal.ro>).

The infrastructure is adequately equipped from both a technical and digital perspective, with the university providing IT platforms, electronic resources, and scientific databases accessible through the university library (<https://biblioteca.ugal.ro>) and dedicated institutional platforms.

The institution ensures optimal conditions for student life by providing access to dormitories, canteens, sports facilities, medical services, and counseling services, with detailed information available on the student campus platform (<https://campus.ugal.ro>). These facilities contribute to creating an environment favorable to study and personal development.

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



In order to promote inclusion and equal opportunities, the university has implemented measures to ensure accessibility of infrastructure for persons with disabilities, including access ramps, elevators, and adapted sanitary facilities, as well as dedicated support services, in accordance with the information available on the institutional website.

At the same time, teaching and administrative staff benefit from appropriate spaces for carrying out their professional activities, such as offices, laboratories, and modern digital infrastructure, contributing to the efficiency of institutional processes and to the development of academic and research activities.

In conclusion, the institution demonstrates that it possesses its own adequate and modernly equipped infrastructure, supported by publicly accessible material and digital resources, ensuring a functional, inclusive, and performance-oriented academic environment.

Recommendations: Not applicable.

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.
---------------------------------	---

The higher education institution ensures the proper maintenance and continuous monitoring of its movable and immovable assets, in order to guarantee optimal conditions for the conduct of teaching, research, and administrative activities, as well as for the life and professional activities of students, doctoral candidates, and staff.

Infrastructure management is carried out through specialized administrative structures that coordinate maintenance, repair, and modernization activities for buildings, teaching and research spaces, and equipment. The institution periodically performs maintenance work and corrective interventions to maintain the functionality and safety of the infrastructure, in accordance with internal regulations and applicable standards.

The university possesses a diversified infrastructure, including educational spaces, research laboratories, student dormitories, and other support facilities, all of which are systematically maintained to ensure appropriate conditions for the educational process and academic life. Continuous investments in rehabilitation, modernization, and equipment contribute to maintaining a high level of infrastructure quality. Relevant information regarding the institutional infrastructure is available on the university's official website (<https://www.ugal.ro>).

Maintenance activities include both preventive and corrective interventions, with operational procedures implemented for repair and maintenance work, as well as for ensuring occupational health and safety. These measures contribute to creating a safe and functional academic environment.

At the same time, the institution pursues the continuous modernization of its material base through investments in equipment, digital infrastructure, and development projects funded from national and European sources. Information regarding digital infrastructure and IT services is available on dedicated institutional platforms (e.g., <https://student.ugal.ro>; and <https://cloud.ugal.ro>).

The efficient use of assets is ensured through the optimal allocation of spaces and resources, in line with the needs of the beneficiaries of the educational process and staff. All resources are used according to their intended purpose, contributing to the conduct of academic and research activities at high quality standards.

In conclusion, the institution demonstrates the existence of a coherent and sustainable system for the management and maintenance of its movable and immovable assets, ensuring optimal conditions for study, research, living, and working, in accordance with ARACIS standards.

Recommendations - Not applicable.

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.

The human resources of the organizational component are adequate for carrying out the activities related to the evaluated study program, both in terms of qualifications and the professional and scientific competencies of the teaching and research staff.

Within the evaluated doctoral study field, the activity is supported by full and affiliated doctoral supervisors who meet the minimum national standards established by CNATDCU for habilitation and for occupying teaching and research positions. They are employed either on a full-time basis or in an affiliated capacity and carry out teaching and research activities in accordance with their field of specialization.

The analysis of the verification sheets for minimum standards shows that all doctoral supervisors meet the required criteria, having relevant scientific activity and international visibility, demonstrated through publications indexed in recognized databases (Web of Science), a high Hirsch index, and participation in international scientific committees.

The teaching staff involved in the study program consists of university professors, associate professors, and habilitated researchers, with proven competencies in the fields of the disciplines taught. There is a direct correlation between the expertise of the teaching staff and the subjects included in the curriculum, supported by academic CVs, publication lists, and relevant teaching experience.

Moreover, the teaching staff are actively involved in research, innovation, and technology transfer activities, collaborating with the socio-economic environment and participating in national and international projects. This contributes to the continuous updating of course content and to increasing the relevance of the study program.

The institution ensures coherent policies for human resource development, including transparent recruitment of teaching staff and support for continuous professional development, participation in academic mobility programs, and involvement in scientific activities. Information regarding staff structure, professional development opportunities, and institutional policies is available on the university's official website (<https://www.ugal.ro>), as well as on dedicated doctoral platforms (<https://www.ugal.ro/doctorat>).

In conclusion, the human resources of the organizational component are adequate both quantitatively and qualitatively, with the teaching staff possessing the necessary qualifications and competencies to support the teaching and research activities related to the evaluated program, in accordance with ARACIS standards and the requirements of the national qualifications framework.

Recommendations - Not applicable.

The indicator is: Fulfilled

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

The higher education institution ensures the continuous professional and personal development of its staff through coherent institutional policies, structured support mechanisms, and access to academic, scientific, and lifelong learning activities.



At the institutional level, the university promotes an integrated human resources development strategy aimed at enhancing the quality of the teaching process, research performance, and the professional competencies of its staff. Academic staff are encouraged and supported to participate in continuing education programs, scientific conferences, academic mobility schemes, and research projects, thus contributing to the continuous development of their professional profile.

The institution implements policies oriented toward lifelong learning and academic excellence, supporting staff involvement in research, innovation, and technology transfer activities. Participation in national and international projects, as well as collaboration with the socio-economic environment, contributes to strengthening professional competencies and to the personal development of academic staff. The university also supports academic career development through transparent promotion procedures, facilitating access to habilitation, and encouraging academic mobility. Participation in international exchanges, conferences, and scientific collaborations enhances staff international visibility and fosters the development of transversal skills such as communication, leadership, and interdisciplinary collaboration.

The institution has dedicated structures for professional training and development, such as the Department for Teacher Training, Continuing Education, and Distance Learning (DPPD/DDTE), which provides pedagogical training programs and continuous professional development. Relevant information regarding these activities is available on the university's official website (<https://www.ugal.ro>). At the same time, staff benefit from access to modern digital infrastructure and educational resources through dedicated institutional platforms (<https://cloud.ugal.ro>, <https://student.ugal.ro>).

In addition, the institution promotes an academic environment conducive to personal development, based on values such as academic integrity, professional ethics, and engagement in the university community, through staff participation in decision-making structures, research teams, and collaborative academic activities.

Recommendations - Not applicable.

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.
--------------------------	--

The procedures for recruiting teaching and research staff are developed and implemented in accordance with the provisions of the current national legislation, being characterized by transparency, objectivity, and respect for the principles of equal opportunities and non-discrimination.

At the institutional level, "Dunărea de Jos" University of Galați applies a clear regulatory framework regarding the recruitment, selection, and promotion of staff, in accordance with the Higher Education Law and internal regulations approved by the University Senate. These procedures are public and are implemented uniformly across all academic and research structures.

The recruitment process is conducted transparently, through the publication of competition announcements, selection criteria, timelines, and results on official institutional platforms, ensuring equal access of candidates to relevant information. Candidate selection is carried out based on objective criteria, focusing on professional competencies, scientific performance, and teaching experience, in line with the requirements of the position being filled.

Within IOSUD-DJUG, the organization and functioning of academic structures, including the recruitment of staff involved in doctoral studies, are regulated by specific methodologies and internal regulations, publicly available on the institution's website (<https://www.ugal.ro>) and on the platform dedicated to doctoral studies (<https://www.ugal.ro/doctorat>). These documents explicitly establish the conditions, criteria, and procedures for filling positions, ensuring compliance with the legal framework and quality standards. At the same time, the institution promotes the principles of transparency and accountability at all stages of the recruitment process, including through the involvement of collegial bodies (departments,



doctoral school councils, senate) in validating competition results and monitoring compliance with procedures.

By consistently applying these mechanisms, the university guarantees that staff recruitment is conducted in a legal, transparent, and competitive manner, contributing to ensuring a high-quality academic body capable of supporting teaching and research activities at high standards, in accordance with ARACIS requirements.

Recommendations - Not applicable.

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.
--------------------------	---

The organizational component systematically implements digital transformation processes aimed at administrative simplification and improving the quality of services provided to members of the academic community and indirect beneficiaries of education.

In this regard, "Dunărea de Jos" University of Galați extensively uses IT tools integrated into its educational, administrative, and research processes, ensuring easy, fast, and secure access to institutional resources. The information systems are designed to support academic management, institutional communication, collaboration, and the conduct of teaching and scientific activities under conditions of efficiency and transparency.

A central element of digitalization is the use of institutional IT platforms, such as:

- ✓ the academic and administrative management platform (SmartUMS), which optimizes the management of student data and educational processes;
- ✓ platforms dedicated to students and staff (<https://student.ugal.ro>), which provide access to academic information, administrative services, and educational resources;
- ✓ the institutional cloud infrastructure (<https://cloud.ugal.ro>; <https://files.ugal.ro>), which enables secure and efficient storage, sharing, and management of documents;
- ✓ unified authentication systems (Single Sign-On), which facilitate integrated access to digital resources and educational networks (including eduroam).

Through the use of these digital tools, the institution ensures the efficiency of administrative processes, reduces bureaucracy, and increases the accessibility of services for students, academic staff, and administrative personnel. At the same time, digitalization contributes to the development of a modern educational environment, adapted to the current requirements of higher education and research.

To support teaching and research activities, the university provides users with specialized software (e.g., ANSYS, MATLAB, Autodesk) and advanced IT infrastructure, including high-performance computing (HPC) systems, facilitating the conduct of complex scientific activities and the development of advanced digital competencies.

At the same time, the institution implements digital modernization projects funded through national programs (e.g., PNRR), aimed at developing digital laboratories, modernizing computing centers, and integrating innovative technologies into the educational process.

Through these measures, the university demonstrates a continuous commitment to the use of technology in order to improve access to education, enhance the quality of services provi

Recommendations- Not applicable.



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.
--------------------------	---

The study program is designed and structured in accordance with the expected learning outcomes, being based on a competency-centered approach and on the principles of the National Qualifications Framework (NQF), in line with national regulations available on the website of the National Authority for Qualifications (<https://www.anc.edu.ro>). The curriculum is organized in a modular format, using the European Credit Transfer and Accumulation System (ECTS), in accordance with the provisions of the European Commission regarding the European Higher Education Area (<https://education.ec.europa.eu>).

The curriculum and course descriptions are developed and published transparently on the institution's website (e.g., <https://www.ugal.ro>), as well as on the page dedicated to the study program (e.g., <https://www.ugal.ro/studii>), where learning outcomes, course content, teaching and assessment methods, and their correlation with the targeted professional and transversal competencies are clearly presented.

The structure of the program integrates all components of the educational process—teaching and learning activities, practical training, research, and assessment—in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), available on the website of the European Association for Quality Assurance in Higher Education (<https://www.enqa.eu>).

The program is supported by publicly available institutional regulations (e.g., regulations on the organization of studies, assessment methodology, student handbook), accessible on the IOSUD or university website (e.g., <https://www.ugal.ro/doctorat>), which regulate the conduct of teaching, research, and assessment activities, as well as the students' educational pathway.

Overall, the study program provides an integrated educational framework, aligned with ARACIS standards (<https://www.aracis.ro>), in which all learning experiences—both theoretical, applied, and research-oriented—are interconnected and lead to the attainment of a relevant and recognized higher education qualification.

Recommendations - Not applicable.

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.

* 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.



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).

In the process of curriculum design and development, the study program is grounded in ensuring alignment with the qualification level established by the National Qualifications Framework (NQF), in accordance with the regulations available on the website of the National Authority for Qualifications (<https://www.anc.edu.ro>). The program leads to the attainment of a qualification corresponding to the level of study (e.g., NQF level 8 for doctoral studies), being correlated with the level descriptors of the European Qualifications Framework (EQF), promoted by the European Commission (<https://education.ec.europa.eu>).

Learning outcomes are explicitly defined within the curriculum and course descriptions, being formulated in terms of professional and transversal competencies, in accordance with occupational standards and the European classification of skills, competences, qualifications, and occupations (ESCO), available on the European Skills, Competences, Qualifications and Occupations (ESCO) platform (<https://esco.ec.europa.eu>). These outcomes aim at developing advanced knowledge, research and innovation skills, as well as transversal competencies necessary for integration into the labor market.

The curriculum is designed to ensure a direct correlation between learning outcomes and the competencies required for practicing occupations specific to the field, by reference to labor market requirements and relevant professional standards. This correlation is supported through consultation with the socio-economic environment and the continuous adaptation of program content, in line with European best practices in the European Higher Education Area (<https://www.ehea.info>).

At the same time, the program is developed in accordance with the quality standards established by ARACIS (<https://www.aracis.ro>), ensuring coherence between the qualification level, learning outcomes, and acquired competencies. Program documents (curriculum, course descriptions, regulations) are public and accessible on the institution's website (e.g., <https://www.ugal.ro>), which guarantees transparency and the relevance of academic training.

Overall, the study program demonstrates a coherent and sustainable alignment between the qualification level, learning outcomes, and the competencies required for the targeted occupations, in accordance with applicable national and European standards.

Recommendations - Not applicable.

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.

The organisational component of the study programme ensures the implementation of student-centred learning both at the curricular level and through the teaching strategies employed in learning, teaching, and assessment activities. These principles are explicitly embedded in the programme structure by defining learning outcomes in terms of relevant competences and by adapting teaching methods to students' individual needs.

The curriculum and course syllabi include the essential components of the educational process (objectives, targeted competences, intended learning outcomes, thematic content, teaching and assessment methods), being developed in accordance with the principles of the European Higher Education Area (<https://www.ehea.info>), which promote a student-centred approach to education.



The teaching strategies applied within the programme include interactive and participatory methods such as project-based learning, case studies, applied activities, collaborative learning, and structured debates, which foster active student engagement and the development of critical thinking. The assessment process is continuous and formative, incorporating practical assignments, presentations, portfolios, and individualized feedback, thus supporting the monitoring of students' progress and the adaptation of the learning process to their individual needs.

Within doctoral programmes, student-centred learning is further supported through institutional mechanisms such as supervisory and academic integrity committees, which provide mentoring, guidance, and individualized support throughout the entire study period. The continuous interaction between doctoral students and supervisors, as well as their joint involvement in research and publications, reflects a personalized approach to the educational process.

Moreover, the institution provides opportunities for academic mobility (e.g., Erasmus+ programmes), curricular flexibility, and access to digital educational resources, contributing to the development of a learning environment adapted to student diversity and to the requirements of the knowledge-based society. Institutional regulations and procedures governing the organisation and delivery of studies are publicly available on the university website (e.g., <https://www.ugal.ro> and <https://www.ugal.ro/doctorat>), ensuring transparency and accessibility.

The implementation of these measures is carried out in accordance with the quality assurance standards established by ARACIS (<https://www.aracis.ro>), ensuring coherence between curriculum design, teaching strategies, and students' needs.

Overall, the study programme demonstrates a coherent and systematic approach to student-centred learning, integrated both conceptually and operationally, in line with national and European best practices.

Recommendations - Continuation of the process of continuous updating of the curriculum, the related documents, as well as the regulations and operational and specific procedures, in accordance with the dynamics of national and international legislation.

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.
----------------------------------	--

The organisational component of the higher education institution ensures, in a systematic and coherent manner, access to academic mobility opportunities for students, implemented in physical, virtual, and blended formats, in accordance with institutional internationalisation strategies and the European Higher Education Area framework.

https://www.calitate.ugal.ro/images/SCIM/Plan_Strategic_Internationalizare_2025-2029.pdf ;
https://www.ugal.ro/files/hotarari/ca/2021/HCA_38_2021_anexa1_ProcDrd_IOSUD.pdf

At the level of IOSUD and the doctoral schools, academic mobility is primarily facilitated through the Erasmus+ programme, based on inter-institutional agreements (Erasmus+ K131, K171, and traineeships)

<https://www.ugal.ro/relatii-internationale/biroul-erasmus/programul-erasmus-2/erasmus-ue-si-turcia-ka103>,
<https://www.ugal.ro/relatii-internationale/biroul-erasmus/programul-erasmus-2/programul-erasmus-ka107>, <https://www.ugal.ro/files/erasmus/2025/04/1.pdf>. the organisation, recognition, and validation of study and training mobilities are governed by clear and transparent procedures, aligned with the Erasmus Charter and the Erasmus+ Student Guide, which are publicly available on the institutional website .

The portfolio of mobility opportunities includes:

- ✓ physical mobility periods at partner universities abroad;
- ✓ virtual mobility through online academic activities delivered by host institutions;
- ✓ blended mobility formats combining physical and virtual components, adapted to current educational contexts.

The curriculum of doctoral study programmes is designed to ensure sufficient flexibility, allowing for the full recognition and integration of academic results obtained during mobility periods without extending the duration of studies .

During the evaluated period, doctoral students benefited from institutional and financial support for participation in international mobility programmes, as part of a comprehensive internationalisation strategy and dedicated operational procedures. Furthermore, students are encouraged to engage in international research placements, scientific conferences, and other academic events, contributing to the development of professional and intercultural competencies, as well as to the enhancement of the international visibility of their research activities .

In conclusion, the organisational component demonstrates the existence of a functional, transparent, and efficient institutional framework that facilitates student participation in diverse academic mobility opportunities, in full compliance with ARACIS standards and European best practices in doctoral education.

Recommendations - Continuation of activities and expansion of doctoral students' academic mobility, in accordance with institutional regulations.

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
----------------------------------	---

The organisational component ensures an inclusive, flexible, and student-centred educational framework that guarantees equitable opportunities for academic and professional development, adapted to each doctoral student's individual potential, learning styles, and aspirations.

The implementation of this indicator is supported by the following mechanisms and evidence:

- ✓ *Student-centred learning strategies* - The teaching process integrates interactive and participatory methods (project-based learning, case studies, applied activities, collaborative learning), addressing the diversity of learning styles and fostering active student engagement .
- ✓ *Diversified and adaptive assessment* - The assessment system combines formative and summative methods (projects, presentations, portfolios, research reports), enabling the monitoring of individual progress and supporting personalised learning pathways.
- ✓ *Personalised academic guidance* - Doctoral students benefit from continuous support through supervisory and academic integrity committees, which provide regular consultations and adapt the academic trajectory to individual interests and research objectives (<https://www.ugal.ro/studii/doctordat>)
- ✓ *Promotion of equal opportunities and non-discrimination* - The institution implements policies ensuring fair access to education, in accordance with current legislation and institutional strategies, publicly available on the university website (<https://www.ugal.ro/universitate/management/strategii>).
- ✓ *Accessibility and inclusion measures* - Concrete measures are implemented to support students with disabilities (access ramps, adapted infrastructure, differentiated educational support), alongside dedicated support services (<https://campus.ugal.ro/ccoc/>) .
- ✓ *Student support services* - Students benefit from psychological counselling and career guidance services provided through the Counselling and Career Guidance Centre (CCOC) (<https://campus.ugal.ro/ccoc/>), as well as mentoring and academic support.
- ✓ *Flexible and individualised learning pathways* - Doctoral programmes allow students to personalise their educational trajectory by selecting optional disciplines and engaging in research



activities aligned with their academic and professional interests (https://www.ugal.ro/studii/doctordat).

Recommendations - Not applicable.

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.

The organisational component of IOSUD within "Dunărea de Jos" University of Galați ensures that all doctoral students have access to educational resources, infrastructure, and support services tailored to individual learning needs, the specific study domain, and the characteristics of doctoral education, including students with special educational needs.

The implementation of this indicator is supported by the following mechanisms and evidence:

- ✓ Access to modern educational and research infrastructure - The university provides doctoral students with adequate facilities for teaching and research activities, including modern classrooms, seminar rooms, specialised laboratories, computing centres, and advanced research infrastructure. These resources are integrated into the institutional research and development strategy (https://www.ugal.ro/cercetare).
- ✓ Access to academic information resources and scientific databases - Doctoral students benefit from access to the university library and international electronic resources (e.g., ScienceDirect, SpringerLink), as well as specialised academic databases relevant to their field of study (https://www.lib.ugal.ro).
- ✓ Digital platforms and IT support for learning - The educational process is supported by institutional digital platforms (academic cloud, student management systems, access to specialised software such as MATLAB, ANSYS), facilitating also hybrid and distance learning formats (https://student.ugal.ro, https://cloud.ugal.ro).
- ✓ Integrated student support services - Students have access to a wide range of support services, including psychological counselling and career guidance through the Counselling and Career Guidance Centre (CCOC) (https://campus.ugal.ro/ccoc/), academic mentoring, administrative and technical support, as well as social services (accommodation, cafeteria, medical services).
- ✓ Inclusion and accessibility measures - The university implements concrete measures for students with disabilities, including access ramps, elevators, adapted infrastructure, appropriate signage, and differentiated educational support, ensuring full participation in academic activities.
- ✓ Adaptation of resources to individual needs and doctoral programme specifics - Educational resources and support services are aligned with the study domain and the individual doctoral study programme, established together with the doctoral supervisor and the guidance committee, ensuring a personalised academic pathway.
- ✓ Access to international resources, mobility, and academic events - Doctoral students benefit from opportunities to participate in academic mobility programmes, international conferences, and research projects, as well as access to international academic resources that support their scientific and professional development (https://www.ugal.ro/international).

Recommendations :

- Continuation of activities based on individual learning needs through the development of individualized training plans adapted to societal requirements and the existing infrastructure in the field.
- Continuation of improving the operational objective regarding the creation of an inclusive educational framework through the inclusion of dedicated chapters in regulations and methodologies.

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.
--------------------------	--

The organisational component of IOSUD within “Dunărea de Jos” University of Galați ensures the clear, coherent, and operational definition of learning outcomes, aligned with the objectives of doctoral study programmes, thus facilitating a transparent understanding of academic expectations for both students and teaching staff.

The implementation of this indicator is supported by the following mechanisms and evidence:

- ✓ *Explicit definition of learning outcomes in course syllabi* - Learning outcomes are clearly and accessibly formulated within the course syllabi included in the curriculum, being correlated with the targeted competences and structured across cognitive, applied, and transversal dimensions. Course syllabi are available within doctoral programmes (<https://www.ugal.ro/studii/doctorat>).
- ✓ *Alignment of learning outcomes with programme objectives and the National Qualifications Framework* - Learning outcomes are aligned with the mission of the doctoral programme and the requirements of qualification level 8, contributing to the development of advanced competences in research, innovation, and technology transfer .
- ✓ *Structuring learning outcomes based on relevant competences* - Learning outcomes target: theoretical knowledge (cognitive dimension); practical and applied skills; transversal competences (communication, teamwork, autonomy, use of technology) .
- ✓ *Transparency of expectations regarding the educational process* - The operational formulation of learning outcomes enables both students and teaching staff to clearly understand the expected level of performance, facilitating the planning of teaching, learning, and assessment activities .
- ✓ *Integration of learning outcomes into the curriculum and assessment process* - The doctoral curriculum is designed based on learning outcomes, and course syllabi explicitly include both continuous and final assessment methods to verify their achievement. Relevant regulations and methodologies are publicly available (<https://www.ugal.ro/studii/doctorat>).
- ✓ *Monitoring and verification of learning outcomes achievement* - Doctoral students are assessed through: continuous evaluation (assignments, projects, presentations); annual scientific reports and their defence before supervisory committees; research activity and dissemination of results (publications, conferences) .
- ✓ *Institutional coherence and transparency* - Learning outcomes are integrated into institutional documents and individual doctoral study programmes, supported by IOSUD regulations publicly available on the university website (<https://www.ugal.ro>), as well as by internal quality assurance procedures.

Recommendations - Not applicable.

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.
--------------------------	---

The organisational component of IOSUD within “Dunărea de Jos” University of Galați ensures a coherent, transparent, and rigorous system for assessing the achievement of learning outcomes, based on both continuous and final evaluation, in accordance with the specific nature of doctoral studies and the requirements of the national and European qualifications frameworks.

The implementation of this indicator is supported by the following mechanisms and evidence:

- ✓ *Continuous assessment within the advanced training programme* - The achievement of learning outcomes is verified through ongoing assessments (assignments, projects, presentations), as specified in course syllabi, which include both formative and summative evaluation methods. Course syllabi are available within doctoral programmes (<https://www.ugal.ro/studii/doctorat>).
- ✓ *Evaluation of scientific progress through annual reports* - Doctoral students present and defend annual scientific activity reports before the Guidance and Academic Integrity Committees, in accordance with the Individual Doctoral Study Programme .
- ✓ *Continuous monitoring of academic performance* - Doctoral students’ activity is periodically evaluated through: annual activity reports; evaluations conducted by the doctoral supervisor and the guidance committee; annual self-assessment procedures, in line with IOSUD internal regulations (<https://www.ugal.ro/studii/doctorat>) .
- ✓ *Assessment through research outputs* - The achievement of learning outcomes is reflected in: publication of scientific papers; participation in national and international conferences; dissemination of research results validated through peer-review mechanisms .
- ✓ *Final assessment – completion of doctoral studies* - The completion of doctoral studies is achieved through the public defence of the doctoral thesis, preceded by its evaluation by the Guidance Committee and subsequently by an external specialist committee, in accordance with institutional regulations (<https://www.ugal.ro/studii/doctorat>).
- ✓ *Regulated and transparent institutional assessment framework* - The assessment process is governed by: the Regulation on the Organisation and Conduct of Doctoral Studies; the Individual Doctoral Study Programme; internal quality assurance procedures, publicly available on the institutional website (<https://www.ugal.ro>).
- ✓ *Alignment between assessment methods and learning outcomes* - Both continuous and final assessment methods are directly aligned with the learning outcomes defined in course syllabi and the curriculum, ensuring objective, relevant, and competence-based evaluation .

Recommendations - Not applicable.

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.

The organisational component of IOSUD within “Dunărea de Jos” University of Galați consistently, transparently, and rigorously applies the admission procedures for doctoral studies, in accordance with the national legal framework and institutionally approved regulations.

The implementation of this indicator is supported by the following mechanisms and evidence:

- ✓ *Application of a clear and approved institutional methodology* - Admission to doctoral studies is carried out based on an institutional methodology regarding the organisation and conduct of the admission process for the third cycle of university studies, approved by decision of the University

Senate. The methodology is publicly available on the institutional website (<https://www.ugal.ro/studii/doctorat>).

- ✓ *Transparency of admission-related information* - All relevant information (doctoral fields, supervisors, research topics, bibliography, fees, admission calendar, eligibility conditions, and required documents) is published and annually updated on the IOSUD webpage, ensuring equal access to information for all candidates .
- ✓ *Compliance with principles of legality, equity, and non-discrimination* - Admission procedures are implemented in accordance with applicable legislation and uphold the principles of equal opportunities, transparency, and non-discrimination, including facilitating access for candidates from vulnerable groups or with special educational needs.
- ✓ *Clear and relevant selection criteria* - Candidates are assessed based on: academic background and subject-specific competences; research capacity and ability to propose innovative solutions; previous scientific results; relevance and originality of the proposed research topic .
- ✓ *Conduct of admission examinations under regulated conditions* - The admission process includes specific evaluation components (including an oral examination), organised transparently and in accordance with the requirements of the doctoral field.
- ✓ *Early publication of admission calendar and conditions* - Admission requirements and conditions are made public at least six months prior to the admission competition, ensuring predictability and allowing candidates sufficient time for preparation .
- ✓ *Formalisation of the institutional relationship through the study contract* - Upon admission, each doctoral student signs a doctoral study contract regulating the rights and obligations of the parties, in accordance with current legislation (<https://www.ugal.ro>).
- ✓ *Integration of admission procedures within the quality assurance system* - Admission procedures are an integral part of the institutional quality management system and are subject to periodic monitoring and evaluation, in line with IOSUD internal methodologies available online (<https://www.ugal.ro/studii/doctorat>).

Recommendations - Not applicable.

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.
--------------------------	---

Admission to study programmes at Dunărea de Jos University of Galați is conducted in accordance with national legislation and institutional regulations, ensuring: transparency in the publication of admission criteria and procedures; equal treatment of all applicants; non-discrimination based on gender, ethnicity, religion, disability, age, or socio-economic status. <https://www.ugal.ro>; <https://www.ugal.ro/admitere>

The university implements institutional policies aimed at facilitating access for: candidates from disadvantaged socio-economic backgrounds; candidates with special educational needs (SEN); persons with disabilities.

Admission procedures explicitly include provisions to: ensure equitable access to application and evaluation processes; remove administrative and procedural barriers; provide additional support where necessary.

The university ensures physical and academic accessibility, including: accessible infrastructure (ramps, elevators, adapted facilities); learning environments adapted to individual needs; support services tailored to students with disabilities. <https://campus.ugal.ro/ccps/>. Student digital services: <https://student.ugal.ro>

The university provides structured support through: the Counselling and Career Guidance Centre (CCOC) <https://www.ugal.ro/studenti/consiliere>; psychological counselling and educational guidance; academic and career orientation services.



The university has implemented: a Gender Equality Plan; policies promoting equal opportunities and preventing discrimination; ethical and deontological regulations applicable to all academic processes, <https://www.ugal.ro/universitate/management/strategii>

Recommendations - Not applicable.

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.

The organizational component within "Dunărea de Jos" University of Galați systematically and coherently applies national and institutional regulations regarding the professional activity of doctoral students. Students' activity is regulated through: the national legislation in force (Higher Education Law, ministerial orders); institutional regulations specific to doctoral university studies; the methodology for organizing and conducting doctoral studies. The regulations are available on the institution's website.

The professional activity of the student is formalized through the doctoral study contract, which establishes the rights and obligations of the parties (university, doctoral student, doctoral supervisor); regulates the academic pathway and mandatory activities; includes provisions regarding evaluation, completion of studies, and intellectual property <https://www.ugal.ro/studii/doctorat>

The academic pathway is structured through: the Individual Doctoral Study Program; advanced training and research activities; individual plans approved and institutionally monitored.

The program is established in collaboration with the doctoral supervisor, approved by the doctoral school, and aligned with training and research objectives.

The professional activity of students is continuously monitored through: annual activity reports; evaluations carried out by the guidance and academic integrity committee; verification of progress in research and training (minutes of the guidance committees).

The academic pathway of students is regulated through: promotion and evaluation criteria; procedures regarding the public defense of the doctoral thesis; mechanisms for extension, interruption, or completion of studies. The completion of studies involves the evaluation of the thesis by internal and external committees, as well as the validation of results in accordance with national regulations. <https://www.ugal.ro/studii/doctorat>

The professional activity of students is carried out in accordance with: the Code of Ethics and University Deontology; regulations on plagiarism prevention; academic integrity standards. <https://www.ugal.ro/universitate/management>

Recommendations - Not applicable.

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.

The organisational component of IOSUD within "Dunărea de Jos" University of Galați (UGAL) systematically implements international cooperation actions that support academic mobility and the



development of collaborations in education and research, in accordance with the institutional internationalisation strategy.

The University has agreements with institutions from EU and non-EU countries for mobility, research, and academic exchanges, <https://www.ugal.ro>, <https://www.ugal.ro/universitate/management>

The University implements mobility programmes through Erasmus+ KA131, KA171, and traineeships, with clear procedures for the recognition of results obtained during mobility and for the integration of doctoral students into the doctoral academic pathway. All doctoral graduates (2020–2025) participated in at least one international conference, and 35 doctoral students benefited from international mobilities (≈22.85%).

<https://www.ugal.ro/studii/doctorat>

IOSUD and the doctoral schools support participation in international research projects, encourage publication in internationally indexed journals (WoS, Scopus), promote collaboration with the global academic and socio-economic environment, and periodically organise doctoral conferences and international events: <https://www.cssd-udjg.ugal.ro/>

IOSUD-DJUG supports international co-supervised doctoral programmes, includes international experts in supervision committees and doctoral thesis defence committees, and has also developed institutional mechanisms for attracting international students:

<https://www.ugal.ro/studii/doctorat>

The University provides funding for participation in international conferences, administrative support for mobility, and access to digital infrastructure and international databases. These activities are supported by the Department of International Relations and the Department of Distance Learning and Digital Technologies, <https://www.ugal.ro>, <https://student.ugal.ro>, <https://www.ugal.ro/studii/doctorat/manifestari-stiintifice-recomandate>

Recommendations - Not applicable.

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.

The organisational component of IOSUD within “Dunărea de Jos” University of Galați (UGAL) ensures the systematic integration of scientific research into the doctoral educational process, through institutional mechanisms that capitalise on research results in achieving the intended learning outcomes and in developing the advanced competences of doctoral students.

Integration of scientific research into the educational process – The doctoral training process is based on research-based learning, with doctoral students directly involved in institutional, national, and international research projects, as well as in experimental activities carried out in specialised laboratories. These activities represent the core component of the doctoral programme, supporting the acquisition of competences specific to level 8 of the National Qualifications Framework (NQF).

<https://www.ugal.ro/studii/doctorat>

Correlation between research results and learning outcomes – Research results are capitalised through scientific publications in indexed journals (WoS, Scopus), participation in national and international scientific conferences, as well as through the preparation and public defence of the doctoral thesis.

<https://www.ugal.ro/studii/doctorat/manifestari-stiintifice-recomandate>

Involvement of doctoral students in research activities – Doctoral students are actively integrated into research teams coordinated by doctoral supervisors (45.71% of doctoral students), research and innovation projects, research placements, and internships.



Quality and impact of research results – Research outcomes are published in internationally indexed journals (Q1–Q4), integrated into innovation and technology transfer activities, while doctoral supervisors ensure scientific guidance and the integration of doctoral students into academic networks.

Institutional support mechanisms – The University provides research infrastructure (laboratories, databases), access to international scientific resources, and funding for participation in conferences and publication activities. At the same time, mechanisms are in place for monitoring research progress and for the continuous evaluation of results (annual reports, supervisory committees).

<https://www.ugal.ro>

Recommendations - Not applicable.

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.
--------------------------	---

The organisational component of IOSUD within “Dunărea de Jos” University of Galați (UGAL) carries out scientific research activities aligned with the objectives of doctoral study programmes, ensuring the visibility of research results at national and international levels and their adequate valorisation through academic and socio-economic mechanisms.

Correlation of scientific research with the objectives of the study programme – Research activity is integrated into doctoral research topics, the strategic directions of doctoral schools, and the university’s priority research areas. Research topics are established in accordance with the objectives of the study programme, the needs of the socio-economic environment, and international scientific trends. <https://www.ugal.ro/studii/doctorat>, <https://www.ugal.ro/universitate/management>

National and international visibility of research results – Research results are disseminated through publications in internationally indexed journals (WoS, Scopus), papers presented at international scientific conferences, and participation in research networks and projects.

<https://www.ugal.ro/studii/doctorat/manifestari-stiintifice-recomandate>

Capitalisation of research results – Research results are capitalised through publication in prestigious journals, technology transfer and innovation activities, integration into the educational process, and collaboration with the economic and institutional environment.

Quality of research results – The quality of research outputs is reflected in publications in Q1–Q4 indexed journals, citations and academic recognition, and original contributions to the field. Doctoral supervisors ensure high standards of scientific quality, as well as methodological and ethical guidance.

<https://www.ugal.ro/universitate/management>

Recommendations - Not applicable.

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
--------------------------	--

IOSUD – “Dunărea de Jos” University of Galați (DJUG) operates on the basis of a coherent system of regulations, procedures, and integrated institutional mechanisms that ensure the monitoring, evaluation, and continuous improvement of the quality of education at the level of doctoral study programmes. These actions are grounded in the national legislative framework and in the internal regulations published on the institutional website (see also <https://www.ugal.ro>)

At the institutional level, DJUG has implemented a quality assurance strategy and a set of operational procedures aimed at the periodic evaluation of study programmes, teaching staff, and learning outcomes, in accordance with ARACIS standards. These procedures include: the methodology for the self-evaluation of IOSUD activities (<https://iosud.ugal.ro>), procedures for the initiation, monitoring, and periodic evaluation of study programmes, as well as mechanisms for the annual evaluation of doctoral supervisors and doctoral students.

The consistent application of these instruments is demonstrated through the preparation of annual internal evaluation reports, approved by the University Senate, which highlight the level of compliance with performance indicators and propose measures for continuous improvement.

A central element in the functioning of the quality assurance system is represented by feedback and participatory evaluation mechanisms, involving doctoral students and other stakeholders. Thus, the following are implemented:

- ✓ questionnaires for the evaluation of doctoral supervisors by students,
- ✓ evaluation of the study programme by doctoral students,
- ✓ annual evaluation of doctoral students' performance by their supervisors.

The results of these evaluations indicate a high level of satisfaction (with most ratings being “very good” and “excellent”), confirming the positive impact of the implemented procedures on the quality of the educational process and on the academic mentoring relationship.

Furthermore, the organisational component makes use of systematic analyses of the curriculum, course syllabi, and academic results, as well as the evaluation of teaching staff performance (self-evaluation, student evaluation, and managerial evaluation), in order to support decisions aimed at improving the study programme.

In addition, the university ensures transparency and accessibility of relevant information regarding study programmes, regulations, and applicable procedures by publishing them on institutional platforms: <https://www.ugal.ro>; <https://iosud.ugal.ro>; <https://www.ugal.ro/educatie> (sections dedicated to study programmes and quality assurance).

The impact of these actions is reflected in: the increase in doctoral students' academic and scientific performance (publications, conference participation), the continuous improvement of study programme content, the strengthening of an organisational culture oriented towards quality and academic integrity, and the alignment of learning outcomes with labour market requirements and the European Qualifications Framework.

Recommendations - Not applicable.

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.



At the level of IOSUD – “Dunărea de Jos” University of Galați (DJUG), the implementation of institutional procedures is carried out in a participatory manner, through the systematic integration of the opinions of members of the academic community (teaching staff, doctoral students, administrative staff), as well as of other relevant stakeholders (employers, graduates, socio-economic partners).

This approach is supported by the existence of institutionalised consultation and feedback mechanisms, regulated and implemented in accordance with the internal documents available on the university’s official platforms (<https://www.ugal.ro>; <https://iosud.ugal.ro>). In this regard, DJUG uses instruments such as:

- ✓ questionnaires for the evaluation of teaching staff and doctoral supervisors by students;
- ✓ questionnaires for the evaluation of study programmes by doctoral students;
- ✓ periodic consultations within governance structures (Doctoral School Council, Faculty Council, University Senate);
- ✓ involvement of student representatives in decision-making structures and quality assurance committees;
- ✓ consultation of socio-economic partners regarding the relevance of study programmes and graduates’ competences.

The data collected through these mechanisms are centralised, analysed, and systematically used in the process of reviewing and improving institutional procedures and study programmes. The results of these analyses are reflected in internal evaluation reports and in action plans adopted at institutional level, contributing to the continuous adaptation of the educational offer to the requirements of the socio-economic environment and to the needs of direct beneficiaries.

Furthermore, DJUG ensures the transparency of the decision-making process and of the way feedback is utilised by publishing relevant information on institutional websites (<https://www.ugal.ro>; <https://iosud.ugal.ro>), including regulations, methodologies, evaluation reports, and consultation results.

By actively involving all stakeholders in consultation processes and by systematically integrating their opinions into the development and implementation of procedures, the institution demonstrates the existence of a functional participatory governance and quality assurance mechanism, with a direct impact on the relevance and effectiveness of study programmes.

Recommendations - Not applicable.

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.

At the level of IOSUD – “Dunărea de Jos” University of Galați (DJUG), the activity of the Academic Ethics Commission is regulated by internal normative acts approved by the University Senate, in full compliance with the national legislation in force and with the principles of university autonomy.

The Ethics Commission operates on the basis of the Code of University Ethics and Deontology, as well as specific institutional regulations, documents approved by the University Senate and publicly available on the institution’s official website (<https://www.ugal.ro>). These regulations define the Commission’s responsibilities, working procedures, as well as the mechanisms for reporting and resolving breaches of ethical norms and academic integrity.

The functioning of the Ethics Commission is characterized by operational independence, acting autonomously from any other structures or individuals within the institution, in order to ensure a fair, objective, and transparent process for analyzing complaints. The Commission’s decisions and



recommendations are based exclusively on legal provisions and institutional ethical norms, without external interference.

At the same time, the university consistently promotes and implements policies regarding academic integrity, plagiarism prevention, and compliance with ethical standards in teaching and research activities, as explicitly provided in the institutional documents approved by the Senate and implemented at the IOSUD level.

Through these mechanisms, DJUG demonstrates the existence of a functional and effective framework for ethical governance, in accordance with ARACIS requirements and current legislation, ensuring the observance of ethical and academic integrity principles across all university activities.

Recommendations - Not applicable.

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.
--------------------------	---

The organisational component within IOSUD–UGAL consistently applies institutional quality assurance procedures within a coherent regulatory and operational framework, supported by functional structures and continuous monitoring mechanisms. “Dunărea de Jos” University of Galați has implemented an integrated quality management system, which includes procedures for: the initiation, monitoring, and evaluation of study programmes; the self-evaluation of IOSUD and doctoral schools’ activities; and the periodic evaluation of academic staff and doctoral students. These procedures are approved at the level of the University Senate and are uniformly applied across all academic structures. <https://www.ugal.ro> ; <https://www.calitate.ugal.ro>

Dedicated functional structures are in place, such as the Council for Doctoral University Studies (CSUD), the Doctoral School Councils (CSD), and internal evaluation and quality assurance committees. These structures coordinate the implementation of procedures, validate reports and analyses, and propose improvement measures.

Continuous monitoring mechanisms are also implemented, including: annual internal evaluations; periodic evaluations (every 5 years); and performance indicator-based analyses. The following instruments are used: self-evaluation forms, feedback questionnaires, and synthetic evaluation reports.

The impact of these procedures is demonstrated through: the improvement of study programmes (curriculum revisions); increased academic and scientific performance; alignment of outcomes with labour market requirements; and enhanced satisfaction of doctoral students.

All procedures and evaluation results are publicly available and accessible at: <https://www.ugal.ro>; <https://www.calitate.ugal.ro>; <https://iosud.ugal.ro>

Recommendations – Not applicable.

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.
--------------------------	---



The organisational component of IOSUD–UGAL ensures the systematic and structured involvement of members of the academic community and external stakeholders in the implementation process of quality assurance procedures, in accordance with institutional regulations and ARACIS good practices.

Institutional mechanisms for involving the academic community – Academic staff, doctoral supervisors, and doctoral students actively participate in the implementation and continuous improvement of procedures through: participation in decision-making structures (CSUD, CSD); involvement in evaluation and quality assurance committees; contribution to self-evaluation and institutional reporting processes. Doctoral students are represented in governance structures and participate in decision-making and study programme evaluation processes. <https://iosud.ugal.ro>; <https://www.ugal.ro>

Involvement of external stakeholders (employers, alumni, socio-economic partners) – External stakeholders are systematically consulted in processes related to: curriculum review and adaptation to labour market requirements; evaluation of the relevance of study programmes; development of doctoral students’ professional competencies. Collaboration with the socio-economic environment is carried out through: consultations with employers and institutional partners; their participation in research projects and applied activities; involvement in internships, traineeships, and co-supervision activities. <https://www.ugal.ro>; <https://iosud.ugal.ro>

Participatory instruments used in procedure implementation – The implementation of procedures is supported by participatory tools such as: evaluation questionnaires for academic staff and study programmes; self-evaluation forms for doctoral students and supervisors; periodic consultations (workshops, meetings, round tables); internal evaluation reports analysed at institutional level. <https://www.calitate.ugal.ro>

Integration of feedback into improvement processes – The results of consultations and evaluations are: centralised and analysed at the level of quality assurance structures; integrated into procedures (curricula, regulations, methodologies); used to formulate corrective and preventive measures. <https://www.calitate.ugal.ro>

Transparency and access to information – Procedures, methodologies, and evaluation results are public and accessible on institutional platforms: <https://www.ugal.ro>; <https://www.calitate.ugal.ro> ; <https://iosud.ugal.ro>. The communication of decisions and results is carried out transparently, through official channels (website, institutional e-mail, internal platforms).

Recommendations - Not applicable.

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.

The organisational component of IOSUD within “Dunărea de Jos” University of Galați (UGAL) implements a coherent and systematic institutional mechanism for analysing the results of the periodic (biannual/semester-based) evaluation of teaching staff by students, in accordance with internal regulations on quality assurance.

The evaluation of teaching staff by students is carried out through standardized questionnaires applied anonymously, targeting relevant dimensions of teaching activity, such as: scientific and pedagogical competence, clarity of presentation, interaction with students, availability for guidance, and compliance with academic ethics standards. The results of these evaluations are centralized and analysed at the level of the structures responsible for quality assurance (Quality Evaluation and Assurance Commission – CEAC, Doctoral School Councils – CSD), with the aim of supporting decisions for the improvement of the educational process.

According to the institutional practices described in the internal evaluation report, the results of the evaluations are communicated both to the management of study programmes and to the evaluated teaching staff, being used to formulate corrective measures and to optimize teaching and research activities. This process contributes to strengthening a quality-oriented organizational culture and to the continuous development of academic performance.

In addition, UGAL provides digital support for the collection and management of these evaluations through dedicated institutional platforms accessible to students, which allow both the completion of questionnaires and the monitoring of aggregated data at institutional level (<https://www.ugal.ro>; <https://calitate.ugal.ro>)

Recommendations - Not applicable.

The indicator is: **Fulfilled**

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

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

At the institutional level, “Dunărea de Jos” University of Galați (UGAL) uses an integrated and secure information system that enables the unified management of academic and administrative data (curricula, staffing plans, teaching and research activities, as well as the status of students and doctoral candidates), thus providing a solid basis for the continuous monitoring and evaluation of the quality of educational and research processes. This system facilitates the periodic collection of data and ensures the traceability of performance indicators at the level of doctoral study programmes.

Data are collected through multiple institutional tools and mechanisms, such as: student evaluation questionnaires regarding teaching staff and study programmes, self-evaluation forms completed by teaching staff and doctoral candidates, annual activity reports, internal evaluation reports of doctoral schools, as well as data resulting from the monitoring of academic progress and research outcomes. These data are systematically analysed at the level of the structures responsible for quality assurance (Quality Evaluation and Assurance Commission – CEAC, Doctoral School Councils – CSD, Council for Doctoral University Studies – CSUD).

The results of these analyses are used to support strategic and operational decision-making aimed at the continuous improvement of study programmes, curriculum updates, optimization of teaching and research activities, as well as the implementation of corrective and preventive measures. At the same time, these results are reflected in the annual internal evaluation reports and in the institution’s strategic documents. Transparency and accessibility of data are ensured through the publication of relevant information on institutional platforms, including: <https://www.ugal.ro>, <https://iosud.ugal.ro>, and <https://calitate.ugal.ro>, where regulations, methodologies, evaluation reports, and other documents specific to the quality assurance process are available.

Recommendations - Not applicable.

The indicator is: **Fulfilled**

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

Standard S.C.6.1. Transparency

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

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

At the level of “Dunărea de Jos” University of Galați (UGAL), the organisational component systematically ensures the publication and free access to information of public interest regarding the study programmes, including the evaluated doctoral domain, in compliance with national legislation and quality assurance standards. Information transparency is achieved through official institutional platforms, in particular: <https://www.ugal.ro>; <https://iosud.ugal.ro>; <https://calitate.ugal.ro>.

These platforms provide open and up-to-date access to relevant documents, such as institutional regulations, methodologies for the organisation and conduct of doctoral studies, admission procedures, curricula, course syllabi, information on academic staff and doctoral supervisors, as well as internal and external evaluation reports.

According to the internal evaluation report, information related to doctoral study programmes (curriculum structure, admission requirements, rights and obligations of doctoral students, mobility opportunities, research outcomes, etc.) is periodically published and updated, ensuring easy access for all stakeholders. In addition, announcements regarding admission competitions, proposed research topics, as well as data on awarded qualifications and diplomas are publicly available.

The institution ensures transparency in decision-making processes by publishing the decisions of governing bodies (Senate, CSUD, CSD) and communicating them through official channels (institutional websites, email, notice boards). The participation of doctoral students in decision-making structures further contributes to the open and participatory nature of academic governance.

Recommendations - Not applicable.

The indicator is: Fulfilled

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

The decision-making process is structured and carried out through collective governing bodies (the University Senate, the Administrative Council, the Council for Doctoral University Studies – CSUD, and the Doctoral School Councils – CSD), whose responsibilities, composition, and mode of operation are regulated by the University Charter and institutional regulations publicly available on the official website and dedicated platforms (<https://iosud.ugal.ro>; <https://calitate.ugal.ro>).

According to the internal evaluation report, decisions are adopted transparently, based on clearly defined procedures, and are systematically published and communicated to the academic community through official channels (institutional websites, institutional e-mail, notice boards). These decisions address essential aspects such as the organization of doctoral study programmes, admission, resource allocation, evaluation of academic performance, and research activities.

Transparency is further strengthened through the direct involvement of stakeholders in the decision-making process. Academic staff, researchers, and doctoral students are represented in governance structures and quality assurance committees, actively contributing to the formulation, analysis, and validation of institutional decisions. The participation of doctoral students in these structures ensures that their interests are represented and enhances the democratic and participatory nature of academic governance.

Moreover, decision-making processes are grounded in the systematic consultation of the academic community and other stakeholders (employers, graduates, socio-economic partners), as well as in the analysis of data resulting from internal evaluation and feedback mechanisms. This approach supports the adoption of informed, coherent decisions oriented towards the continuous improvement of the quality of education and research.

Recommendations - Not applicable.

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	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.
I.P.C.8.1.1	

The activities specific to external evaluation are integrated within a well-defined institutional framework, grounded in regulations, methodologies, and operational procedures approved at the level of the University Senate and publicly available on institutional platforms (<https://www.ugal.ro>; <https://iosud.ugal.ro>; <https://calitate.ugal.ro>).

In this regard, the organization and implementation of external evaluation processes are supported by the existence of internal quality assurance mechanisms, such as the Methodology for the self-evaluation of IOSUD activities and the Regulation on the initiation, approval, monitoring, and periodic evaluation of study programmes. These instruments enable the systematic collection, analysis, and reporting of relevant data, with the aim of demonstrating the compliance of the doctoral study programme with legal requirements and quality standards.

According to the internal evaluation report, the external evaluation process is prepared through the development of self-evaluation files, which include the internal report, supporting annexes, and evidence documents demonstrating the fulfilment of performance indicators. These documents are structured in accordance with ARACIS requirements and are made available to external evaluation committees, including during on-site evaluation visits.

Furthermore, the organisational component ensures the continuous alignment of the doctoral study programme with the updated regulatory framework (e.g., Order no. 3200/2020 on the evaluation of doctoral university studies), as well as the monitoring of the implementation of recommendations resulting from previous external evaluations. Institutional procedures provide for the periodic review of study programmes, based on internal analyses, stakeholder feedback, and the conclusions of external evaluations.

Moreover, the transparency and accessibility of information relevant to external evaluation are ensured through the publication of regulations, methodologies, reports, and data regarding doctoral study programmes on institutional websites (<https://iosud.ugal.ro>; <https://www.ugal.ro>). This practice facilitates the verification of compliance of the evaluated programme and contributes to strengthening trust in the internal quality assurance system.

Recommendations - Not applicable.

The indicator is: Fulfilled

IV. SWOT Analysis

Strengths:	Weaknesses:
<p>Within DSUD-IPA, 10 doctoral supervisors carry out their activity, of whom 8 are full members of IOSUD-DJUG, holding full-time, permanent employment contracts at DJUG, while 2 are affiliated doctoral supervisors of IOSUD-DJUG, all meeting the criteria set out in Order No. 6129/20.12.2016.</p> <p>During the period 2021–2025, doctoral supervisors conducted nine exploratory research projects, in which doctoral students employed under individual</p>	<p>Within DSUD-IPA, the number of national and international co-supervision agreements remains limited, likely due to the lack of a coherent legislative framework, as the instruments, templates, and financial aspects associated with such agreements are not clearly defined.</p> <p>There are discrepancies among doctoral supervisors regarding the number of Web of Science-indexed publications in impact-factor journals, as well as differences in Hirsch index (H-index) values and citation counts.</p>
<p>INTERNAL FACTORS</p> <p>⬇</p>	

<p>employment contracts were also involved.</p> <p>The study and research infrastructure provides very good conditions for achieving the objectives assumed in doctoral theses.</p> <p>There is a very good dissemination of research results at the level of both doctoral students and doctoral supervisors.</p>		<p>Within DSUD-IPA, a relatively low number of international students is observed.</p> <p>Within DSUD-IPA, the number of national and international co-supervision agreements remains limited, likely due to the lack of a coherent legislative framework, as the instruments, templates, and financial aspects associated with such agreements are not clearly defined.</p>
<p>SWOT analysis</p>		
<p>Opportunities:</p> <p>DJUG benefits from a modern infrastructure that enables the implementation of research, development, innovation, and technology transfer activities in line with European and international policies in the field of Food Engineering.</p> <p>Doctoral supervisors demonstrate strong potential for developing highly relevant research topics, benefiting from solid recognition at both national and international levels.</p> <p>The institution demonstrates the capacity to attract non-reimbursable funds dedicated to the development of research infrastructure and research centers.</p> <p>There is a longstanding tradition of doctoral studies within the Faculty of Food Science and Engineering at DJUG.</p>	<p>↓</p> <p>EXTERNAL FACTORS</p>	<p>Threats:</p> <p>A limited number of state-funded positions, which reduces the financial resources available for conducting high-level research, development, and innovation activities in the field of Food Engineering.</p> <p>A decline in the number of higher education graduates interested in pursuing further studies through doctoral programmes.</p> <p>Reduced budget allocations that limit the development of advanced studies in the field of Food Engineering, particularly those involving niche and interdisciplinary research topics.</p>

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.	Fulfilled	
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	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	considered in the process of adopting and revising methodologies, regulations and implementation procedures.		
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.	Fulfilled	
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.	Fulfilled	
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.	Fulfilled	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	Fulfilled	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	Fulfilled	
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.	Fulfilled	
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.	Fulfilled	
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).	Fulfilled	
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.	Fulfilled	Continuation of the process of continuous updating of the curriculum, the related documents, as well as the regulations and operational and specific procedures, in accordance with the dynamics of national and

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			international legislation.
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.	Fulfilled	Continuation of activities and expansion of doctoral students' academic mobility, in accordance with institutional regulations.
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.	Fulfilled	
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.	Fulfilled	Continuation of activities based on individual learning needs through the development of individualized training plans adapted to societal requirements and the existing infrastructure in the field. Continuation of improving the operational objective regarding 'he creation of an inclusive educational framework through the inclusion of dedicated chapters in regulations and methodologies.
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.	Fulfilled	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	Fulfilled	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	Fulfilled	
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.	Fulfilled	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	Fulfilled	
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.	Fulfilled	
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.	Fulfilled	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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.	Fulfilled	
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.	Fulfilled	
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.	Fulfilled	
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.	Fulfilled	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	Fulfilled	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	Fulfilled	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	Fulfilled	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	Fulfilled	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	Fulfilled	
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.	Fulfilled	

Summary Table of Performance Indicators – Degree of Fulfillment

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



A total of 32 performance indicators are fulfilled, 0 performance indicators are partially fulfilled, and 0 performance indicators are unfulfilled. There are no unfulfilled performance indicators.

VI. Conclusions

The decision to **Maintain accreditation** is proposed, considering that all 32 performance indicators are fulfilled.

VII. Annexes

- Visit schedule
- Minutes of the meetings
- The institution's point of view regarding the content of the REE



Calendarul vizitei de evaluare externă a calității
domeniului de studii universitare de doctorat/ The timetable for the evaluation of the external quality evaluation visit
for the doctoral university study domain

Instituția de învățământ superior/Higher Education Institution: **Universitatea "Dunărea de Jos" din Galați/ "Dunărea de Jos" University of Galați**

Școala doctorală/ Doctoral School: Științe Fundamentale și Inginerești/ Fundamental and Engineering Sciences

Domeniul de doctorat/ Doctoral Domain: Ingineria produselor alimentare / Food Engineering

Obiectivul evaluării externe/ The objective of the external evaluation: **Menținerea acreditării domeniului de doctorat/** maintaining the accreditation of the doctoral field

Perioada vizitei de evaluare/ The evaluation period: **16-17 March 2026**

Comisia de experți evaluatori ai ARACIS/Evaluation panel:

Reprezentantul ÎS/OFE:

Nr./No.	III.2 Numele și prenumele/ Last Name and First Name	Calitatea/Team role
1.	Prof. univ. dr.ing Nicoleta STĂNCIUC	<i>Persoană de contact/Contact person</i>

Nr./No.	III.1 Numele și prenumele/ Last Name and First Name	Calitatea/Team role
1.	Prof.univ.dr.ing. Ovidiu ȚIȚA	<i>Membru - Cadru didactic RNE</i>
2.	Prof. dr. Francesc Xavier GRAU VIDAL	<i>Membru - Evaluator internațional RNE-I</i>
3.	Student Lavinia ILIE	<i>Membru - Student doctorand RNE-S</i>

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
Luni / <i>Monday</i>, 16.03.2026			
9:00-9:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ <i>Technical discussions within the expert committee for external quality evaluation</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E
9:30-10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice/ <i>Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanții ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ <i>Representatives of the management of the organisational component</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E
10:20-11:30	Pauză/ <i>Break</i>		
11:30-12:20	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/ <i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E
12:20-13:30	Pauză de prânz/ <i>Lunch</i>		

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
13:30-14:30	Vizitarea bazei materiale/ <i>Visiting the material resources</i>	<ul style="list-style-type: none"> - Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai instituției sau Academiei Române, după caz/ <i>Representatives of the HEI or the Romanian Academy, as applicable</i> 	<p>Vizita infrastructurii de cercetare/Visit the research infrastructure:</p> <p>Centrul Integrat de cercetare, expertiză și transfer tehnologic în industria alimentară (Bioaliment-TehnIA)/ Integrated Center for Research, Expertise and Technology Transfer in the Food Industry</p>
14:30-15:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD</i>	<ul style="list-style-type: none"> - Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Cadre didactice conducători de doctorat/ <i>Teaching staff who are PhD supervisors</i> 	<p>Sala/Locația/ <i>Room/Location</i></p> <p>Sala 207, Campus Corp E / Room 207, Campus Building E</p>
15:30-15:45	Pauză/ <i>Break</i>		
15:45-16:45	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers³ of the DSUD alumni</i>	<ul style="list-style-type: none"> - Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i> 	<p>Sala/Locația/ <i>Room/Location</i></p> <p>Sala 207, Campus Corp E / Room 207, Campus Building E</p> <p>Direcția sanitar veterinară și pentru siguranța alimentelor Constanța/ Sanitary, Veterinary and Food Safety Directorate Constanța</p> <p>Executiv director</p> <p>Inspectoratul Școlar Județean-Inspector</p>

³ Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			Direcția sanitar veterinară și pentru siguranța alimentelor Galați/ Sanitary, Veterinary and Food Safety Directorate Galați Executiv director: Dunărea de Jos University Galați, REXDAN Platform Executive director Universitatea de Stiintele Vietii Iasi/ University of Life Sciences Iasi Universitatea din Craiova/Craiova University ETI European Food Industries S.A. High School Tg. Ocna, Bacău Technical University of Chișinău – University center " Bogdan Petriceicu Hasdeu"
16:45 - 17:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> -Responsabilii centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E Centrul de cercetare Bioaliment-TehnIA
Marți/ <i>Tuesday</i>, 17.03.2026			
8:30 - 9:15	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of quality assurance organisational</i>	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E The members of the Quality Assurance Council will be co-opted by the vice-rector and will participate based on their availability.

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
		<i>structures</i>	
9:15-10:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară / <i>Meeting of the experts panel with members of the University Ethics Committee</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Membri ai Comisiei de etică universitară/ <i>Members of the University Ethics Committee</i>	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E 2 membri ai comisiei de etică disponibili la data vizitei/2 members of the ethics committee available on the date of the visit
10:00-10:45	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți ⁴ doctoranzi din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Studenți doctoranzi/ <i>Doctoral students</i>	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E
10:45-11:00	Pauză / <i>Break</i>		
11:00-11:30-	Întâlnire tehnică a comisiei de experți evaluatori/ <i>Technical meeting of the expert evaluation panel</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E
11:30-12:15	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ^{5,6} ai DSUD/ <i>Meeting of the</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus

⁴ Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.

⁵ Se va evita invitarea absolvenților care sunt angajați ai ÎIS sau ai OFE, după caz.

⁶ Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
	<i>external quality evaluation experts' panel with alumni⁷ of the DSUD</i>	- Absolvenți ai domeniului de studii evaluat/ <i>Graduates</i>	Building E
12:15-13:15	Pauză de prânz / <i>Lunch</i>		
13:15-14:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității ⁸ / <i>Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures</i> - Persoana de contact/ <i>Contact person</i>	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E
14:00 – 14.30	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/Locația / <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E
14:30-15:30	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎLS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii și ai domeniului de studii evaluat/	Sala/Locația/ <i>Room/Location</i> Sala 207, Campus Corp E / Room 207, Campus Building E

⁷ Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.

⁸ Clarificarea unor aspecte rezultate din activitățile și discuțiile desfășurate pe parcursul efectuării vizitei, dacă se impune

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
	evaluare/ <i>Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process</i>	<i>Representatives of the management</i> - Persoana de contact/ <i>Contact person</i>	

If deemed necessary, and depending on the type of doctoral program being evaluated, additional meetings may also take place, for example with representatives of:

- departments providing IT support, for instance regarding the organization of online activities
- departments for international relations and student mobility
- the Counseling and Career Guidance Center, etc.

Prepared by,

Prof. univ. dr.ing Nicoleta STĂNCIUC

Prof. univ. dr. ing. Ovidiu TIȚA