



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:	Engineering and Management in Agriculture and Rural Development
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	<i>Prof.univ.dr. Livia VIDU</i>	Expert evaluator	
2.	<i>Prof. dr. Alba KRUJA</i>	International Expert	
3.	<i>Adriana - Valentina TRANDAF</i>	PhD Student Evaluator	

I. Introduction

The external evaluation report was drafted as a result of the periodic evaluation of the doctoral study field *Engineering and Management in Agriculture and Rural Development*, which operates within the **Doctoral School of Fundamental Sciences and Engineering, of IOSUD - "Dunărea de Jos" University of Galați.**

The periodic evaluation of the doctoral field *Engineering and Management in Agriculture and Rural Development* took place between March 23-25, 2026;

The evaluation is carried out according to the methodology developed by ARACIS - the Romanian Agency for Quality Assurance in Higher Education, with the objective of verifying the fulfillment of the standards and performance indicators regarding the organization and functioning of the doctoral field.

The expert committee is composed of the following members:

- *Prof.univ.dr. Livia VIDU*
- *Prof. univ.dr. Alba Kruja*
- *Ph. D. student Adriana Valentina TRANDAF*

The "Dunărea de Jos" University of Galați (UDJG) is a public higher education institution with a longstanding tradition in education and scientific research in the south-eastern region of Romania. The academic structures that formed the foundation of the present university were established beginning in 1948, when the first higher education institutes were created in the city of Galați. Subsequently, through the reorganization of the higher education system, these institutions evolved and consolidated within specialized institutes. www.ugal.ro.

The "Dunărea de Jos" University of Galați was established in its current form in 1974, by Decree no. 147/1974 of the State Council, through the merger of the Polytechnic Institute of Galați and the Pedagogical Institute of Galați. As a result of this reorganization, a comprehensive higher education institution emerged, capable of offering study programs and conducting research activities across diverse fields of science and technology.

At present, the "Dunărea de Jos" University of Galați has a complex academic structure, including 15 faculties, academic departments, research centers and laboratories, as well as doctoral schools. The institution offers higher education programs at the bachelor's, master's, and doctoral levels, covering a wide range of fields, including engineering, economics, social sciences, humanities, medical sciences, and the arts.

The university's activity is focused on training highly qualified specialists and on the development of scientific research and innovation, thereby contributing to the economic and social development of the region. The university has adequate human, material, and financial resources to fulfill its academic and research mission and implements institutional policies aimed at ensuring financial sustainability and medium- and long-term development.

Within the university operates the Doctoral Studies Organizing Institution – IOSUD UDJG, which coordinates the activity of doctoral schools and ensures the institutional framework for the organization and conduct of doctoral studies in accordance with ARACIS requirements and the European Standards and Guidelines (ESG). [Sistemul de management al calității](#)

Within IOSUD – "Dunărea de Jos" University of Galați, five multidisciplinary doctoral schools operate, namely: the Doctoral School of Mechanical and Industrial Engineering, the Doctoral School of Fundamental and Engineering Sciences, the Doctoral School of Social Sciences and Humanities, the Doctoral School of Economic Sciences, and the Doctoral School of Biomedical Sciences. [Școala Doctorală de Inginerie Mecanică și Industrială](#), [Școala Doctorală de Științe Fundamentale și Inginerești](#), [Școala Doctorală de Științe Socio-Umane](#), [Școala Doctorală de Științe Economice](#) și [Școala Doctorală de Științe Biomedicale](#). These structures ensure the organization and conduct of doctoral studies in various scientific fields, contributing to the development of research activities and the advanced training of doctoral candidates.

Compared to 2018, when 98 doctoral supervisors were active within IOSUD – UDJG across 16 doctoral fields, the university has currently recorded significant growth in its institutional research capacity, with 171 doctoral supervisors active within IOSUD across 19 doctoral fields. <https://www.ugal.ro/studii/>.

The doctoral study program *Engineering and Management in Agriculture and Rural Development* (IMADR) is classified within the branch of science *Engineering of Plant and Animal Resources*, belonging to the fundamental field of *Engineering Sciences*, in accordance with the classification of higher education study fields in Romania.

The doctoral field *Engineering and Management in Agriculture and Rural Development* was established at the “Dunărea de Jos” University of Galați by Order no. 4938 of August 12, 2016, issued by the Ministry of National Education and Scientific Research, and is organized within the Doctoral School of Fundamental and Engineering Sciences (SDSFI), part of IOSUD – “Dunărea de Jos” University of Galați. The creation of this doctoral field aimed to foster the development of advanced research in agriculture and rural development, as well as to train specialists with interdisciplinary competencies in the management of agri-food systems and the sustainable use of natural resources.

In accordance with the structure of the European higher education system, doctoral studies represent the third cycle of university education, organized within higher education institutions that hold the status of Doctoral Studies Organizing Institutions (IOSUD). These programs are primarily research-oriented, with the role of training researchers and specialists capable of contributing to the advancement of scientific knowledge and to the transfer of research results to the economic environment and society.

The IMADR doctoral field is part of the Doctoral School of Fundamental and Engineering Sciences, and its activity is aligned with the mission of IOSUD – UDJG to develop competitive doctoral programs focused on research, innovation, and technology transfer. The doctoral program aims to develop highly qualified human resources capable of generating innovative solutions for the agri-food sector and for the sustainable development of rural areas, in line with European and national policies on food security, sustainability, and the circular economy.

Within the IMADR doctoral field, doctoral activities are organized on the basis of an advanced academic training program, followed by an individual scientific research program, which enables doctoral candidates to acquire research, analytical, and innovation skills in the field of engineering and management of agricultural and rural systems. Through the research topics developed and through collaboration with the socio-economic environment, the doctoral field contributes to the advancement of interdisciplinary knowledge and to the development of applicable solutions in the field of agriculture and rural development.

II. Methods used

For the purpose of drafting the external evaluation report of the doctoral study field *Engineering and Management in Agriculture and Rural Development* (IMADR) within IOSUD – “Dunărea de Jos” University of Galați, the evaluation committee analyzed the internal evaluation report prepared by the institution, together with its annexes, which include supporting documents regarding the teaching, research, and administrative activities of the doctoral field.

Based on the documentation submitted prior to the evaluation visit, the committee verified the extent to which the standards and performance indicators established for doctoral study fields were met. During the preparatory stage preceding the evaluation visit, no additional documents were requested beyond those included in the self-evaluation report.

According to the evaluation schedule, established by mutual agreement with IOSUD – “Dunărea de Jos” University of Galați, site visits were carried out to the facilities designated for teaching and research activities used within the doctoral field *Engineering and Management in Agriculture and Rural Development*, including research laboratories, experimental infrastructure, and facilities used by doctoral candidates in their research activities.

During the visit, meetings and discussions were held with representatives of the university's leadership and of the academic structures involved in the organization of doctoral studies, namely the Vice-Rectors responsible for quality and teaching activities, the Director of IOSUD, the Director of the Doctoral School of Fundamental and Engineering Sciences, as well as the coordinators of the doctoral fields within the doctoral school, in accordance with the attached schedule.

Additionally, the evaluation committee held meetings with doctoral supervisors in the IMADR field (4 academic staff members), members of the Commission for Quality Evaluation and Assurance (CEAC), as well as representatives of the University Ethics Committee.

Separate discussions were also organized with doctoral students (10 participants), graduates of the doctoral field (5 graduates), and representatives of the socio-economic environment (8 employers), with the aim of assessing the relevance of the doctoral program for the labor market, the quality of the educational process, and the professional development opportunities offered to doctoral candidates. These meetings enabled the collection of relevant information regarding the conduct of research activities, the integration of doctoral candidates into scientific projects, and the institutional collaborations developed within the IMADR doctoral field.

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes

The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

Indicator I.P.A.1.1.1

For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

Presentation of the state of facts, supported by documents and data: For the operation of the doctoral study field *Engineering and Management in Agriculture and Rural Development* (IMADR), the “Dunărea de Jos” University of Galați (UDJG) has in place an appropriate institutional management system, based on clearly defined organizational structures and an internal regulatory framework governing the organization and functioning of doctoral studies.

Doctoral studies are organized within IOSUD – “Dunărea de Jos” University of Galați, and the IMADR doctoral field operates within the Doctoral School of Fundamental and Engineering Sciences ([Scolii Doctorale de Științe Fundamentale și Inginerești -SDSFI](#)). The organizational structure of IOSUD and the doctoral schools is presented in the university’s institutional documents, highlighting the roles and responsibilities of the governing and administrative structures involved in the management of doctoral studies (Annex A.1.1.1 – [Organigrama IOSUD și structura școlilor doctorale](#)).

The organization and functioning of doctoral studies at UDJG are regulated by the Charter of the “Dunărea de Jos” University of Galați, the Institutional Regulation for the Organization and Conduct of Doctoral Studies, as well as by other internal regulations and procedures applicable to academic and research activities (Anexa A.1.1.2 – [Carta UDJG](#); Anexa A.1.1.3 – [Regulamentul IOSUD privind studiile universitare de doctorat](#), along with other internal documents periodically revised in accordance with legal provisions).

The activity of the IMADR doctoral field is coordinated by the IOSUD management and the leadership of the Doctoral School of Fundamental and Engineering Sciences, in collaboration with the doctoral supervisors in the field. The doctoral training process includes the advanced academic training program and the individual scientific research program, and is monitored through specific institutional mechanisms such as the doctoral study contract, annual activity reports of doctoral candidates, and the activity of supervision committees and academic integrity structures (Annex [B.3.1.1a – State de funcții pentru comisiile de îndrumare](#); Annex [B.3.1.1b – Procesele verbale ale susținerilor rapoartelor de cercetare](#)).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the submitted documentation indicates that the “Dunărea de Jos” University of Galați has appropriate organizational structures and institutional mechanisms in place for the organization and conduct of doctoral studies in the field of *Engineering and Management in Agriculture and Rural Development*.

The institutional structures involved in the management of the doctoral field operate on the basis of clear and coherent internal regulations, in accordance with the national legislation governing the

organization of doctoral studies and with the ARACIS standards applicable to doctoral fields. The existing regulations and procedures define the responsibilities of the IOSUD governing bodies, the doctoral school, and the doctoral supervisors, thus ensuring the necessary framework for the organization, coordination, and monitoring of academic and research activities.

In this context, it can be concluded that the doctoral study field *Engineering and Management in Agriculture and Rural Development* benefits from a functional and appropriate institutional management system, which ensures the conduct of doctoral activities under conditions of transparency, administrative efficiency, and compliance with quality standards in higher education.

Aspects that constitute best practice examples: The organization and conduct of doctoral studies within IOSUD -UDJ Galați, implicitly in the doctoral field of *Engineering and Management in Agriculture and Rural Development*, is based on well-defined and transparent methodologies, regulations and procedures.

Recommendations: it is not the case

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator
I.P.A.1.2.1

The opinions of the faculty and department members, of the subsidiary or extension[–] and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

Presentation of the state of facts, supported by documents and data: Within the “Dunărea de Jos” University of Galați, the development and revision of methodologies, regulations, and procedures applicable to doctoral studies are carried out through consultation with the university’s academic and administrative structures, as well as with other stakeholders involved in academic and research activities. The process of drafting and updating institutional documents is regulated by the Charter of the “Dunărea de Jos” University of Galați ([Carta Universității „Dunărea de Jos” din Galați](#)), as well as by the internal regulations governing the organization and conduct of doctoral studies within IOSUD – UDJG. In accordance with these regulations, the development and revision of normative documents are conducted through consultation with the university’s academic structures, including the specialized committees of the University Senate, faculty councils, departments, as well as other institutional structures involved in the decision-making process ([Carta Universității](#); [Regulamentul IOSUD privind organizarea studiilor universitare de doctorat](#)). The consultation process includes formal institutional mechanisms, such as debates within faculty councils and doctoral school councils, consultations within the committees of the University Senate, as well as the collection of feedback from doctoral students and partners from the socio-economic environment involved in research and doctoral training activities. The consultation process involves various categories of members of the academic community, namely academic staff, researchers, doctoral students, and administrative personnel, as well as representatives of the socio-economic environment interested in the university’s academic and research activities. Institutional documents are analyzed within the university’s academic and administrative structures and are subsequently endorsed by the Administrative Council and approved by the University Senate, in accordance with internal procedures (Anexa A.1.2.3 – [Structura Senatului Universității](#); Anexa A.1.2.4 – [Consiliul de administrație al UDJG](#)). The participation of doctoral students in the decision-making process is ensured through their representation in the university’s governing structures and in the consultative bodies of IOSUD ([organismele consultative ale IOSUD](#)), which allows for the expression of doctoral students’ perspectives in the process of drafting and revising regulations and methodologies applicable to doctoral studies.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation and information made available to the evaluation committee indicates that the “Dunărea de Jos” University of Galați implements functional institutional mechanisms through which relevant stakeholders are involved in the process of drafting and revising regulations, methodologies, and procedures applicable to doctoral studies. The university’s academic

[–] The faculty, department, subsidiary, extension - hereinafter “organisational components”

structures, together with representatives of doctoral students and of the socio-economic environment, actively participate in the decision-making process regarding the organization and development of doctoral programs. These mechanisms contribute to ensuring transparency and the participatory nature of the decision-making process, as well as to aligning academic and research activities with the requirements of the socio-economic environment and the labor market. In this context, it can be observed that stakeholder involvement is carried out in an appropriate and systematic manner, contributing to the continuous improvement of the institutional framework for the organization of doctoral studies.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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Presentation of the state of facts, supported by documents and data: “Dunărea de Jos”

University of Galați has an adequate material base for carrying out teaching, research, and administrative activities related to doctoral university studies organized within IOSUD–UDJG, including for the doctoral field Engineering and Management in Agriculture and Rural Development (IMADR).

The university’s infrastructure includes spaces dedicated to teaching, research, and administrative processes, such as lecture halls, seminar rooms, teaching and research laboratories, libraries, and administrative offices, ensuring the proper conduct of academic and research activities. These facilities are appropriately sized and equipped for the activities carried out within the university and are presented in the institutional documents regarding the university’s material base (Annex A.2.1.1 – [Situația spațiilor didactice și de cercetare](#); REI, pp. 19–20).

Ph.D. students in the IMADR field use the university’s teaching and research infrastructure, which includes laboratories and research centers dedicated to agriculture, rural development, and the management of agri-food systems.

Doctoral research activities are supported by specialized infrastructures such as the Tehn. IA (Bioaliment) and MORAS research centers (within the Faculty of Food Science and Engineering), STRATEC (Faculty of Economics and Business Administration), as well as the experimental facilities of the “Lunca” Didactic and Research Station of the Faculty of Engineering and Agronomy in Brăila. These entities enable the conduct of applied and interdisciplinary research in the agri-food and rural development fields. The facilities are equipped with specific research equipment and are used both in teaching activities and in individual doctoral research programs, contributing to the integration of doctoral students into applied research activities and projects relevant to the socio-economic environment (Annex A.2.1.1 – [– Infrastructura de cercetare](#); REI, p. 14).

The university also provides Ph.D. students with support services such as the university library, access to international scientific databases, study spaces, and documentation centers, which contribute to the development of research activities and academic competencies (Annex A.2.1.1 – [Biblioteca și resursele informaționale](#); REI, p. 14). Currently, the university library is undergoing a digitalization process through the cross-border project “[Online Cross-Border University Library for Equitable Access to High-Quality Educational Services – CBOL](#),” project code ROMD00388, funded by the Interreg VI-B NEXT Romania–Republic of Moldova Programme, coordinated by Prof. PhD Silvius Stanciu.

In addition, DSUD–IMADR doctoral students have access to two properly equipped rooms, fitted with computers, video projectors, and appropriate furniture, intended for meetings and individual study: Room 207 (FSIA) and Room P45 (FIAB). To ensure access to scientific literature, over 420 publications have been acquired, with a total value exceeding 800,866.13 lei, funded through the university’s research projects (REI, p. 20).

University spaces are organized to ensure accessibility for all categories of users, including persons with disabilities, through facilities such as access ramps, elevators, and other infrastructure adaptations, allowing academic and administrative activities to be carried out under appropriate conditions (REI, p. 21).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of institutional documents and the information presented in the internal evaluation report highlights that “Dunărea de Jos” University of Galați has an adequate and diversified infrastructure for the organization and delivery of doctoral university studies in the field of Engineering and Management in Agriculture and Rural Development. The spaces designated for teaching, research, and administrative activities are appropriate in terms of equipment and functionality, allowing academic activities to be carried out under optimal conditions. The research infrastructure, including specialized centers and experimental facilities used within the IMADR field, supports the conduct of applied and interdisciplinary research activities and facilitates the integration of doctoral students into research projects relevant to the socio-economic environment. In this context, it can be concluded that the available material base directly contributes to achieving the objectives of the doctoral program and to the development of doctoral students’ research competencies, ensuring a favorable environment for study and research.

Recommendations: it is not the case

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	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
I.P.A.2.2.1	

Presentation of the state of facts, supported by documents and data: The material resources used within “Dunărea de Jos” University of Galați, including those supporting the activities carried out within the doctoral field Engineering and Management in Agriculture and Rural Development (IMADR), are managed and maintained through specific institutional mechanisms that ensure the proper functioning of the spaces and equipment used in teaching and research processes. The equipment of teaching and research laboratories is functional and periodically upgraded, while movable assets are managed through institutional procedures for inventory and usage monitoring. The university has specific procedures for the inventory of equipment and furniture, as well as procedures for the decommissioning of obsolete equipment and its replacement through modernization programs and procurement processes carried out in accordance with the applicable legislation. The process of modernizing the university infrastructure is supported through institutional funds, research projects, and investments dedicated to the development of academic infrastructure. Within laboratories and research spaces, designated responsible staff monitor the functionality of equipment, compliance with occupational health and safety regulations, and adherence to instructions regarding the use of research apparatus and equipment. In addition, technical and auxiliary staff provide the operational support necessary for the conduct of teaching and research activities, including the preparation of materials, verification of equipment functionality, and maintenance (REI, p. 22). Through these institutional mechanisms, the efficient use and proper maintenance of both immovable and movable assets utilized in academic and research activities within the university are ensured.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The material resources used within “Dunărea de Jos” University of Galați, including those supporting the activities carried out within the doctoral field Engineering and Management in Agriculture and Rural Development (IMADR), are managed and maintained through specific institutional mechanisms that ensure the proper functioning of the spaces and equipment used in teaching and research processes.

The equipment of teaching and research laboratories is functional and subject to periodic processes of inspection, maintenance, and modernization, while movable assets are managed through institutional procedures for inventory and monitoring of their use. The university applies specific procedures regarding the recording, use, and decommissioning of equipment, as well as programs for

the renewal and modernization of the material base, carried out in accordance with the applicable legal regulations (REI, p. 22).

Infrastructure management is carried out systematically through specialized administrative structures, which ensure the proper functioning of spaces and equipment used in teaching and research activities, as well as their adaptation to the specific requirements of doctoral study programs. In this context, it can be concluded that the material base used within the IMADR doctoral field is adequately and sustainably managed, ensuring optimal conditions for the conduct of teaching and research activities and for the development of doctoral students' research competencies.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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Presentation of the state of facts, supported by documents and data: For the organization and delivery of doctoral university studies in the field of Engineering and Management in Agriculture and Rural Development (IMADR), "Dunărea de Jos" University of Galați has adequate human resources in terms of both number and professional qualifications. Doctoral activities are carried out within IOSUD – "Dunărea de Jos" University of Galați, under the Doctoral School of Fundamental and Engineering Sciences (SDSFI), where doctoral supervisors with experience in research and academic activity in the field of plant and animal resource engineering are involved. Doctoral supervisors active in the IMADR field hold the habilitation in the doctoral field and meet the national standards established by CNATDCU for supervising doctoral theses, being actively involved in research activities and scientific projects relevant to agriculture and rural development (REI, pp. 23–24). They coordinate doctoral training activities and the individual research programs of doctoral students, ensuring the development of research competencies and their integration into academic and scientific activities. Doctoral supervisors are involved in scientific research at both national and international levels, as reflected by their participation in research projects, publication of articles in specialized journals, and involvement in academic networks and partnerships with the socio-economic environment. Their activity contributes to increasing the visibility of the doctoral field and to integrating doctoral students into research activities relevant to the agri-food sector and rural development.

Teaching activities within the advanced university training program are delivered by academic staff with appropriate academic and professional competencies for the disciplines taught, who are also engaged in research activities in fields related to the thematic areas of the doctoral program (Annex A.3.1.1a – [Lista conducătorilor de doctorat](#); Annex A.3.1.1b – [Statele de funcții și activitățile didactice](#)). The academic staff involved in the doctoral program have the qualifications and professional experience required to carry out the teaching and research activities included in the doctoral program (Annex A.3.1.1c – [CV conducători de doctora](#)).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the submitted documentation highlights that "Dunărea de Jos" University of Galați has adequate and well-structured human resources for the organization and delivery of doctoral university studies in the field of Engineering and Management in Agriculture and Rural Development. Ph.D. supervisors and academic staff involved in the doctoral program possess the necessary qualifications and professional competencies, being actively engaged in scientific research and integrated into projects and academic activities relevant to the agri-food sector and rural development. This involvement contributes to ensuring a competitive academic environment and to the integration of doctoral students into research activities with applied relevance. The structure of human resources and the professional experience of the staff involved support the efficient conduct of

doctoral training and research activities, ensuring the development of doctoral students' competencies and the implementation of doctoral research under appropriate conditions.

Recommendations: Recruitment of new PhD supervisors from national and international academic and scientific environments through affiliation with the Doctoral School.

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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Presentation of the state of facts, supported by documents and data: "Dunărea de Jos" University of Galați promotes the professional and personal development of teaching, research, and auxiliary staff involved in the academic and research activities carried out within IOSUD-UDJG, including in the doctoral field Engineering and Management in Agriculture and Rural Development (IMADR). The university has implemented institutional mechanisms that support the professional development of academic staff by encouraging participation in research activities, professional training programs, academic mobility, and national and international scientific events. Academic staff and doctoral supervisors are encouraged to participate in research projects, academic mobility programs, and dissemination activities of research results, thereby contributing to the development of professional competencies and enhancing the university's academic visibility (REI, p. 23). Moreover, the university supports the publication of research results in journals indexed in international databases and the participation of academic staff in continuing education and professional development programs. Professional development activities are aligned with the institution's strategic objectives, as outlined in the Strategic Development Plan of "Dunărea de Jos" University of Galați, which includes action directions regarding human resource development and the strengthening of research capacity (Institutional Strategic Plan; REI, p. 24). At the same time, the university provides an institutional framework for academic staff to participate in pedagogical training and programs aimed at developing teaching and research competencies, contributing to the continuous improvement of the quality of the educational process and research activities carried out within the doctoral field (REI, p. 24). The university also hosts the Continuing Education Department, offering a comprehensive professional development program available to both academic staff and doctoral students ([Departamentul de Formare Continuă](#)).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The participation of academic staff in research projects, mobility programs, and continuing education activities contributes to the consolidation of professional competencies, the enhancement of academic performance, and the development of the scientific visibility of the doctoral field. These activities also support the integration of international best practices into the teaching and research processes. Aligning these efforts with the university's strategic objectives ensures a stable institutional framework focused on continuous improvement, contributing to the enhancement of the quality of activities carried out within the doctoral field of Engineering and Management in Agriculture and Rural Development. In this context, it can be concluded that the university systematically and effectively ensures the professional and personal development of its staff in a manner relevant to the objectives of the doctoral program.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Presentation of the state of facts, supported by documents and data: The recruitment of teaching and research staff involved in academic and research activities at "Dunărea de Jos" University of Galați, including within the doctoral field Engineering and Management in Agriculture and Rural Development (IMADR), is carried out in accordance with national higher education legislation and the university's internal regulations. Procedures for filling teaching and research positions comply with the provisions of Law no. 199/2023 on higher education, as well as with subsequent normative acts regarding the organization of competitions for academic and research positions in higher

education. At the university level, the organization and conduct of competitions for teaching and research positions are regulated by the Charter of “Dunărea de Jos” University of Galați and by internal regulations concerning the filling of teaching positions and academic career promotion (Annex A.3.2.1 – [Carta UDJG](#); [Regulamentul privind ocuparea posturilor didactice și de cercetare](#)). Vacant teaching positions are advertised in accordance with the law, published in the Official Gazette of Romania, Part III, on the university’s website, and on platforms managed by the Ministry of Education. The selection process is conducted based on transparent academic and professional criteria, focusing on candidates’ professional competence, scientific performance, and teaching experience. In addition, the university may employ associate teaching staff or invited specialists, in accordance with applicable legislation and internal regulations, to support specific teaching or research activities (REI, p. 24). Documentation related to competitions (announcements, methodologies, selection committees, results) is publicly available, in accordance with legal requirements, ensuring transparency and traceability of the recruitment process.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of institutional documents highlights that “Dunărea de Jos” University of Galați applies recruitment procedures for teaching and research staff in accordance with current legislation and the university’s internal regulations. The organization of competitions for filling teaching and research positions is conducted transparently and verifiably, through the publication of announcements in the Official Gazette and on institutional platforms, as well as through the use of clearly defined academic and professional criteria focusing on scientific performance, teaching competence, and professional experience. The recruitment process adheres to the principles of equal opportunity, non-discrimination, and academic integrity, ensuring fair access for all candidates to teaching and research positions.

Aspects that constitute best practice examples: In the human resource selection process, HEI applies criteria higher than the minimum ones established in the CNATDCU committees.

Recommendations: it is not the case

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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Presentation of the state of facts, supported by documents and data: At “Dunărea de Jos” University of Galați, the digitalization of academic and administrative processes represents an important component of institutional management, with various IT tools being used to manage teaching, administrative, and research activities carried out within the university, including within IOSUD–UDJG and the doctoral field Engineering and Management in Agriculture and Rural Development (IMADR). The university uses an integrated IT system that allows for the management of academic and administrative databases, facilitating rapid access to relevant information for academic staff, administrative personnel, and students. Through these IT systems, information regarding students’ academic status, teaching and administrative activities, as well as various institutional processes specific to university management, is efficiently managed (REI, p. 25). The use of these IT systems contributes to the digitalization of administrative and academic workflows, reducing the time required for information processing and providing secure and rapid access to institutional data for all categories of users. Moreover, the university has IT and communication infrastructure that enables users to access electronic services and online informational resources. Institutional communication and the dissemination of general-interest information are carried out through the official website of “Dunărea de Jos” University of Galați, as well as through other IT platforms used for managing the educational process and administrative activities ([Platforme informatice și servicii digitale utilizate în cadrul UDJG](#)). Ph.D. students have access to electronic services and IT platforms that allow them to consult information regarding academic and administrative activities, as well as access to educational

and informational resources used in the teaching and research process ([Procedură operațională pentru accesul la sistemele informatice centralizate ale UDJG \(E-MAIL, PLATFORMĂ HR, ETC.\)](#)).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the submitted documentation highlights that “Dunărea de Jos” University of Galați systematically uses integrated IT tools and digital platforms for the management of academic and administrative processes. The digitalization of these processes contributes to the simplification of administrative workflows, increased operational efficiency, and improved user access to educational and administrative services. The IT systems in use allow for the collection, processing, and analysis of institutional data, supporting decision-making and the monitoring of academic activities. The use of digital platforms and IT infrastructure also contributes to enhanced institutional transparency and facilitates communication among members of the academic community, as well as between the university and external stakeholders.

Aspects that constitute best practice examples: UDJG’s projects were selected for funding under the “Grants for University Digitalization” call, demonstrating the institution’s strong commitment to modernizing its digital infrastructure.

Recommendations: it is not the case

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.
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Presentation of the state of facts, supported by documents and data: The doctoral study program in Engineering and Management in Agriculture and Rural Development (IMADR) within IOSUD – “Dunărea de Jos” University of Galați is organized in accordance with the principles of the Bologna system and the European Credit Transfer and Accumulation System (ECTS). The doctoral program comprises two main components: an advanced university training program and an individual scientific research program ([Regulamentul instituțional privind organizarea și funcționarea studiilor universitare de doctorat în școlile doctorale din Universitatea „Dunărea de Jos” din Galați](#)). The advanced university training program includes courses and academic activities aimed at developing the research competencies of doctoral students and is structured based on transferable study credits ([Plan de învățământ SD SFI](#)). Teaching and research activities are designed to contribute to the acquisition of competencies specific to the field of Engineering and Management in Agriculture and Rural Development, as well as to the development of analytical skills, innovation capacity, and knowledge transfer to the socio-economic environment. The doctoral curriculum is developed based on the analysis of expected learning outcomes and is aligned with the professional and research competencies that doctoral students are expected to acquire. The curriculum includes doctoral training activities, research activities, and periodic evaluations of doctoral progress, leading to the completion of original research and the preparation of the doctoral thesis ([Plan învățământ; Fișe discipline; Ocupatii preconizate-Program studii; Analiza interna asupra programului de studii](#), REI, p. 26). The doctoral curriculum is designed in a flexible manner, allowing the adaptation of the research pathway to the specific doctoral topic while ensuring coherence between academic training activities and scientific research activities.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the submitted documentation highlights that the doctoral study program

[–] 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.

in Engineering and Management in Agriculture and Rural Development is structured in a coherent and integrated manner, in accordance with the principles of the European Credit Transfer and Accumulation System (ECTS). The doctoral curriculum ensures the alignment between expected learning outcomes, professional and research competencies, and the training and research activities carried out within the program. The integration of the advanced university training program with the individual scientific research program allows for the progressive development of doctoral students' competencies and supports the conduct of original research relevant to the agri-food sector and rural development.

Recommendations: Introduction of learning outcomes into the curriculum in a standardized format that integrates knowledge, skills, responsibility, and autonomy.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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Presentation of the state of facts, supported by documents and data: The expected learning outcomes are formulated in terms of knowledge, skills, and competencies, in accordance with the National Qualifications Framework and the European Qualifications Framework (EQF). These outcomes are directly aligned with the requirements of the corresponding occupations, as defined in the relevant national occupational standards and the European Skills, Competences, Qualifications and Occupations (ESCO) classification, which specifies the key competencies required for the targeted professions. The expected learning outcomes are designed to correspond to the competencies acquired upon completion of doctoral studies, in correlation with Level 8 qualifications of the EQF/CEC and the National Qualifications Framework (CNC). These aspects are further developed and specified in the curriculum, as well as in course syllabi, which detail the competencies, objectives, content, and assessment methods for each course.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The curriculum is fully aligned with the qualification awarded, and doctoral graduates benefit from a clearly defined career perspective on the labour market, with transparent access to relevant information. The intended learning outcomes are directly correlated with the targeted occupations and are consistently reflected in the curricula and course descriptions. The connection with occupational standards is explicit, through the identification of the corresponding COR codes, ensuring coherence between the curriculum and the professional profile.

Recommendations: it is not the case

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.
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Presentation of the state of facts, supported by documents and data: The structure and content of the doctoral field *Engineering and Management in Agriculture and Rural Development*, together with the organization of teaching, learning, assessment, and research supervision processes, are oriented toward the development of both professional and transversal competencies. Through their appropriate design, these elements support the achievement of the intended objectives and outcomes. The curriculum structure and course

descriptions are conceived to foster the acquisition of knowledge, skills, and abilities, reflected in clearly defined learning outcomes. These outcomes contribute to fulfilling the mission and objectives of the study programs while aligning with the requirements of the economic environment in the food industry. After admission, the [Study Contract](#) and the [Individual Doctoral Study Programme](#) are completed for each doctoral student. Doctoral students enrolled in the first year are required to complete the advanced university training and documentation program, which is carried out on the basis of a [Curriculum](#). The advanced university training and documentation program is carried out according to the [Timetable](#) available on the institution's website.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The Doctoral Programme promotes student-centred learning by aligning its curriculum and course descriptions with key principles across three main areas: learning, teaching, and assessment. Additionally, doctoral students have the opportunity to share their feedback through a teaching evaluation questionnaire conducted at the end of each semester for all courses.

Recommendations: Introducing into the curriculum specialized disciplines in the agricultural and food industry fields to support doctoral students in the advanced training program.

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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Presentation of the state of facts, supported by documents and data: Ph.D students in the field *Engineering and Management in Agriculture and Rural Development* benefit from concrete opportunities for academic mobility, which can take place in physical, virtual, or blended formats through the Erasmus+ programme, coordinated by the Erasmus Office of DJUG. The university implements clear and transparent procedures for the organisation, recognition, and validation of study and practical mobility periods, in full accordance with the Erasmus Charter and the Erasmus+ Student Guide. DJUG holds agreements within the [Erasmus+ K131](#) and [Erasmus+ K171](#) programmes, including [Erasmus+ K131 traineeship. Annex B.3.1.2 4 Doctoral student mobility](#) – presents the centralized data at SDSFI level regarding the number of mobilities funded from the budget during the period 2020–2025. "Dunărea de Jos" University from Galați has over 500 Erasmus agreements for mobility established with prestigious universities worldwide. <https://www.ugal.ro/relatii-internationale/biroul-erasmus/programul-erasmus-2/parteneri>

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The institution organizing doctoral studies has developed and implemented a strategic internationalization plan, as well as an operational procedure aimed at stimulating doctoral students' research performance, including by encouraging participation in documentation and research internships abroad for the preparation of their doctoral theses. Through this approach, mobility is intended to contribute significantly to the development of professional and intercultural competencies, while strengthening the international dimension of training in the field of Engineering and Management in Agriculture and Rural Development.

Recommendations: Increasing the number of Erasmus mobility opportunities for doctoral students to enhance international visibility and support the development of research careers.

The indicator is: fulfilled.

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

Presentation of the state of facts, supported by documents and data: The doctoral program in Engineering and Management in Agriculture and Rural Development (IMADR) within

IOSUD – “Dunărea de Jos” University of Galați provides equitable opportunities for doctoral students, in accordance with national regulations and the university’s institutional documents. The principle of equal opportunity is reflected in the University Charter, the Regulations on the Organization and Conduct of Doctoral Studies, as well as in other institutional regulations that guarantee non-discriminatory access to doctoral programs and to the university’s academic resources. Doctoral students have equal access to doctoral training activities, research infrastructure, and the informational resources necessary to carry out academic and research activities. Additionally, doctoral students can benefit from academic support from their doctoral supervisors, mentoring activities, and participation in scientific and academic events. Within the doctoral program, mechanisms for communication and consultation between doctoral students and their supervisors are provided, allowing research activities to be adapted to the individual interests and capabilities of each student ([Carta](#), [Codul drepturilor și obligațiilor studentului](#); [Contractul de studii universitare](#), [Program consultativ ptr studenți](#), REI pg. 30). Doctoral training and research activities are organized in a flexible manner, enabling adaptation to individual learning styles and the specific nature of research topics, thereby contributing to the full development of each doctoral student’s potential.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights that the organization of the IMADR doctoral program adheres to the principles of equal opportunity, equitable access, and inclusion in the educational process. Doctoral students benefit from non-discriminatory access to doctoral training activities, research infrastructure, and opportunities for academic and professional development. Mentoring and academic communication mechanisms allow the doctoral pathway to be adapted to the individual needs and potential of each student. The flexibility in organizing academic and research activities contributes to accommodating diverse learning styles and creating an inclusive, performance-oriented educational environment. In this context, it is evident that the IMADR doctoral program ensures equitable opportunities for students, in accordance with the requirements of quality standards.

Recommendations: it is not the case

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.
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Presentation of the state of facts, supported by documents and data: “Dunărea de Jos” University of Galați provides doctoral students within the Engineering and Management in Agriculture and Rural Development (IMADR) program with access to educational resources and support services necessary for carrying out doctoral training and scientific research activities. Doctoral students have access to the university’s teaching and research spaces, including laboratories, study rooms, and research infrastructure used in academic activities. They also have access to the university library resources, including specialized collections, scientific journals, and electronic databases relevant to agriculture and rural development. Access to informational resources is provided both in physical and electronic formats, supported by the ongoing digitalization of the university library’s services. In this context, the university implements digital infrastructure development projects, including ROMD 00388 – Online Cross-Border University Library for Equitable Access to High-Quality Educational Services (CBOL), which contributes to expanding access to educational resources and modernizing services for users. Moreover, doctoral students have the opportunity to disseminate their research results through the scientific journal *Journal of Agriculture and Rural Development Studies* (JARDS), published by “Dunărea de Jos” University of Galați, providing an academic platform for the

valorization of doctoral research outcomes. The university provides doctoral students with academic and administrative services designed to support the doctoral training process, including information services, academic counseling, and access to digital platforms used in education and research. Additionally, the university's infrastructure is adapted to ensure accessibility for individuals with special educational needs or disabilities, through the facilities available within university buildings ([Methodology on Academic Mobility of Students](#); [Regulations on the organisation and functioning, permanent mobility REI](#), p. 31).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights that doctoral students within the IMADR program have adequate access to educational resources, research infrastructure, and support services necessary for carrying out academic and research activities. Access to the library, scientific databases, and digital infrastructure—including developments implemented through the ROMD 00388 project—contributes to increased access to information and improved conditions for documentation and research. Additionally, the availability of scientific dissemination channels, such as the UDJG University Annals, particularly the *Journal of Agriculture and Rural Development Studies* (JARDS), the journal of the IMADR doctoral program, supports the valorization of doctoral research results and the integration of doctoral students into the academic community. Through the academic and administrative services provided, the university creates a supportive and inclusive educational environment, ensuring equal access to resources for all doctoral students, including those with special educational needs.

Recommendations: it is not the case

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.
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Presentation of the state of facts, supported by documents and data: Within the doctoral program in Engineering and Management in Agriculture and Rural Development (IMADR) at IOSUD – “Dunărea de Jos” University of Galați, learning outcomes are defined in the doctoral program documents and are reflected in the structure of the advanced study-based training program, as well as in the research activities carried out by doctoral students. The learning outcomes are formulated to highlight the research, analytical, and innovative competencies that doctoral students are expected to acquire throughout the doctoral program. They are described in the curriculum and in the course syllabi of the doctoral training program and are aligned with the general objectives of the doctoral program as well as with the requirements of Level 8 of the National Qualifications Framework. Additionally, doctoral progress is assessed through academic mechanisms specific to doctoral studies, such as periodic evaluations of research activities, submission of progress reports, and evaluation of the research results achieved by doctoral students ([Annex B.1.1.1 1 Approval of subject sheets](#); REI, p. 33).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights that the learning outcomes are clearly formulated and aligned with the objectives of the doctoral program and the targeted research competencies. The structure of the doctoral program and the research activities carried out within it allow for monitoring the progress of doctoral students and assessing the competencies acquired throughout their doctoral studies. By clearly defining learning outcomes and implementing appropriate evaluation mechanisms, the IMADR doctoral program contributes to the development of advanced research competencies and to the production of relevant scientific contributions in the field of agriculture and rural development (REI, pp. 33–34).

Recommendations: it is not the case

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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Presentation of the state of facts, supported by documents and data: Within the doctoral program in Engineering and Management in Agriculture and Rural Development (IMADR) at IOSUD – “Dunărea de Jos” University of Galați, learning outcomes are explicitly defined in the doctoral program documents and are reflected in the structure of the advanced study-based training program, as well as in the research activities carried out by doctoral students.

The learning outcomes are formulated in terms of research, critical analysis, and innovation competencies, and are aligned with the objectives of the doctoral program and the requirements of Level 8 of the National Qualifications Framework. They are described in the curriculum and detailed in the course syllabi, which include the course objectives, content, teaching and assessment methods, as well as the expected learning outcomes.

These documents clearly define the expectations regarding doctoral students’ academic performance, facilitating the understanding of program requirements by both students and teaching staff.

Doctoral progress is assessed through mechanisms specific to doctoral studies, such as periodic evaluations of research activities, submission of progress reports, and assessment of the research results produced by doctoral students (*Plan învățământ; Fișe discipline;*; REI, p. 32).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights that the learning outcomes are defined in a clear and coherent manner and are aligned with the objectives of the doctoral program and the targeted research competencies. The structure of the course syllabi and the curriculum ensures transparency regarding expected learning outcomes and allows the alignment of teaching and research activities with the competencies being pursued. The evaluation mechanisms used within the doctoral program enable the monitoring of doctoral students’ progress and the verification of the acquisition of competencies specific to the doctoral level. In this context, it is evident that the learning outcomes are adequately described and contribute to a clear understanding of the doctoral program requirements by both students and teaching staff.

Aspects that constitute best practice examples: The evaluation of doctoral theses follows a well-defined procedure that details each step doctoral students and their supervisors must undertake to successfully complete the program.

Recommendations: it is not the case

The indicator is: fulfilled.

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

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

Presentation of the state of facts, supported by documents and data: DJUG ensures the implementation of a transparent and legislatively compliant policy regarding the recruitment, admission, transfers and mobility of students to the master's degree cycle. The institution organising doctoral studies applies specific procedures for admission, in accordance with the norms and methodology approved at institutional level. This methodology establishes the criteria, procedures and conditions of admission, ensuring transparency and compliance with national legislation in force. Candidates for admission to the doctoral program are assessed based on their level of training and information in the field, their ability to address specific research problems, to formulate innovative solutions and solutions, and the quantifiable results of previous scientific research. Equally, candidates are assessed based on their ability to argue the innovative nature of the proposed research topic, in relation to the current state of research in the chosen thematic field and the specialized bibliography, highlighting the personal contribution in approaching the doctoral topic

selected in agreement with the doctoral coordinator (art. 20 (2) of the [Admission Methodology](#)). The admission procedure also includes an oral test (art. 20 (1) of the Admission Methodology).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: Information about the required [documents](#), [locations and registration schedule](#), [competition schedule](#), [topics and required bibliography](#) are available on the institution's website (<https://admitere.ugal.ro/doctorat>). DJUG ensures the conclusion of a [study contract](#) with all admitted students, which establishes the rights and obligations of the parties, in accordance with the provisions of the legislation in force. This practice is an integral part of the organizational process of admission and enrolment, guaranteeing compliance with the legal framework and transparency of contractual relations between the institution and students.

Recommendations: Attracting PhD students from other countries, including from the Republic of Moldova

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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Presentation of the state of facts, supported by documents and data: Admission to doctoral studies in the field of Engineering and Management in Agriculture and Rural Development (IMADR) within IOSUD – “Dunărea de Jos” University of Galați is carried out in compliance with the principles of equal opportunities, fairness and transparency, in accordance with national legislation and the internal regulations of the university. The methodology for organizing and conducting the admission competition to doctoral studies establishes the conditions of participation, selection criteria and candidate evaluation procedures, ensuring non-discriminatory access to doctoral study programs. The admission process is organized in such a way as to provide equal opportunities to all candidates, regardless of social background, gender, ethnicity or beliefs. The university applies the provisions of the legislation regarding access to studies of foreign citizens and candidates from vulnerable groups, including those with special educational needs or disabilities. In this regard, support measures are provided to facilitate access to doctoral studies, such as adapting the conditions for conducting the admission competition, access to adapted university infrastructure and the possibility of academic counseling. Also, information regarding the organization of the admission competition, the conditions of participation and the selection criteria are published on the university website, ensuring the transparency of the process and equal access of all candidates ([Metodologia de admitere](#); , [Planul de egalitate de gen](#); REI, pp. 33–34).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights the fact that the admission procedures for doctoral studies in the field of IMADR are organized in accordance with the legal provisions and institutional regulations, respecting the principles of fairness, transparency and equal opportunities. The publication of information on admission and the use of clear and transparent selection criteria contribute to ensuring equal access of candidates to the doctoral program. Also, the existence of support measures for candidates from vulnerable groups and for people with disabilities demonstrates the institution's concern for ensuring an inclusive academic environment. In this context, it is noted that admission to doctoral studies is organized in a fair and transparent manner, ensuring adequate conditions for access for all categories of candidates.

Recommendations: it is not the case

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	The organisational component applies the regulations concerning the students'

I.P.B.7.2.1 professional activity.

Presentation of the state of facts, supported by documents and data: The activity of doctoral students in the field of doctoral studies in Agricultural Engineering and Management and Rural Development (IMADR) is carried out in accordance with the institutional regulations and national legislation on the organization of doctoral studies. The organization and conduct of the academic and research activities of doctoral students are regulated by the Regulation on the Organization and Conduct of Doctoral Studies, as well as by other institutional documents approved by the University Senate. These regulations establish the rights and obligations of doctoral students, the stages of the doctoral program, the structure of the training program based on advanced university studies, the individual scientific research program, as well as the methods of evaluating doctoral progress and the conditions for completing studies. During the doctoral program, doctoral students benefit from academic support from doctoral supervisors and the doctoral school, through mentoring activities, guidance and continuous monitoring of research progress. The evaluation of the activity of doctoral students is carried out periodically by presenting progress reports, defending them before the guidance committees and evaluating the results of the research carried out. Doctoral students have access to academic and digital resources, including research infrastructure, scientific databases and IT platforms, which support the conduct of research activities and individual academic career ([Regulamentul școlilor doctorale din IOSUD-UDJG](#); [Regulamentul de inițiere privind aprobarea, monitorizarea și evaluarea periodică a programelor de studii](#); [Metodologia de autoevaluare a activității IOSUD-UDJG și a activității școlilor doctorale din cadrul IOSUD](#); [Regulamentul instituțional privind organizarea și funcționarea studiilor universitare de doctorat în școlile doctorale din UDJG](#); [Metodologia privind organizarea și desfășurarea admiterii la ciclul III de studii universitare de doctorat](#); [Ghidul studentului doctorand](#); REI, page 34).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights the fact that the IMADR doctoral field systematically applies the institutional regulations regarding the professional activity of doctoral students and ensures the organizational framework necessary for the development of the academic path. The structure of the doctoral program, the mechanisms for monitoring progress and the involvement of doctoral supervisors contribute to ensuring a coherent academic path adapted to the individual needs of doctoral students. Periodic evaluations and mentoring activities allow for the monitoring of the evolution of doctoral research and timely intervention to optimize the activities carried out. In this context, it is found that the regulations regarding the professional activity of students are applied adequately, contributing to the efficient development of the academic path and the completion of doctoral studies under appropriate conditions. The academic progress of doctoral students is a well-regulated and transparent process. The professional activity of students is monitored and supported by regulations and procedures designed to facilitate academic progress.

Recommendations: it is not the case

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator
I.P.B.8.1.1

The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

Presentation of the state of facts, supported by documents and data: Within the UDJ GALAȚI, internationalization activities are coordinated at the institutional level through the structures responsible for international relations and academic cooperation, which manage mobility programs, inter-institutional agreements and international academic collaborations. The university develops partnerships with universities, research institutes and organizations from different countries, in order to carry out joint research activities, academic mobilities and experience exchanges between teaching staff, researchers and doctoral students. In this context, doctoral students and teaching staff in the field of Engineering and Management in Agriculture and Rural Development (IMADR) participate in academic mobilities, especially through the ERASMUS+ program, as well as in other forms of international cooperation. Internationalization activities include participation in international scientific

conferences and events, collaborations within research projects and publication of research results in internationally circulated scientific journals. In this regard, the Journal of Agriculture and Rural Development Studies (JARDS), edited by the "Dunărea de Jos" University of Galați, contributes to increasing the international visibility of research results and their integration into the global scientific circuit. The university is also involved in international and cross-border projects that support academic cooperation and the exchange of good practices, facilitating the integration of doctoral students in research activities with an international dimension ([Anexa B.3.1.2_2 Participari conferinte doctoranzi in stagiu](#); [Anexa B.3.1.2_4 Mobilități doctoranzi](#), <https://www.ugal.ro/relatii-internationale/biroul-de-relatii-internationale/retele-universitare> , <https://www.ugal.ro/anunturi/stiri-si-evenimente/15355-udjg-a-participat-la-conferinta-si-expozitia-anuala-eaie-desfasurata-la-goeteborg-suedia>, REI, pp. 39-40).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights the fact that the UDJ GALAȚI constantly carries out academic and scientific cooperation activities at the international level, which support the mobility of members of the academic community and the development of collaborations in the field of research

The participation of teaching staff and doctoral students in academic mobilities, international conferences and research projects contributes to the development of professional skills and to the increase of the international visibility of the IMADR doctoral field. At the same time, the existence of scientific dissemination tools, such as the JARDS journal, supports the integration of research results into the international academic space. In this context, it is found that internationalization activities contribute to increasing the quality of the educational and research process and to strengthening the positioning of the IMADR doctoral field within the international academic community.

Recommendations: it is not the case

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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Presentation of the state of facts, supported by documents and data: Scientific research activities represent the central component of the doctoral study program Engineering and Management in Agriculture and Rural Development (IMADR) within IOSUD – “Dunărea de Jos” University of Galați, directly contributing to the acquisition of learning outcomes specific to the doctoral level (REI, page 37). Learning based on scientific investigation is achieved by involving doctoral students in individual research activities, carried out within the doctoral program, under the coordination of doctoral supervisors and guidance committees, as well as within the academic management structures of the doctoral school, including the Doctoral School Council (CSD). Research themes are correlated with the research directions of the university and research centers. PhD students are integrated into research activities carried out within the centers Tech. IA (Bioaliment), MORAS, STRATEC and the “Lunca” Didactic and Research Station, having access to specific infrastructure and equipment. The research results are capitalized through participation in national and international scientific conferences and through the publication of scientific articles. The Journal of Agriculture and Rural Development Studies (JARDS) contributes to the dissemination of doctoral research results. PhD students also participate annually in the [Conferința Școlilor Doctorale \(CSSD-UDJG\)](#), organized by profile sections, which provides an institutional framework for the presentation of research results and the development of scientific communication skills. ([Annex B.3.1.2_1 Completed theses and committees](#), [Annex B.9.1.1_1 List of relevant publications by doctoral students](#) and [Annex B.9.1.12 List of relevant publications by doctoral students during completed studies](#), [Annex B.3.1.2_2 Conference participations completed studies](#), [Annex B.3.1.2_3 Conference participations of doctoral students in internship](#)

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The IMADR doctoral program is based on research-based learning, with doctoral students actively involved in the generation of scientific knowledge.

Integration into research projects, use of infrastructure and participation in scientific activities contribute to the development of advanced research skills. The valorization of results through publications and conferences, including CSSD-UDJG, supports the integration of doctoral students into the academic community.

It is found that research-based learning is adequately implemented and contributes to the achievement of the objectives of the doctoral program.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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Presentation of the state of facts, supported by documents and data: Within the field of doctoral studies Engineering and Management in Agriculture and Rural Development (IMADR) within IOSUD – “Dunărea de Jos” University of Galați, scientific research activities represent the fundamental component of the doctoral training process. Doctoral students carry out research activities within the individual scientific research program, under the coordination of doctoral supervisors, the topics addressed being correlated with the research directions of the field and with the topic of the doctoral theses. Research activities contribute to the development of analysis, synthesis and innovation skills and to the acquisition of learning outcomes specific to doctoral studies. Research activities are supported by the university infrastructure and research centers, such as TEHN. IA (Bioaliment), MORAS, STRATEC and the “Lunca” Didactic and Research Station, which provide doctoral students with the necessary framework for conducting applied and interdisciplinary research. Doctoral students are encouraged to participate in scientific conferences and publish research results in specialized journals. In this context, the Journal of Agriculture and Rural Development Studies (JARDS) contributes to increasing the visibility of research results, and participation in the Doctoral Schools Conference (CSSD-UDJG) supports their dissemination and integration into the academic community. Through these activities, research results are capitalized on in the doctoral training process and contribute to the development of the academic and professional skills of doctoral students ([Annex B.9.1.1 2 List of relevant publications of doctoral students with completed studies](#), [Annex B.9.1.1 1 List of relevant publications of doctoral students in internship](#); [Annex A.3.1.1 6 Patents and patent proposals](#), REI, page 35).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights the fact that the research activities carried out within the IMADR doctoral field directly support the learning process and the development of the research skills of the doctoral students. Their involvement in research projects, in scientific activities and in the dissemination of results contributes to the consolidation of academic skills and to the achievement of relevant scientific contributions in the field of agriculture and rural development.

The valorization of the research results through scientific publications, including in the Journal of Agriculture and Rural Development Studies (JARDS), as well as through participation in scientific conferences, including within the Conference of Doctoral Schools (CSSD-UDJG), supports the visibility of the results at national and international level and the integration of the doctoral students into the academic community.

In this context, it is found that the research activities are relevant, visible and adequately valorized, in line with the objectives of the doctoral program.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator	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
I.P.C.1.1.1	

Presentation of the state of facts, supported by documents and data: The "Dunărea de Jos" University of Galati has an internal quality assurance system, organized in accordance with the provisions of national legislation and the institutional regulations established by the University Charter and by the internal regulations on quality management. At the university level, there are structures dedicated to ensuring and monitoring the quality of educational and research processes, such as the Department for Quality Assurance, the Commission for Evaluation and Quality Assurance (CEAC) and the University Ethics Commission, which monitor the implementation of procedures and periodically evaluate academic and administrative activities. Within IOSUD – UDJG and the IMADR doctoral field, specific procedures are applied regarding the monitoring of the doctoral course, the evaluation of the activity of doctoral students and doctoral supervisors, as well as the analysis of research results. These processes are supported by the management structures of the doctoral school, including the Doctoral School Council (CSSD), which contributes to the analysis and improvement of academic and research activities. The university also periodically develops internal quality assessment reports and strategic documents that establish development directions and measures to improve doctoral study programs, including in the field of IMADR (<https://www.ugal.ro/studii/doctorat/scoli-doctorale/scoala-doctorala-de-stiinte-fundamentale-si-ingineresti>; [Proceduri operaționale pentru evaluarea conducătorilor de doctorat de către studenții doctoranzi](#). [HS 93 din 24 3 2021 anexa 1 Procedura evaluare conducatori doctorat-doctoranzi.pdf](#)

[Activitatea conducătorilor de doctorat este apreciată anual de către conducerea SDSFI.REI](#), pp. 47–48).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights the fact that the "Dunărea de Jos" University of Galați consistently applies internal quality assurance procedures and mechanisms, which are integrated into the institutional management of educational and research activities. The institutional structures responsible for quality assurance, including the Department for Quality Assurance, the CEAC and the Ethics Commission, as well as the structures specific to doctoral studies, including the Doctoral School Council (CSSD), monitor the implementation of the strategies and procedures established at the university level and contribute to the periodic evaluation of academic and research activities carried out within the IMADR doctoral field. The results of these evaluations are reflected in internal quality assurance reports and are used for the continuous improvement of the doctoral program, including by updating the program content, optimizing research activities and improving the conditions for conducting doctoral studies.=
In this context, it is found that the quality assurance mechanisms have a real impact on the development and continuous improvement of the educational and research process carried out within the analyzed doctoral field.

Recommendations: it is not the case

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

Presentation of the state of facts, supported by documents and data: Within the "Dunărea de Jos" University of Galati, the implementation and monitoring of quality assurance procedures

involves the active participation of members of the academic community and the periodic consultation of other relevant stakeholders. The process of analysis and evaluation of academic and research activities within IOSUD - UDJG and the doctoral field of Engineering and Management in Agriculture and Rural Development (IMADR) includes the involvement of teaching staff, doctoral supervisors, doctoral students and representatives of the socio-economic environment. This involvement is achieved through participation in decision-making and consultative structures, such as the Doctoral School Council (CSD), through internal evaluation activities and through consultations on the development of the doctoral program. The opinions of doctoral students are collected through institutional feedback mechanisms and through their representation in academic structures, contributing to the improvement of the doctoral program and the adaptation of research activities to their needs. Also, consulting representatives of the economic and professional environment allows the correlation of research topics and academic activities with the requirements of the labor market and with developments in the field of agriculture and rural development ([Operational procedure for student evaluation of academics](#), [Operational procedure for evaluation of the learning environment](#), www.evaluare.ugal.ro, REI, page 47).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents:

The analysis of institutional mechanisms highlights the fact that the “Dunărea de Jos” University of Galați systematically involves members of the academic community and other stakeholders in the process of implementing and monitoring quality assurance procedures. The participation of teaching staff, doctoral students and representatives of the socio-economic environment in decision-making structures and evaluation processes contributes to the formulation of concrete measures to improve the doctoral program. The opinions collected are used to update academic and research activities, adapt research topics and optimize the conditions for conducting doctoral studies. In this context, it is found that the involvement of stakeholders has a real impact on the implementation of procedures and on the continuous improvement of the quality of the IMADR doctoral program

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

Indicator I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

Presentation of the state of facts, supported by documents and data: Within the “Dunărea de Jos” University of Galati (UDJG), the University Ethics Commission (CEU) is organized and operates in accordance with the provisions of the Higher Education Law no. 199/2023, as well as the internal regulations approved by the University Senate. The CEU activity is carried out based on the Regulation of the University Ethics Commission and the Code of University Ethics and Deontology, documents that establish the principles, attributions and procedures for analyzing complaints regarding deviations from the norms of academic ethics ([CEU Regulation](#); [Code of University Ethics and Deontology](#); [UDJG Charter](#)) The University Ethics Commission carries out its activity independently of any other structure or person within the university, in accordance with legal and regulatory provisions. The members of the commission are persons with professional prestige and academic integrity, selected in compliance with the legal norms regarding incompatibilities and decision-making independence. Within CEU, specific mechanisms are implemented to prevent and combat deviations from academic ethics, including in the field of scientific research ethics, analyzing situations regarding plagiarism, conflicts of interest, discrimination or other forms of violation of academic conduct norms (Regulations on academic ethics and integrity; Institutional policies on the prevention of discrimination). CEU's activity is reflected in annual reports on compliance with the

norms of academic ethics and deontology, which are presented for analysis and approval to the university's management structures and are made public on the institutional website ([CEU Annual Report](#); REI, page 43). In the context of doctoral studies, the University Ethics Committee has an essential role in monitoring compliance with the norms of ethics of scientific research, including with regard to the originality of doctoral works, the prevention of plagiarism and compliance with the principles of academic integrity in the development of doctoral theses. (REI, pages 43-44)

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights the fact that the University Ethics Commission within UDJG operates on the basis of a clear regulatory framework, approved by the University Senate, and exercises its powers independently, in accordance with the provisions of the legislation in force. The decision-making independence of the commission, the transparency of the procedures and the publication of annual reports contribute to strengthening trust in the institutional mechanisms for ensuring academic integrity. The institutional mechanisms regarding ethics and academic integrity are implemented effectively, including in the field of doctoral research, and the activity of CEU contributes to the prevention and management of situations of deviation from ethical norms, ensuring compliance with the principles of good conduct in teaching and research activities. Therefore, it is found that CEU operates adequately, under conditions of independence and legality, contributing to maintaining an academic climate based on integrity and responsibility.

Recommendations: it is not the case
The indicator is: fulfilled.

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

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

Presentation of the state of facts, supported by documents and data: Within the "Dunărea de Jos" University of Galati, institutional procedures are implemented regarding the initiation, approval, monitoring and periodic evaluation of programs and fields of study, in accordance with national legislation and internal regulations approved by the University Senate. For the doctoral field of study Engineering and Management in Agriculture and Rural Development (IMADR), these procedures are applied through specific IOSUD mechanisms, which include periodic monitoring of doctoral activities, assessment of doctoral students' progress, analysis of research results and periodic revision of the curriculum related to the doctoral training program. The internal evaluation process is carried out through the periodic development of internal evaluation reports (REI), which include analyses of the quality of academic and research activities, as well as proposals for improving the doctoral program. The results of these evaluations are integrated into institutional reports on quality assurance and are used to substantiate decisions regarding the development of the doctoral field ([IOSUD Regulations](#); REI, pp. 45–46).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights the fact that the IMADR doctoral field consistently applies the institutional procedures regarding the monitoring and review of the study program, these being integrated into the internal quality assurance system. Internal evaluation mechanisms, monitoring of doctoral progress and analysis of research results contribute to identifying strengths and aspects that require improvement, and the results of these processes are used in updating the curriculum and optimizing research activities. Therefore, it is found that the procedures are systematically applied and have a real impact on ensuring and improving the quality of the IMADR doctoral program.

Recommendations: it is not the case
The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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Presentation of the state of facts, supported by documents and data: Within IOSUD – “Dunărea de Jos” University of Galati, the process of initiating, monitoring and periodic review of study programs involves the active participation of members of the academic community and the systematic consultation of other relevant stakeholders. For the doctoral study field Engineering and Management in Agriculture and Rural Development (IMADR), these processes include the involvement of doctoral supervisors, doctoral students, as well as academic management structures, namely the Doctoral School Council (CSSD) and the Council for Doctoral University Studies (CSUD).

Also, representatives of the socio-economic environment and the agri-food sector are consulted in the process of reviewing the doctoral program, in order to correlate the research topics and the skills developed with the requirements of the labor market and with developments in the field of agriculture and rural development.

The opinions of doctoral students are collected through institutional feedback mechanisms and through their participation in advisory structures, and the results of internal analyses are used to update the doctoral training program and optimize research activities

(<https://evaluare.ugal.ro/index.php/en/mediul-de-invatare>,

<https://evaluare.ugal.ro/index.php/en/evaluarea-conducatorilor-de-doctorat-de-catre-studentii-doctoranzi/chestionar-de-evaluare-a-conducatorilor-de-doctorat-de-catre-studentii-doctoranzi-sd-sfi>,

REI, page 46).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights the fact that members of the academic community and external stakeholders are systematically involved in the process of implementing and reviewing the procedures related to the IMADR doctoral field.

The participation of doctoral supervisors, doctoral students and representatives of the socio-economic environment contributes to the continuous adaptation of the doctoral program to the requirements of the academic environment and the labor market. The results of these consultations are integrated into the decision-making process and lead to the improvement of the quality of doctoral training and research activities.

Recommendations: it is not the case
The indicator is: fulfilled.

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

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

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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Presentation of the state of facts, supported by documents and data: Within the "Dunărea de Jos" University of Galati, institutional procedures are implemented regarding the periodic evaluation of the activity of teaching staff, which also include the evaluation of their performance by students. For the doctoral study field of Engineering and Management in Agriculture and Rural Development (IMADR), the evaluation of teaching staff is also carried out through the feedback provided by doctoral students, within the framework of doctoral training activities and the academic relationship with doctoral supervisors. The evaluation process is periodic and is carried out according to the institutional procedures approved at the university level, with the opinions of doctoral students being collected regarding the quality of teaching activities, academic guidance and support offered within the doctoral program. The evaluation results are analyzed at the level of academic structures (IOSUD, CSSD), being used to identify aspects that require improvement and to optimize the teaching

and research activities carried out within the doctoral field (<https://evaluare.ugal.ro/index.php/en/evaluarea-conducatorilor-de-doctorat-de-catre-studentii-doctoranzi/chestionar-de-evaluare-a-conducatorilor-de-doctorat-de-catre-studentii-doctoranzi-sd-sfi>; REI, page 47)

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights the fact that the process of evaluating teaching staff by students is systematically implemented within the IMADR doctoral field, being an integral part of the internal quality assurance system. The results of the evaluations are analyzed at the institutional level and at the level of IOSUD structures, contributing to the improvement of the quality of teaching activities and the relationship between doctoral supervisors and doctoral students. By capitalizing on the feedback provided by doctoral students, the university ensures the continuous adaptation of the educational process to the needs of the beneficiaries and the increase in the quality of doctoral training.

Recommendations: it is not the case

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
I.P.C.5.1.1 the internal quality assurance process.

Presentation of the state of facts, supported by documents and data: Within the "Dunărea de Jos" University of Galați, institutional databases and information systems are used to collect, store and analyze data necessary for the internal quality assurance process.

At the level of IOSUD and the doctoral study field of Engineering and Management in Agriculture and Rural Development (IMADR), data on the activity of doctoral students, doctoral progress, scientific research results, participation in academic events and performance indicators of doctoral supervisors are systematically collected and analyzed. These data are integrated into institutional databases and are used in the development of internal evaluation reports (REI), annual quality assurance reports and other institutional analysis documents. At the same time, the university uses information platforms and digital resources to manage academic information and to monitor teaching and research activities.

The process of data collection and analysis is carried out systematically, and the information obtained is used to substantiate decisions regarding the development and improvement of the doctoral program (<https://www.calitate.ugal.ro/index.php/ro/>, REI, pp. 47–48).

Also, the digitization of educational resources and the development of the digital university library, including through institutional projects such as CBOL (ROMD 00388), contribute to expanding access to information and improving the processes of collecting and using academic data.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the documentation highlights the fact that the IMADR doctoral field systematically uses databases and IT tools to collect and analyze data relevant to quality assurance.

Data on the activity of doctoral students, research results and academic performance are periodically analyzed and used in the decision-making process, contributing to monitoring the performance of the doctoral program and identifying improvement measures. By using these databases and through systematic analysis of information, the university ensures the necessary support for the implementation of an efficient quality management system within the IMADR doctoral field.

Recommendations: it is not the case

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

Presentation of the state of facts, supported by documents and data: The "Dunărea de Jos" University of Galati ensures the transparency of information of public interest through the official institutional website, which provides access to a coherent set of updated information on the educational offer, study programs, qualifications awarded and academic and research activities carried out.

Within the sections dedicated to doctoral studies and IOSUD - UDJG, relevant information is published regarding the field of doctoral studies in Agricultural Engineering and Management and Rural Development (IMADR), including: the regulations of doctoral studies, the admission methodology, the structure of the doctoral program, doctoral supervisors, research topics, as well as the requirements for the development and defense of doctoral theses.

The University also ensures public access to essential institutional documents, such as the University Charter, the regulations on the organization of university studies, the codes of ethics and university deontology and quality assurance procedures.

The transparency of research results is also supported by their publication in specialized scientific journals and through the institutional journal [Journal of Agriculture and Rural Development Studies](#) (JARDS), which contributes to the dissemination of research results and to increasing the academic visibility of the IMADR field.

Information is communicated through online platforms and other institutional channels, ensuring easy access of doctoral students, candidates and other interested parties to relevant information (<https://ugal.ro/studii/doctorat>, <https://www.admitere.ugal.ro/doctorat/sesiunea-iulie-doctorat>; REI, page 46).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents:

The analysis highlights the fact that the "Dunărea de Jos" University of Galați ensures an adequate level of transparency of information of public interest, by systematically publishing and permanently updating it on institutional platforms.

Access to relevant information regarding the organization and conduct of doctoral studies in the field of IMADR contributes to the correct information of candidates, doctoral students and other stakeholders, thus facilitating their participation in educational and academic processes.

By using multiple communication channels and by publishing relevant institutional documents, the university respects the principles of transparency and free access to information of public interest.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Presentation of the state of facts, supported by documents and data: Within the "Dunărea de Jos" University of Galati (UDJG), the transparency of decision-making processes is ensured in accordance with the provisions of the legislation in force and the university Charter, which enshrines the principles of transparency, accountability and access to information of public interest.

Decisions adopted at the level of the university's management structures, such as the University Senate and the Board of Directors, as well as those of the academic structures (faculties, departments, IOSUD, the Council for Doctoral University Studies - CSUD and the Doctoral School Council - CSD), are publicly communicated through institutional platforms, in particular through the university's official website.

Relevant information regarding the decisions of the management structures, internal regulations, institutional strategies and administrative documents is published within the sections dedicated to institutional transparency. Also, information regarding the organization and conduct of doctoral studies in the field of Engineering and Management in Agriculture and Rural Development (IMADR) is available to the interested public.

At the same time, decision-making processes involve consulting members of the academic community, including doctoral students, through their participation in management structures and academic representation mechanisms. The communication of decisions and relevant information is also carried out through internal institutional channels, such as IT platforms and official electronic

communication, ensuring rapid access of members of the academic community to information of interest (<https://ugal.ro/studii/doctorat/regulamentul-privind-organizarea-studiilor-universitare-de-doctorat>; <https://ugal.ro/studii/doctorat>, <https://www.admitere.ugal.ro/doctorat/sesiunea-iulie-doctorat>, REI, page 47).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis highlights the fact that the "Dunărea de Jos" University of Galați ensures a high level of transparency of decision-making processes, by systematically publishing relevant information and by involving the academic community in the decision-making process. The participation of academic structures and doctoral student representatives in the consultation and decision-making processes contributes to increasing transparency and strengthening participatory management. Access to information regarding academic and administrative decisions facilitates the monitoring of activities and ensures compliance with the principles of good university governance.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation
The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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Presentation of the state of facts, supported by documents and data: "Dunarea de Jos" University of Galati systematically participates in external quality assessment processes, in accordance with the provisions of national legislation and the standards established by the competent bodies in the field. The activities related to external assessment are carried out based on the normative framework represented by the Higher Education Law no. 199/2023, subsequent normative acts, as well as the standards and guides developed by ARACIS regarding the external quality assessment in higher education. Within IOSUD - UDJG, the field of doctoral studies in Agricultural Engineering and Management and Rural Development (IMADR) is periodically subject to external assessment processes, in order to authorize, accredit and maintain quality standards. In this context, the university develops the internal evaluation report (REI), collects and structures the relevant data and transmits the necessary documentation to ARACIS, in accordance with the established procedures and deadlines. The external evaluation process is supported by the involvement of institutional structures responsible for quality assurance (CEAC, Quality Assurance Department), as well as structures specific to doctoral studies (CSUD, CSSD), which contribute to the preparation of documentation and the organization of activities related to the evaluation.


Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis highlights the fact that the "Dunărea de Jos" University of Galați complies with the legal obligations regarding participation in external quality assessment processes and adequately implements the procedures related to them. The external assessment process is organized and carried out rigorously, with the involvement of relevant institutional structures and in compliance with the quality standards established at national level. The collection, validation and transmission of data, as well as the development of specific documentation (REI), demonstrate the institutional capacity to support external assessments in conditions of compliance and efficiency.


Through these mechanisms, the university ensures the functioning of the IMADR doctoral program in accordance with legal requirements and contributes to maintaining and improving quality standards.

Recommendations: it is not the case

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
<p>✓ the strengths/best practice examples identified along the entire report within the analysis per indicators will be included here. Other, general strengths that do not fall under a specific indicator may be included as well.</p>	<p>INTERNAL FACTORS</p> 	<p>✓ the weaknesses identified throughout the entire report within the analysis per indicators will be included here. Other, general weaknesses that do not fall under a specific indicator may be included as well.</p>
<p>✓ The IMADR doctoral field is structured in accordance with the specific requirements of the Plant and Animal Resources Engineering field, and the learning outcomes contribute to the formation of advanced research and analysis skills in the field of agriculture and rural development.</p> <p>✓ The human resource involved in doctoral activities is represented by doctoral supervisors and teaching staff with national and international recognition, involved in relevant research projects and academic activities.</p> <p>✓ The material base and research infrastructure available within the university ensure adequate conditions for carrying out doctoral research activities and for achieving relevant scientific results.</p> <p>✓ There is a constant concern for the digitalization of academic and administrative processes, facilitating access to educational resources and modern research tools.</p> <p>✓ The development of international collaboration relations, including traditional academic partnerships, contributes to increasing the visibility and quality of research activities.</p> <p>✓ Collaboration with the socio-economic environment and involvement in applied</p>		<p>✓ Difficulties in attracting and retaining young human resources in teaching and research activities, in the context of socio-economic constraints and labor market competitiveness.</p> <p>✓ The heterogeneous level of preparation of doctoral candidates, determined by the differences in previous academic training and access to educational resources.</p>

<p>projects facilitates knowledge transfer and creates favorable conditions for the professional insertion of graduates.</p>		
<p>SWOT analysis</p>		
<p>Opportunities:</p> <ul style="list-style-type: none"> ✓ Identify external factors that could create opportunities to improve the quality of education in the study domain. 	 <p>EXTERNAL FACTORS</p>	<p>Threats:</p> <ul style="list-style-type: none"> ✓ Identify external factors that could constitute threats to the quality of education in the study domain.
<ul style="list-style-type: none"> ✓ Development of partnerships with the economic and institutional environment in the agri-food sector, in order to carry out applied research and technology transfer. ✓ Access to funds through national and international projects, which contribute to the development of research infrastructure and the increase of institutional capacity. ✓ Academic and scientific mobility opportunities (Erasmus+, international programs), which support the professional development of doctoral students and teaching staff. ✓ Expanding collaborations with research centers and universities abroad, facilitating integration into international research networks. 		<ul style="list-style-type: none"> ✓ Decrease in the number of candidates for university studies, including doctoral studies, due to demographic decline. ✓ Economic pressures that may negatively influence the ability of potential doctoral students to continue their studies, in favor of rapid integration into the labor market. ✓ Limited level of funding for higher education and research, which may affect the development of infrastructure and support for academic activities.

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.	<p>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</p>	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	required by law.		
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Recruitment of new PhD supervisors from national and international academic and scientific environments through affiliation with the Doctoral School.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	Introduction of learning outcomes into the curriculum in a standardized format that integrates knowledge, skills, responsibility, and autonomy.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and	F	Introducing into the curriculum specialized disciplines in the agricultural and food industry

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	through the teaching strategies used in the learning and teaching activities and experiences.		fields to support doctoral students in the advanced training program.
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Increasing the number of Erasmus mobility opportunities for doctoral students to enhance international visibility and support the development of research careers.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	Attracting PhD students from other Countries, including from the Republic of Moldova
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	

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.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

Following the evaluation visit and based on the analysis of performance standards and indicators, internal and external evaluations, as well as the continuous monitoring carried out by the competent institutional structures, a series of general conclusions can be drawn regarding the quality of education offered within the Doctoral Study Area in Engineering and Management in Agriculture and Rural Development:

- Established and productive collaboration with institutions in Moldova, contributing to international student recruitment and regional academic integration.
- The PhD domain demonstrates clear alignment with industry demands, enhancing the applicability and impact of research outcomes.
- Effective incorporation of advanced technologies in both research and doctoral training processes.
- Ability to attract funding from multiple sources, including national, European, and project-based schemes.
- Establishment of a dedicated academic journal that supports PhD candidates in disseminating their research.
- Encouraging doctoral candidates to publish from the first year of study, fostering a strong research culture.
- High retention levels indicate effective supervision, student support, and program structure.
- Availability of training programs that strengthen students' research skills and academic development.
- Strong communication between faculty and PhD candidates, contributing to a collaborative and supportive learning environment.
- A significant number of successful PhD completions over recent years, reflecting program stability and effectiveness.

In conclusion, the Doctoral Study Area in Engineering and Management in Agriculture and Rural Development provides high-quality academic training, backed by a strong institutional framework, sufficient teaching resources, and a clear commitment to ongoing improvement, fully aligning with the standards of the European Higher Education Area and the demands of the labor market.

Propose and substantiate a decision.

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

- a) **/maintaining accreditation (MAC);**

VII. Annexes

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

– When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.