

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	„Ion Ionescu de la Brad” Iași University of Life Sciences (IULS)
Doctoral School:	VETERINARY MEDICINE
Doctoral Domain:	VETERINARY MEDICINE
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.	CODREANU MARIO DARIUS	Expert evaluator	
2.	PALIĆ DUŠAN	International Expert	
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I. Introduction

Type of evaluation: **Periodic evaluation of the field of doctoral studies**

Evaluation period: **11-12 June 2026**

Members of the ARACIS Evaluation Panel:

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This report was prepared within the framework of the external evaluation procedure for maintaining the accreditation of the doctoral study domain Veterinary Medicine, organised within the Doctoral School of Veterinary Medicine ([SDMV](#)) of the "Ion Ionescu de la Brad" Iași University of Life Sciences ([IULS](#)). The evaluation was conducted in accordance with the ARACIS methodology, standards and performance indicators applicable to doctoral studies and was based on the analysis of the self-evaluation report, supporting documentation, meetings with relevant stakeholders and the site visit conducted by the evaluation panel.

The "Ion Ionescu de la Brad" Iași University of Life Sciences is a public higher education institution with a long academic tradition, operating in accordance with the provisions of the Romanian Constitution, [Law no. 199/2023](#) on Higher Education and its own Charter. Founded in 1912, IULS currently comprises four faculties (Agriculture, Horticulture, Animal Resources and Food Engineering, and Veterinary Medicine), numerous research centres, laboratories, clinics, practice bases and support services. The University was institutionally evaluated by ARACIS in 2007, 2012, 2018 and 2023 and received the qualification "High Degree of Confidence" in each evaluation cycle. Following Order of the Ministry of Education no. 5840/2021, IULS is accredited as an Institution Organising Doctoral Studies ([IOSUD](#)).

Doctoral studies at IULS are organised within two doctoral schools: the Doctoral School of Engineering Sciences and the Doctoral School of Veterinary Medicine. The governance of doctoral studies is ensured through the Council for Doctoral Studies (CSUD) and the doctoral school councils, in accordance with national legislation and institutional regulations. The Doctoral School of Veterinary Medicine is managed by a director and a doctoral school council composed of doctoral supervisors and doctoral student representatives, ensuring participatory governance and compliance with quality assurance requirements. The doctoral study domain Veterinary Medicine has been operating within SDMV since its establishment and was authorised by ARACIS in 2016 ([Order no. 5382/2016](#)). Following the most recent external evaluation, the accreditation of the domain was maintained by [ARACIS Council Decision no. 98/25.11.2021](#), subsequently confirmed by [Order of the Minister of Education no. 5840/17.12.2021](#).

During the period 2021–2025, the doctoral study domain underwent a process of consolidation and development. Doctoral training was organised in seven specialisations, while a new doctoral specialisation, Pharmacology, was integrated into the domain. The doctoral supervision capacity increased significantly through the affiliation of seven newly habilitated academic staff members, while the organisation and implementation of doctoral studies were continuously updated in accordance with the legislative changes introduced by Law no. 199/2023 and the subsequent secondary legislation. In 2025, ARACIS confirmed the implementation of all recommendations resulting from the previous external evaluation procedure.

At the time of the evaluation, the doctoral study domain Veterinary Medicine had 15 active doctoral supervisors and 68 enrolled doctoral students. The doctoral supervisors are recognised academics and researchers with significant expertise and scientific visibility in the field of Veterinary Medicine, ensuring high-quality supervision and research guidance.

The mission of the doctoral study domain Veterinary Medicine is aligned with the mission of IULS ([Charter](#)) and focuses on the development of advanced scientific research, innovation and knowledge transfer, as well as on the training of highly qualified specialists capable of contributing to the advancement of veterinary medicine, research and higher education. Through its educational and research activities, SDMV aims to ensure high-quality doctoral training, strengthen national and international collaboration, support research

excellence and provide doctoral students with a competitive academic environment based on equal opportunities, academic integrity and continuous quality improvement.

II. Methods used

In order to carry out the external evaluation of the doctoral study domain Veterinary Medicine within the Doctoral School of Veterinary Medicine (SDMV), IOSUD – “Ion Ionescu de la Brad” Iași University of Life Sciences (IULS), the following activities were undertaken:

- ✓ Analysis of the Self-Evaluation Report of the doctoral study domain and its supporting annexes;
- ✓ Review of documents, data and information available on the IULS, IOSUD and SDMV websites, including regulations, methodologies, strategic plans, annual reports and quality assurance documents;
- ✓ Verification of supporting evidence regarding the activity and performance of doctoral supervisors, doctoral students, research infrastructure and scientific outputs;
- ✓ On-site visit to educational, research and student support facilities used for doctoral activities, including laboratories, the Veterinary Emergency Hospital, the ROVETEMERG Research Centre, the University Library, teaching facilities, student accommodation and sports infrastructure;
- ✓ Meetings with the management of IULS, IOSUD and SDMV, doctoral supervisors, doctoral students, graduates and representatives of administrative and support services;
- ✓ Discussions with representatives of employers, professional organisations and institutional partners involved in research, professional training and doctoral collaboration activities;
- ✓ Meetings with representatives of the University structures responsible for quality assurance and academic integrity, including the Quality Assurance and Evaluation Commission (CEAC), the Department for Quality Assurance (DAC), and the University Ethics Commission, including student representatives involved in these structures, according to the evaluation visit programme.

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:** IULS has adequate organisational structures and an effective management system for the implementation of doctoral study programmes. Doctoral studies are organised within IOSUD-IULS through the Doctoral School of Engineering Sciences ([SDSI](#)) and the Doctoral School of Veterinary Medicine ([SDMV](#)), coordinated by the Council for Doctoral Studies ([CSUD](#)), according to the organisational structure approved by the University. The activity of these structures is regulated by the University Charter, the University Organisation and Functioning Regulations, the IOSUD Regulation, the SDMV Regulation, and the related institutional regulations and procedures, which are periodically reviewed and updated in accordance with the legislation in force ([university website](#)). These documents define the organisational framework, responsibilities, decision-making processes and implementation procedures, ensuring the effective functioning of the management system. The election and appointment of members of the management structures are carried out in accordance with the [Charter](#), the [IOSUD Election Regulations](#), the [Election Methodology](#) and the specific operational procedures ([POM. 02. IULS](#); [POM.03.IULS](#); [POM. 04. IULS](#)). The duties and responsibilities of all management positions are clearly established in the applicable regulations and job descriptions.
- ✓ **Analysis of the state of facts:** Doctoral studies are organised within two doctoral schools, the Doctoral School of Engineering Sciences (SDSI) and the Doctoral School of Veterinary Medicine (SDMV), coordinated by the Council for Doctoral Studies (CSUD), which reports to the Board of Directors, as reflected in the University Organisational Chart (Carta.IULS; R.01.IULS). Each doctoral school is managed by a Doctoral School Council and includes accredited doctoral fields and specialisations ([IOSUD Regulation](#)). Doctoral studies are currently organised in the fields of Agronomy, Horticulture, Animal Science, Engineering and Management in Agriculture and Rural Development (within SDSI), and Veterinary Medicine (within SDMV). The organisational structures, responsibilities, decision-making processes and operational procedures are established through the University Charter, the University Organisation and Functioning Regulations, the IOSUD Regulation, the [SDMV Regulation](#) and other regulations and procedures annexed to the Charter, which are periodically reviewed and updated in accordance with legal requirements ([IULS documents](#)).
- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** It is not necessary

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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- ✓ **Presentation of the state of facts:** In accordance with the General Procedure for the Development and Revision of Institutional Regulations and Procedures ([PG.01.IULS](#)), the adoption and revision of methodologies, regulations and implementation procedures are carried out through a consultative process involving the relevant stakeholders of the University. Consultations include academic staff, doctoral students, members of the doctoral schools, university committees, administrative structures, alumni, employers and other representatives of the socio-economic environment. Stakeholder opinions are considered through their participation in the University's governance and quality assurance structures, including the [Senate](#), the [Board of Directors](#), the

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

Council for Doctoral Studies ([CSUD](#)), the Doctoral School Council ([SDMV](#)) and the Quality Assurance Commission ([CEAC](#)).

Their contributions are reflected in the drafting, analysis and revision of institutional regulations and procedures before approval by the Board of Directors and the Senate. Evidence of stakeholder involvement includes the composition of decision-making bodies and committees, minutes of CSUD and SDMV Council meetings discussing regulatory changes, Senate decisions approving revised regulations, doctoral school activity reports ([Doctoral School Activity Report](#)), and doctoral student satisfaction surveys ([Opinion Pool Results of doctoral students](#)), whose results are used to support continuous improvement of doctoral education.

- ✓ **Analysis of the state of facts:** The analysis of the available evidence demonstrates that IULS has established formal mechanisms to ensure stakeholder participation in the adoption and revision of methodologies, regulations and implementation procedures. The consultative approach defined by [PG.01.IULS](#) is effectively implemented through the involvement of academic staff, doctoral students and external stakeholders in governance, quality assurance and advisory structures. The representation of relevant stakeholders within the Senate, CSUD, the SDMV Council and other university committees provides opportunities for consultation and participation in decision-making processes. Meeting minutes and decisions of these bodies confirm that proposed regulations and amendments are discussed before approval. In addition, feedback collected through doctoral student satisfaction surveys, [doctoral school activity reports](#) and quality assurance processes is used to identify improvement measures and support the revision of institutional regulations and procedures. Within [SDMV](#), decision-making processes are conducted in a transparent and participatory manner, based on discussions and voting within the Doctoral School Council (CSD) and the Council for Doctoral Studies ([CSUD](#)). Council members are informed in advance about the agenda items requiring analysis and approval and are provided with the relevant supporting documents. Communication is ensured through multiple channels, including e-mail, online communication groups, the university website ([IULS](#)) and formal meetings, facilitating timely access to information and active participation in the decision-making process. When new regulations or amendments are proposed, preliminary discussions take place within the CSUD management structures, after which the draft documents are circulated to members of the CSD and CSUD, including doctoral supervisors and doctoral student representatives, for consultation and submission of comments and improvement proposals before final approval. Doctoral students are actively involved in the University's governance and quality assurance structures through elected representatives who participate in the Senate, the Council for Doctoral Studies (CSUD), the Council of the Doctoral School of Veterinary Medicine (SDMV), and the Evaluation and Quality Assurance Commission (CEAC), ensuring that the student perspective is considered in decision-making, policy development and the revision of institutional regulations and procedures.
- ✓ **Aspects that constitute best practice examples:** Compliance with transparency requirements represents a good practice example within IULS, contributing to the credibility and trustworthiness of institutional decision-making processes. At the same time, doctoral students are actively involved and regularly consulted through their representation in the University's governance and quality assurance structures, including the Senate, the Board of Directors, the Council for Doctoral Studies (CSUD), the Council of the Doctoral School of Veterinary Medicine (SDMV) and CEAC. Their participation ensures that the student perspective is considered in decisions related to doctoral education, institutional policies and the continuous improvement of the doctoral school's activity.
- ✓ **Recommendations:** It is not necessary

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.

- ✓ **Presentation of the state of facts:** IULS provides adequate educational, research, administrative and student support facilities for the implementation of doctoral studies in Veterinary Medicine ([Laboratories Practical and research facilities](#)). The University owns and manages modern teaching and research infrastructure, including lecture halls, seminar rooms, specialised laboratories, research facilities, library resources, accommodation facilities, sports facilities and student support services([Teaching and research facilities](#)).
 Doctoral students have access to the educational and research infrastructure of the Faculty of Veterinary Medicine, including the Veterinary Emergency Hospital ([Emergency Hospital](#)) where they participate in clinical, diagnostic and research activities under the supervision of academic staff. The University also hosts the Advanced Research Centre ([ROVETEMERG](#)), a regional centre dedicated to applied, experimental and interdisciplinary research in veterinary medicine, equipped with advanced research equipment and facilities.
 The University Library ([IULS Library](#)) provides access to extensive learning and research resources, including printed and electronic books, scientific journals and international databases, supporting doctoral training and scientific research activities.
 In addition, doctoral students benefit from accommodation facilities ([Accommodation space](#)) within the university campus ([Campus Map](#)), dining services ([Canteen-restaurant](#)), sports facilities and administrative support services, ensuring appropriate living and study conditions throughout their doctoral studies. The existing infrastructure is continuously upgraded through institutional investments and externally funded projects, providing adequate conditions for education, research and professional development in accordance with the objectives of the Doctoral School of Veterinary Medicine.
- ✓ **Analysis of the state of facts:** During the site visit, the evaluation team verified the availability, adequacy and functionality of the educational, research and student support facilities used by doctoral students within the Doctoral School of Veterinary Medicine. The visited facilities confirmed the existence of a modern and well-maintained infrastructure that supports doctoral training and research activities in accordance with the objectives of the doctoral programmes.
 The evaluation team visited the main teaching and research facilities of the Faculty of Veterinary Medicine, including the Anatomy Laboratory, the Small Animal Hospital, the Medical Clinic, the Parasitology Laboratory, the Antimicrobial Therapy and Pharmacology Laboratory, the Surgery and Reproduction Laboratory, the [Horse Base](#), the Infectious Diseases and Microbiology Laboratory, the Pathological Anatomy Laboratory, and the ROVETEMERG Advanced Research Centre. The facilities were found to be appropriately equipped with modern teaching, diagnostic and research equipment, providing doctoral students with access to advanced infrastructure for experimental, clinical and applied research activities.
 Particular attention was given to the [Small Animal Hospital](#) and the [ROVETEMERG](#) Research Centre, which offer doctoral students valuable opportunities to participate in clinical investigations, translational research projects and interdisciplinary scientific activities. The diversity of the clinical caseload, together with the availability of specialised laboratories and modern equipment, creates a research environment that supports the development of advanced professional and scientific competencies.
 The evaluation team also visited the [University Library](#), which provides access to extensive documentary resources, study spaces, electronic databases and digital learning resources([Biblioteca_Lista-Carti-MV.pdf](#)). The library facilities were found to offer adequate

conditions for individual study, documentation and scientific research. Educational facilities inspected during the visit included the A1MV lecture hall, which is equipped with modern teaching technologies and provides appropriate conditions for academic activities, conferences and scientific events. The student support infrastructure was also evaluated. The sports facilities, including the sports hall, tennis dome, outdoor sports grounds and stadium, provide opportunities for recreational and physical activities, contributing to student well-being and quality of life within the university campus. The university cafeteria was found to offer appropriate services and adequate capacity for the student community. The evaluation team visited the student [dormitories](#) where doctoral students are accommodated and observed good living conditions, appropriate facilities and access to essential services. It was also noted that Dormitory A4 is currently undergoing a comprehensive renovation and modernization process, aimed at further improving accommodation standards and student comfort. Overall, the facilities visited during the evaluation confirmed that IULS provides an adequate educational, research and social environment for doctoral students in Veterinary Medicine. The infrastructure is well maintained, appropriately equipped and continuously developed through investment and modernization projects, supporting the achievement of the doctoral school's educational and research objectives.

- ✓ [Aspects that constitute best practice examples](#): The integration of teaching, clinical and research activities within the Faculty of Veterinary Medicine through access to the Small Animal Hospital and the ROVETEMERG Advanced Research Centre, providing doctoral students with opportunities to conduct translational and clinically oriented research in a real professional environment. The continuous investment in the modernization of educational and student support facilities, exemplified by the ongoing comprehensive renovation of Dormitory A4, aimed at improving accommodation standards and student well-being.
- ✓ [Recommendations](#): It is not necessary

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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- ✓ [Presentation of the state of facts](#): The movable and immovable assets used for the implementation of doctoral studies in Veterinary Medicine are managed and maintained by the Maintenance Service within the General Administrative Directorate of IULS, in accordance with the University Organisational Chart ([Organisational Chart](#)). Maintenance activities include daily cleaning, building maintenance, repairs of furniture, equipment and sanitary facilities, as well as other interventions required to ensure the proper functioning of the educational, research and student support infrastructure. The management and maintenance of the University's material resources are carried out in accordance with the provisions of the *Regulation on the Use and Security of Information and Communication Resources* ([Regulation on the use and security of information and communication resources](#)), the *Regulation on the Organisation and Functioning of the Patrimony Service* ([Regulation on the organization and functioning of the patrimony service](#)), the *Regulation on the Organisation and Functioning of the General Administrative Directorate* ([Regulation on the organisation and functioning of the General Administrative Directorate](#)), and the *Procedure regarding Occupational Safety and Health within IULS* ([Procedure regarding occupational safety and health within IULS](#)). IULS ensures access for persons with disabilities and special educational needs to its teaching and research facilities and, where necessary, provides adapted educational materials and personalised learning support, in compliance with the *Norms on the Accessibility of Higher Education for Persons with Disabilities* ([Norms on the accessibility of higher education for](#)

[persons with disabilities](#)) and the applicable legislation. The satisfaction of students and doctoral students regarding the material resources and facilities available for the evaluated domain is periodically assessed in accordance with the procedure approved by the University Senate (POB.51.IULS), and the results are used to support the continuous improvement of the educational and research environment.

- ✓ [Analysis of the state of facts](#): During the site visit, the evaluation team verified the implementation of the institutional mechanisms for the management, maintenance and continuous improvement of the University's movable and immovable assets through discussions with the personnel responsible for infrastructure management and by reviewing the relevant supporting documentation. The evidence examined confirmed the existence of clearly defined responsibilities and procedures regarding patrimony management, maintenance activities, occupational safety and the operation of educational and research facilities. The maintenance and development of the University's infrastructure are supported through annual planning, dedicated budget allocations and periodic investment programmes, as documented in the institutional reports reviewed during the evaluation. The information obtained during the visit confirmed that the assets used for doctoral education and research are managed in a systematic and sustainable manner, ensuring their functionality, safety and suitability for academic activities. The overall condition of the assets was found to be fully satisfactory.
- ✓ [Aspects that constitute best practice examples](#)
- ✓ [Recommendations](#): It is not necessary

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](#): The human resources involved in the implementation of doctoral studies in Veterinary Medicine are adequate in number, qualifications and expertise to ensure the achievement of the educational and research objectives of the doctoral programme. The organisational structure of the Doctoral School of Veterinary Medicine (SDMV) includes doctoral supervisors, doctoral students, teaching and research staff, as well as auxiliary and administrative personnel, in accordance with the provisions of the IOSUD Regulation (Art. 31 [IOSUD Reg.](#)). SDMV operates with doctoral supervisors who have obtained the right to supervise doctoral students in accordance with national legislation and institutional regulations. During the period 2021–2025, the number of doctoral supervisors in the field of Veterinary Medicine ranged from 9 to 15, consistently exceeding the minimum legal requirement of three doctoral supervisors per doctoral field ([Doctoral Supervisors 2021-2025](#); [Evolution no doctoral supervisors 2021-2025](#)). All doctoral supervisors supervise doctoral students only within the field for which they have obtained the habilitation right and within IOSUD-IULS, except for cases of joint supervision regulated by law ([IOSUD Reg.](#)). All doctoral supervisors affiliated with SDMV are highly qualified academic staff have extensive experience in doctoral education, scientific research and academic mentoring. They have obtained the status of doctoral supervisor ([Framework Regulation](#)) in accordance with the law and fulfil the national standards required for obtaining and maintaining the habilitation certificate, as well as the institutional performance criteria established by Methodology

[Metodologie evaluare interna conducatori.pdf](#). Their scientific activity is reflected in numerous publications indexed in Web of Science journals, international collaborations, memberships in scientific and professional organisations, participation in international expert groups, doctoral examination committees and other activities demonstrating significant international visibility ([Doctoral supervisors List of publications 2021-2025](#); [Representative publications Doctoral supervisors](#)).

The allocation of teaching activities is carried out according to the academic qualifications, scientific expertise and professional competences of the teaching staff, ensuring full correspondence between the disciplines included in the curriculum and the qualifications of the staff members responsible for their delivery. The doctoral study programme organised by the Doctoral School of Veterinary Medicine (SDMV) represents the third cycle of higher education and is designed to develop advanced knowledge, research competences and original scientific contributions in the field of Veterinary Medicine. The programme has a duration of four years and comprises two integrated components conducted under the guidance of a doctoral supervisor: the Advanced University Studies Programme (PSUA) and the Scientific Research Programme (PCS). (R-38-IULS)

In accordance with the IOSUD Regulation, doctoral supervisors are supported in the supervision of doctoral students by Academic Guidance and Integrity Committees (CIIA). During the evaluation period, a total of 32 academic staff members and researchers participated in these committees, contributing to the academic guidance, scientific development and integrity monitoring of doctoral candidates ([Guidance Committees versus Doctoral Committees](#)).

The courses included in the Advanced University Studies Programme (PSUA) for the field of Veterinary Medicine (Annex 1 to the Study Contract; Course Syllabi) are delivered by highly qualified academic staff and researchers, including doctoral supervisors, habilitated academics, full professors (CS I) and associate professors (CS II), with recognised expertise and significant scientific achievements in the respective subject areas. The assignment of teaching activities is based on the academic profile, research expertise and professional competences of the teaching staff, ensuring full correspondence between the subjects taught and the qualifications of the personnel responsible for their delivery ([PSUA subjects](#); [Study Contract](#); [Course Syllabus](#)).

- ✓ [Analysis of the state of facts](#): During the site visit and the meetings held with the academic staff and management representatives of the Doctoral School of Veterinary Medicine (SDMV), it was confirmed that all [doctoral supervisors](#) possess the documents required by law to supervise doctoral students (habilitation certificate and/or Ministerial Order granting the right to supervise doctoral studies). The evaluation team also verified that recent legislative changes concerning doctoral studies and habilitation have been appropriately reflected in the institutional regulations and governance mechanisms at doctoral school, faculty and university levels. At the time of the evaluation, SDMV had 15 doctoral supervisors ([Evolution no doctoral supervisors 2021-2025](#)), all of whom are experienced academics and researchers with recognised expertise and scientific visibility in the field of Veterinary Medicine. Three of these doctoral supervisors obtained their habilitation in 2025, demonstrating the continuous development and renewal of the doctoral supervision capacity within the doctoral school. The evidence reviewed, including the list of doctoral supervisors, the Annual Report of SDMV, the course syllabi and the supporting documents provided in Annexes 3 and 4 of the self-evaluation report, confirmed that the teaching and research activities are assigned in accordance ([Number of doctoral students per doctoral supervisor](#)) with the qualifications, scientific expertise and professional competences of the academic staff involved. The evaluation team concluded that the human resources available within SDMV ([Guidance Committees versus Doctoral Committees](#)) are adequate for the implementation of the doctoral study programme and that the academic staff possesses the qualifications and professional competences required to deliver the subjects included in the Advanced University Studies Programme ([PSUA subjects](#)) and to supervise doctoral research activities. ([Annual Report SDMV](#); [M.12.IULS](#))

- ✓ **Aspects that constitute best practice examples:** The habilitation of three new doctoral supervisors in 2025 strengthens the doctoral supervision capacity and supports the sustainable development of SDMV.
- ✓ **Recommendations:** It is not necessary

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:** The continuous development of human resources represents a strategic priority of IULS, as reflected in Objective O4 of the Quality Assurance Strategy 2024–2028 ([Quality Assurance Strategy](#)). The University promotes the professional and personal development of academic, research, auxiliary and administrative staff through measures supporting career progression, scientific performance and lifelong learning. Academic staff benefit from transparent recruitment and promotion procedures ([career promotion exams](#)), opportunities to obtain the habilitation certificate ([habilitation exam](#)), financial incentives for publishing in high-impact international journals (Annex 5), and support for participation in national and international mobility programmes, including [Erasmus+](#). The University also encourages staff involvement in academic governance and decision-making processes, in accordance with the [Election Methodology](#). IULS maintains an institutional environment based on professionalism, cooperation, equal opportunities and non-discrimination, as provided by the Strategic Plan and the Internal Regulations. Continuous professional development is further supported through pedagogical training programmes and the annual planning and monitoring of staff development activities, including those dedicated to auxiliary and administrative personnel ([Procedure training-auxiliary staff](#)).
- ✓ **Analysis of the state of facts:** During the site visit, the evaluation team reviewed the mechanisms implemented by IULS to support the professional and personal development of its staff and discussed these aspects with the management of the doctoral school, doctoral supervisors and academic staff. The evidence examined confirmed the existence of institutional policies and practices that encourage career development, research performance, academic mobility and continuous training.
- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** It is not necessary

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:** All academic staff involved in doctoral studies within the Doctoral School of Veterinary Medicine (SDMV) meet the legal requirements for the positions they occupy and are employed in accordance with national legislation and institutional regulations. The recruitment, appointment, evaluation and career development of doctoral supervisors are governed by the IOSUD Regulation (Chapter VI [IOSUD Reg.](#)), the SDMV Regulation (Chapter II [SDMV Reg.](#)), and the relevant institutional procedures. A doctoral supervisor becomes a member of SDMV after obtaining the legal right to supervise doctoral students and following the approval process established by the University, based on an application endorsed by the Director of the Doctoral School, the Director of CSUD and approved by the Rector. The habilitation certificate is obtained in accordance with national legislation and the

institutional methodology approved by the Senate, following the fulfilment of the national standards in force ([Doctoral Supervisors 2021-2025](#)). The recognition of doctoral supervisor status and doctoral qualifications obtained abroad is carried out in accordance with the applicable legislation and the institutional Recognition Methodology and Procedure approved by the Senate. The procedures for the admission, evaluation, continuation and withdrawal of doctoral supervisors are clearly defined in the IOSUD and SDMV Regulations, ensuring transparency, equal treatment and compliance with quality standards. The rights, responsibilities and obligations of doctoral supervisors, as well as the procedures regarding changes in supervision, retirement, withdrawal from the doctoral school or termination of supervision activities, are regulated by the IOSUD Regulation ([IOSUD Reg.](#)) and the SDMV Regulation ([SDMV Reg.](#)), ensuring a transparent and legally compliant framework for the management of human resources involved in doctoral studies.

- ✓ **Analysis of the state of facts:** During the site visit, the evaluation team verified that the habilitation procedure and the process for obtaining the status of doctoral supervisor are transparently presented on the IULS website. The relevant webpages provide access to the applicable legislation, the [habilitation methodology](#), eligibility requirements, procedural steps, supporting documents, and information regarding habilitation candidates and public defence procedures (<https://iuls.ro/academic/abilitare/>). The evaluation team found that the information required for candidates and stakeholders is publicly available, clearly structured and regularly updated. The transparency of the habilitation process, together with the accessibility of the supporting documentation, ensures compliance with legal requirements and promotes fairness and equal opportunities in the recruitment and development of doctoral supervisors.
- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** It is not necessary

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

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

- ✓ **Presentation of the state of facts:** The use and development of information and communication technologies within IULS are coordinated by the IT and Communications Service, which operates on the basis of its own regulations and supports the digitalisation of educational, administrative and academic management processes. The University provides a campus-wide Wi-Fi network, ensuring secure Internet access for students, doctoral students, staff and visitors. Administrative, academic and student-related activities are supported through the integrated ACADEMIS information system. This includes the University Management System (UMS [University Management System](#)), which manages databases related to admissions, student records, tuition fees, scholarships, accommodation, diplomas and academic progress, and provides online access to relevant information for students. The SAP system supports financial, administrative, human resources, procurement and research management processes. The records and academic progress of doctoral students are managed electronically through the UMS platform ([SMARTPORTAL](#)), ensuring efficient data management and secure access to information. The University implements appropriate cybersecurity measures and monitoring mechanisms to protect institutional data and information systems.

To support teaching, learning and communication activities, IULS uses digital educational platforms such as Moodle ([MOODLE IULS](#)) and Microsoft Teams. Doctoral theses are checked for similarity using the national anti-plagiarism platform: [SistemAntiplagiat.ro](#)

Institutional information and decisions of general interest are disseminated through the University website ([IULS](#)) the Doctoral School [website](#) and internal communication channels. The further development of digital services and IT infrastructure is supported through the IULS Digitalisation Strategy, aligned with the Institutional Strategic Plan and focused on the continuous improvement of digital tools and services for the academic community.

- ✓ **Analysis of the state of facts:** During the site visit, the evaluation team verified the functionality and use of the digital tools supporting academic, administrative and research activities within the Doctoral School of Veterinary Medicine and IULS. The information reviewed and the discussions held with doctoral students, doctoral supervisors and administrative staff confirmed the effective integration of IT systems into the management of doctoral studies and institutional processes. The evaluation team found that doctoral students benefit from electronic access to academic and administrative information through the University Management System (UMS), while teaching and communication activities are supported through digital learning platforms such as Moodle and Microsoft Teams. The use of the national anti-plagiarism platform for the verification of doctoral theses further supports academic integrity and quality assurance processes. The University website and the dedicated webpages of IOSUD and SDMV ([IULS website](#)) provide easy access to regulations, procedures, academic information and public documents relevant to doctoral studies, contributing to transparency and efficient communication with students and other stakeholders. The availability of campus-wide internet access and integrated digital management systems facilitates access to services and supports the efficient administration of doctoral education ([Digitalization Strategy](#)).
- ✓ **Aspects that constitute best practice examples:** Free and unrestricted Wi-Fi access is available throughout the University campus, including teaching and research facilities, common areas and student dormitories, ensuring continuous access to educational resources, digital services and online communication tools.
- ✓ **Recommendations:** It is not necessary

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:** The doctoral study programme in Veterinary Medicine is organised by [IOSUD-IULS](#) through the Doctoral School of Veterinary Medicine ([SDMV Reg.](#)), in accordance with [Law no. 199/2023](#), the Framework Regulation on Doctoral Studies, the IOSUD Regulation and the SDMV Regulation ([IOSUD Reg.](#); [SDMV Reg.](#)).

* 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.

The programme is designed to achieve the intended learning outcomes and research competences specific to Level 8 qualifications within the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF). The doctoral study programme has a duration of four years and is structured around two complementary components: the Advanced University Studies Programme ([Subjects PSUA MV](#)) and the Scientific Research Programme (PCS), both carried out under the supervision of a doctoral supervisor. In addition, doctoral students participate in a seminar programme designed to strengthen transversal competences and support their development as independent researchers. The PSUD curriculum includes 4 compulsory general subjects (*Modern Research Methods*, *Career Management*, *Methodology of Scientific Writing*, and *Academic Ethics and Integrity*) to support the research activity of doctoral students. The programme combines lectures, seminars, practical activities and individual study, with clearly defined learning outcomes, assessment methods and performance standards described in the course syllabi ([Study Contract](#)). The PCS represents the core component of doctoral education and focuses on the development of original scientific research under the guidance of the doctoral supervisor and the Academic Guidance and Integrity Committee. Research activities are organised individually for each doctoral student and culminate in the preparation and public defence of the doctoral thesis.

The program is structured based on the ECTS system, totaling 240 transferable credits (30 per semester, 60 per year), and aims to generate new knowledge through original research in veterinary medicine. The implementation of the credit system is regulated by institutional provisions. The public defence of the doctoral thesis is credited separately with 10 ECTS credits. The curriculum integrates learning, teaching, practical training, research and assessment activities that collectively ensure the achievement of the intended learning outcomes and the acquisition of the doctoral qualification in Veterinary Medicine.

- ✓ [Analysis of the state of facts](#): During the site visit, the evaluation team reviewed the doctoral study programme documentation including the curriculum, doctoral study contracts, course syllabi, regulations and supporting documents ([SDMV Reg.](#); [Study Contract](#))

The analysis confirmed that the doctoral study programme in Veterinary Medicine is structured in accordance with national legislation and ARACIS requirements and is designed to ensure the achievement of the intended learning outcomes corresponding to Level 8 qualifications within the EQF and NQF frameworks. The evaluation team verified that the programme integrates all components required for doctoral education, including advanced academic training, original scientific research, practical and seminar activities, continuous supervision and assessment. The course syllabi clearly define learning outcomes, competences, teaching and learning methods, assessment procedures and credit allocation. The PhD study program within the SDMV is organized according to the structure of the academic year and the timetable approved at institutional level, in accordance with the curriculum and the provisions of the internal regulations of IOSUD-IULS. The program comprises two main components—advanced university training and the individual scientific research program—and totals 240 ECTS credits, where one credit corresponds to 25–30 hours of workload, in line with the Regulation for the application of the ECTS system. Discussions with doctoral supervisors and doctoral students confirmed that the programme is implemented as planned and that the educational and research activities contribute effectively to the development of advanced scientific, professional and transferable competences. The documentation reviewed and the evidence collected during the visit demonstrate that the programme is student-centred, research-oriented and supported by an appropriate ECTS-based structure that facilitates the achievement of the doctoral qualification in Veterinary Medicine.

- ✓ [Aspects that constitute best practice examples](#)
- ✓ [Recommendations](#): It is not necessary

[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:** Doctoral studies in Veterinary Medicine are designed to support the development of advanced professional and transversal competences required for scientific research, higher education and highly qualified professional activities. In accordance with the IOSUD Regulation (Chapter XI [IOSUD Reg.](#)) and the [Framework Regulation](#) on Doctoral Studies, the programme is structured to enable doctoral students to achieve the intended learning outcomes and to develop the knowledge, skills, responsibility and autonomy specific to Level 8 qualifications within the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF) ([Learning outcomes](#)).
The intended learning outcomes are defined in relation to the professional and transversal competences associated with the doctoral qualification and are aligned with occupational standards and the European Skills, Competences, Qualifications and Occupations (ESCO) framework (Art. 52(1) and (2) of the [IOSUD Reg.](#); Framework Regulation). These outcomes are reflected in the curriculum, course syllabi and research activities and focus on the acquisition of advanced knowledge, specialised research skills, critical thinking, innovation capacity, scientific integrity, autonomy and leadership in research and professional practice ([Course Syllabi](#); [Study Contract](#)). Through the Advanced University Studies Programme (PSUA), the Scientific Research Programme (PCS) and the doctoral thesis, doctoral students acquire competences that support their integration into academic, research, public and private sector positions requiring a high level of expertise and responsibility.
- ✓ **Analysis of the state of facts:** During the site visit, the evaluation team verified that the intended learning outcomes are aligned with the competences required for Level 8 qualifications within the EQF/NQF framework and with the requirements of academic, research and professional careers in Veterinary Medicine. Discussions with doctoral students and supervisors, together with the analysis of the curriculum and course syllabi, confirmed the development of advanced research, scientific communication, critical thinking, project management and interdisciplinary collaboration skills. During the four-year doctoral program, PhD students carry out advanced research activities, develop and implement research projects in the chosen field. At the same time, they acquire competences for disseminating scientific results through publications and oral presentations.
- ✓ **Aspects that constitute best practice examples:** The evaluation team noted the active involvement of doctoral students in research projects, scientific events, mobility activities and dissemination of research results, which effectively supports the acquisition of professional and transferable competences relevant to the labour market and research environment.
- ✓ **Recommendations:** It is not necessary

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:** Doctoral students are recognised as full members of the academic community and benefit from rights and responsibilities established by the University Charter, the Code of Student Rights and Obligations, the IOSUD Regulation, the SDMV Regulation and the Doctoral Studies Contract ([Carta.IULS](#); [Code of Student Rights and Obligations](#); [IOSUD Reg.](#) ; [Doctoral Studies Guide](#); [Study Contract](#)).
They are actively involved in academic and quality assurance processes through their representation in the SDMV Council, CSUD, Board of Directors, Senate and quality assurance structures. The doctoral study programme is organised according to student-centred learning principles, with particular emphasis on individual academic development, research training and continuous interaction between doctoral students and doctoral supervisors. The study programme, research activities and specialised subjects are established in consultation with the doctoral student and are adapted to the research topic and professional development objectives ([Student Examination and Grading Regulations](#)). Teaching and learning activities promote active participation, critical thinking, scientific inquiry and independent learning through lectures, seminars, practical activities, research projects and individual study. Learning outcomes, assessment methods and performance standards are clearly defined in the course syllabi and communicated to doctoral students at the beginning of each academic year. Doctoral students benefit from academic guidance, access to research infrastructure, mobility opportunities ([Research Contracts Doctoral Students 2021-2025](#)), participation in research projects and scientific events ([Doctoral Students-Mobility including scientific events 2021-2025](#); <https://iulscongres.ro/>; [Brochure of Abstracts](#)), as well as mechanisms for monitoring progress, receiving feedback and resolving academic issues ([Doctoral Student Satisfaction Assessment](#); [Evaluation of teaching staff by doctoral students](#)).
- ✓ **Analysis of the state of facts:** During the site visit, the evaluation team confirmed through meetings with doctoral students, doctoral supervisors and the management of SDMV that the principles of student-centred learning are effectively implemented. Doctoral students are actively involved in shaping their individual study and research pathways, benefit from continuous academic guidance and have access to the resources necessary for their professional and scientific development. Discussions with doctoral students indicated a high level of satisfaction regarding the quality of supervision, interaction with academic staff, access to research infrastructure and participation in scientific and mobility activities. The evaluation team also noted the active involvement of doctoral student representatives in the decision-making and quality assurance structures of the University and the doctoral school.
- ✓ **Aspects that constitute best practice examples:** Doctoral students are represented in all major governance and quality assurance structures, including the SDMV Council, CSUD, Senate, Board of Directors and CEAC, ensuring their active participation in decision-making processes related to doctoral education and quality enhancement.
- ✓ **Recommendations:** It is not necessary

The indicator is: fulfilled .

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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- ✓ **Presentation of the state of facts:** IOSUD-IULS promotes and supports the participation of doctoral students in national and international academic mobility programmes through institutional policies, strategic objectives and dedicated regulations ([Strategic Plan](#); [Operational Plans](#); [Reg. IOSUD](#); [Regulation on the Professional Activity of Students](#)). Doctoral students are guaranteed the right to participate in academic mobility, scientific events, training placements, workshops, summer schools and research activities carried out in collaboration with national and international partner institutions ([Study Contract](#)). The University supports mobility through the [Erasmus+ Office](#) and the [International Relations Office](#) , which coordinate cooperation agreements with universities, research

institutes and companies active in the field of Veterinary Medicine. During the period 2021–2025, IULS had 43 partnership agreements supporting doctoral student and staff mobility within the Erasmus+ framework ([Doctoral students-Mobility incl scientific events 2021-2025](#)). Of the 98 doctoral students enrolled or graduated during the evaluated period, 21 doctoral students (22%) participated in international mobility activities, including study visits, research placements, grants and participation in international scientific events ([ERASMUS-student selection 2021-2025](#)). The recognition of mobility periods and the transfer of credits are ensured through institutional regulations and procedures governing academic mobility and credit recognition ([Regulation on the Recognition of Mobility Periods](#)).

- ✓ **Analysis of the state of facts:** During the site visit, the evaluation team confirmed that doctoral students have access to a wide range of national and international mobility opportunities through Erasmus+ agreements, research collaborations and participation in scientific events. Discussions with doctoral students and supervisors demonstrated that mobility is actively encouraged and supported by the University. The participation rate of doctoral students in mobility activities exceeded the minimum national requirement, with 22% of doctoral students benefiting from international mobility during the evaluated period. The evaluation team also verified the existence of clear procedures for the recognition of mobility periods and the transfer of academic credits.
 - ✓ **Aspects that constitute best practice examples**
 - ✓ **Recommendations:** It is not necessary
- 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:** IOSUD-IULS provides equitable learning opportunities for doctoral students by taking into account their individual learning styles, abilities and professional aspirations. The identification of students' needs is achieved through continuous assessment, observation, analysis of research activities and individual discussions, allowing doctoral supervisors and teaching staff to adapt learning activities, guidance and support accordingly ([Regulation on student examination and grading](#)). Doctoral students benefit from continuous academic guidance provided by their doctoral supervisors and Academic Guidance and Integrity Committees, as well as counselling services offered through the Career Counselling and Guidance Centre ([CCOC](#); [CCOC Report](#)) and other university support structures ([Doctoral Supervisors 2021-2025](#); [Guidance committees versus doctoral committees](#); [CCOC Report](#)). Additional support is provided through consultation hours, career guidance activities, access to research infrastructure, mobility opportunities and participation in research projects. IULS ensures equal opportunities and accessibility for students with disabilities or special educational needs, in accordance with the applicable legislation and institutional regulations ([Rules on accessibility of higher education for persons with disabilities](#); [Code of Student Rights and Obligations](#)). High-performing doctoral students are encouraged through participation in scientific events, research projects, mobility programmes and academic employment opportunities, while students from disadvantaged backgrounds benefit from social support measures, including accommodation and access to student services.
- ✓ **Analysis of the state of facts:** The evaluation team confirmed that doctoral students benefit from individualized academic support and equal access to educational, research and counselling services. Discussions with doctoral students highlighted the availability of continuous guidance from supervisors and support structures, as well as fair access to mobility opportunities, research projects and institutional resources. The evaluation team also verified the existence of mechanisms

supporting students with different learning needs and noted the University's commitment to promoting equal opportunities, inclusion and academic success for all doctoral students.

- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** Further capitalize on the research potential of the ROVETEMERG Centre by increasing its integration into doctoral research activities, interdisciplinary projects and international collaborations.

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:** IOSUD-IULS provides doctoral students with access to educational, research and support resources appropriate to the field of Veterinary Medicine and the doctoral study cycle. According to the Doctoral Studies Contract, each doctoral student benefits from permanent access to the University's research infrastructure, including laboratories, research facilities, IT resources, documentation centres and library services necessary for the completion of the doctoral programme ([Laboratories Practical and research facilities](#); [Teaching-research-facilities](#); [Research infrastructure](#); [Rules on accessibility of higher education for persons with disabilities](#)). Doctoral students have access to modern teaching and research facilities, licensed software, broadband Internet, electronic learning resources and international scientific databases through the University Library and the [ANELIS Plus](#) programme . They may also participate in research projects conducted within IULS, with access to the equipment and resources required for their research activities ([Software and user licenses](#); [Laboratories Practical and research facilities](#); [Information network reg.](#)). In addition, doctoral students benefit from support services including academic guidance, accommodation and dining facilities, while students with disabilities or special educational needs are provided with appropriate accommodations and accessible infrastructure in accordance with the applicable regulations ([Code of Student Rights and Obligations](#)).
- ✓ **Analysis of the state of facts:** The material, digital and bibliographic resources available to doctoral students are appropriate to the specific requirements of the Veterinary Medicine doctoral field and to the Level 8 qualification, effectively supporting advanced research activities, scientific analysis and the development of doctoral theses. Academic and administrative support structures ensure effective monitoring of doctoral progress and provide assistance throughout the different stages of the doctoral programme. The evaluation team found that the institutional framework allows support services to be adapted to individual student needs, contributing to an inclusive and well-functioning academic environment aligned with the standards and expectations of doctoral education. ([Code of Student Rights and Obligations](#); [Rules on accessibility of higher education for persons with disabilities](#))
- ✓ **Aspects that constitute best practice examples:** The adaptation of university infrastructure, educational resources and support services to accommodate students with disabilities or special educational needs represents a good practice that promotes inclusiveness, accessibility and equal opportunities within doctoral education.
- ✓ **Recommendations:** It is not necessary

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:** The intended learning outcomes are defined as statements describing what doctoral students are expected to know, understand and be able to do upon completion of the doctoral study programme. At IOSUD-IULS level, learning outcomes are established for each doctoral study domain in accordance with the professional and transversal competences provided by the Framework Regulation and are aligned with Level 8 qualifications within the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF) ([The expected learning outcomes](#)). The learning outcomes are formulated in terms of knowledge, skills, responsibility and autonomy and include advanced disciplinary knowledge, specialised research competences, critical thinking, innovation capacity, scientific integrity and professional independence. They are correlated with the competences required by the relevant occupations and the European Skills, Competences, Qualifications and Occupations (ESCO) framework ([Framework Regulation](#)). For each subject included in the Advanced University Studies Programme (PSUA), the learning outcomes, competences, teaching activities, assessment methods and performance standards are explicitly specified in the [course syllabi](#), providing a clear understanding of academic expectations for both doctoral students and teaching staff.
- ✓ **Analysis of the state of facts:** The evaluation team found that the learning outcomes are clearly and coherently formulated, being aligned with the profile of the doctoral qualification and the descriptors corresponding to Level 8 of the NQF/EQF. The correlation between programme objectives, course content and research activities supports a consistent understanding of academic requirements by both doctoral students and doctoral supervisors. The curricular structure and assessment mechanisms facilitate the clear definition of targeted competences and their progressive monitoring throughout the doctoral programme, ensuring coherence between the intended learning outcomes and the educational and research activities carried out.
- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** Provide additional support for scientific writing and publication activities, through dedicated workshops, mentoring activities and assistance for publishing in high-impact international journals.

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- ✓ **Presentation of the state of facts:** The achievement of learning outcomes is verified through continuous and summative assessment methods throughout the doctoral study programme, in accordance with the IOSUD Regulation, the Regulation on Student Examination and Grading, the Study Contract and the Course Syllabi. Within the Advanced University Studies Programme (PSUA), learning outcomes are assessed through examinations, colloquia, projects, presentations and other forms of continuous assessment specified in the course syllabi. Within the Scientific Research Programme (PCS), doctoral students periodically present and defend scientific research reports before the doctoral supervisor and the Academic Guidance and Integrity Committee. ([Reg.](#)

on Student Examination and Grading; [Reg. on the professional activity of students](#); [Procedure for examining and grading students](#); [Procedure for the conduct of the open session](#); [Methodology for defending doctoral theses](#); [Procedure for submitting and defending doctoral theses](#); [IOSUD Reg. \(Chapter XII\)](#); [SDMV Reg. \(Chapter VII\)](#); [Rules on the elaboration and writing of doctoral theses](#)). The [doctoral study programme](#) is completed through the public defence of the doctoral thesis, following its evaluation by the doctoral committee and verification through the institutional [anti-plagiarism system](#), in accordance with national legislation and institutional regulations. The results obtained by doctoral students are recorded, monitored and periodically analysed at doctoral school and CSUD level to support the continuous improvement of the educational process.

- ✓ [Analysis of the state of facts](#): The evaluation team found that the assessment system is structured in successive stages, covering both the training component of the Advanced University Studies Programme and the research activities carried out throughout the doctoral programme. Periodic assessments and research reports allow the progressive monitoring of doctoral students' academic development, research performance and ability to conduct independent scientific research. The public defence of the doctoral thesis represents the final validation of the learning outcomes achieved and certifies the acquisition of competences corresponding to Level 8 of the NQF/EQF. Overall, the evaluation mechanisms ensure coherence between the objectives of the doctoral programme, the intended learning outcomes and the methods used to assess their achievement.
- ✓ [Aspects that constitute best practice examples](#)
- ✓ [Recommendations](#): It is not necessary

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](#): Admission to doctoral studies in Veterinary Medicine is organised annually in accordance with national legislation, the IOSUD Regulation, the SDMV Regulation and the [Methodology for Admission to Doctoral Studies](#) approved by the [University Senate](#). The admission process is transparent and publicly announced through the University and doctoral school websites, providing information on available doctoral positions, research topics, admission requirements, evaluation criteria, [admission calendar](#) and appeal procedures ([Doctoral Admission Reg.](#); [Methodology for admission](#)). Research topics are proposed by doctoral supervisors and approved by the Doctoral School Council, while the number of available positions is established according to the doctoral school's human, material and financial resources ([IOSUD Reg.](#)). Admission ([admission website](#)) is based on competition and is open to graduates holding a master's degree or equivalent qualifications in accordance with legal requirements. Following admission, doctoral students are enrolled through a Doctoral Studies Contract, which regulates the rights and obligations of all parties involved. Between 2021 and 2025, a total of 81 doctoral students were admitted to the Veterinary Medicine doctoral programme ([Evolution of the number of enrolled doctoral students](#)).
- ✓ [Analysis of the state of facts](#): The evaluation team verified that admission procedures are consistently applied in accordance with the approved regulations and are conducted in a transparent and non-discriminatory manner. Information regarding admission requirements, available positions and selection criteria is publicly accessible, ensuring equal opportunities for all candidates (<https://admitere.iuls.ro/doctorat/>). The admission process is aligned with the doctoral

school's capacity and available resources, while the steady number of enrolled doctoral students demonstrates the attractiveness and sustainability of the doctoral programme.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: It is not necessary

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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- ✓ **Presentation of the state of facts:** Admission to doctoral studies in Veterinary Medicine is based on the principles of fairness, equal opportunities and non-discrimination, in accordance with the Doctoral Admission Regulations, the Admission Methodology and the IOSUD Regulation ([Doctoral Admission Regulations](#); [Admission Methodology](#); [IOSUD Reg.](#)). Access to doctoral studies is open to all candidates holding a master's degree or an equivalent qualification and having accumulated at least 300 ECTS credits from bachelor's and master's studies, irrespective of their field of study, gender, ethnicity, religion or social background (Art. 28, [IOSUD Reg.](#)). The admission procedures, evaluation criteria and selection conditions are applied uniformly to all candidates and are publicly available. IOSUD-IULS also provides support measures and reasonable accommodations for candidates with disabilities or special educational needs, ensuring equitable access to doctoral studies in accordance with the applicable legislation ([Code of Student Rights and Obligations](#); [Admission Methodology](#));).
- ✓ **Analysis of the state of facts:** The evaluation team found that the admission procedures implemented at SDMV are based on a clear regulatory framework that ensures fair, transparent and non-discriminatory access to doctoral studies ([Doctoral Admission Regulation](#)). Candidate selection is based exclusively on academic merit and compliance with admission requirements, without the use of discriminatory criteria. The procedures are consistently applied and supported by institutional regulations and operational mechanisms that ensure compliance with legal provisions, equal opportunities and quality assurance standards throughout the admission process.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: It is not necessary

The indicator is: fulfilled.

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

- ✓ **Presentation of the state of facts:** The professional activity of doctoral students within SDMV is regulated through the Regulation on Students' Professional Activity, the IOSUD Regulation, the SDMV Regulation and the Doctoral Studies Contract, all approved and implemented in accordance with the applicable legislation. These regulations govern the organisation of doctoral studies, enrolment, academic progression, assessment, mobility, interruption or extension of studies, students' rights and obligations, and the issuance of study documents ([Regulation on Students' Professional Activity](#); [Reg. IOSUD](#); [SDMV Reg.](#); [Study Contract](#)). The doctoral study programme is carried out according to the provisions of the Study Contract and its annexes, which define the components of the doctoral programme, academic requirements and assessment procedures. The activities included in the Advanced University Studies Programme (PSUA) are organised according to the approved timetable and curriculum, while the progress of doctoral students is monitored

through periodic evaluations and research reports. ([Monitoring Report on the Observance of Students' Rights](#); [CCOC Report](#); [Vice-Rector's Report on Social Activities](#); [Code of Student Rights/Obligations](#))

- ✓ **Analysis of the state of facts:** The evaluation team found that the regulations concerning students' professional activity are consistently applied throughout the doctoral programme. The rights and obligations of doctoral students, as well as the conditions governing academic progression, assessment and completion of studies, are clearly regulated and communicated. The reviewed documentation and discussions with doctoral students confirmed the effective implementation of the institutional regulations and the existence of appropriate mechanisms for monitoring academic progress and supporting doctoral students throughout their studies.
- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** It is not necessary

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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- ✓ **Presentation of the state of facts:** Scientific research represents the core component of the doctoral study programme in Veterinary Medicine. Doctoral students are actively involved in research activities carried out within research projects, laboratories and research teams coordinated by doctoral supervisors, contributing to the development of advanced scientific competences and the achievement of the intended learning outcomes ([Research Contracts Doctoral Students 2021-2025](#)). The learning process is supported by current scientific results and international academic interaction. Doctoral students participate in national and international scientific conferences, congresses and research dissemination activities, including the Annual International Congress organised by IULS, where they benefit from direct interaction with international experts and researchers ([Doctoral Students-Mobility including scientific events 2021-2025](#); [Presentations by External Guests](#)). The international dimension of research is further strengthened through collaboration agreements with foreign universities and research institutions and through the involvement of international specialists in teaching and research activities within IULS ([BRI Reg.](#); [ERASMUS Reg.](#)).
- ✓ **Analysis of the state of facts:** The evaluation team found that scientific research and research results are effectively integrated into the doctoral learning process. Doctoral students are exposed to current developments in the field through their participation in research projects, scientific events and interactions with national and international researchers. This research-based approach contributes directly to the development of advanced scientific competences, critical thinking and independent research skills, ensuring the achievement of the intended learning outcomes of the doctoral programme.
- ✓ **Aspects that constitute best practice examples:** The active involvement of doctoral students in funded research projects and international scientific events, combined with their direct interaction with international experts participating in teaching and research activities at IULS, provides an effective framework for integrating current research results into the learning process and strengthening doctoral students' research competences.
- ✓ **Recommendations:** It is not necessary

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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- ✓ **Presentation of the state of facts:** The Scientific Research Programme represents the core component of doctoral studies in Veterinary Medicine and plays a key role in achieving the intended learning outcomes. Through the research activities carried out within the PCS, doctoral students develop advanced competences in scientific investigation, literature review, research design and implementation, experimental data collection and analysis, scientific communication, and the dissemination of research results through publications, conference presentations and the public defence of the doctoral thesis (Study Contract and Annexes; [Doctoral Theses 2021-2025](#)). The research topics proposed by doctoral supervisors are aligned with the Veterinary Medicine doctoral field and with the priorities of the Institutional Research Strategy, ensuring their scientific relevance and contribution to current developments in the field ([Doctoral Theses 2021-2025](#); [SDMV Reg.](#)). Doctoral students are also involved in funded research projects carried out within IULS and partner institutions, which further supports the acquisition of research competences and the achievement of learning outcomes ([Research Contracts Doctoral Students 2021-2025](#)). Research results generated by doctoral supervisors are integrated into the teaching and learning process through updated course content, scientific literature, teaching materials and research-based learning activities, ensuring the continuous connection between doctoral training and current scientific developments in the field ([Course Syllabi](#)).
- ✓ **Analysis of the state of facts:** The evaluation team found that the doctoral study programme effectively integrates scientific research into the learning process, ensuring a strong connection between the intended learning outcomes and the research activities carried out by doctoral students. The PCS provides an appropriate framework for the development of advanced research competences, scientific autonomy, critical thinking and innovation capacity. The active involvement of doctoral students in research projects, scientific dissemination activities and the preparation of doctoral theses demonstrates that learning is research-based and supported by current scientific knowledge. The integration of research results into teaching activities further contributes to achieving the intended learning outcomes and maintaining the academic relevance of the programme.
- ✓ **Aspects that constitute best practice examples:** The involvement of doctoral students in funded research projects alongside doctoral supervisors, combined with the integration of current research results into course content and doctoral training activities, creates an effective research-based learning environment that supports the achievement of advanced learning outcomes.
- ✓ **Recommendations:** Diversify and continuously update doctoral research topics in line with emerging challenges and current international trends in veterinary medicine, One Health, antimicrobial resistance, biotechnology and digital technologies.

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:** Scientific research within the Veterinary Medicine doctoral study domain is aligned with the Institutional Research Strategy and is capitalised upon through doctoral theses, scientific publications, participation in research projects, conference presentations, scientific consulting activities and the continuous updating of teaching and learning resources ([Institutional Research Strategy](#); [Research Contracts Doctoral Supervisors 2021-2025](#); [Research Contracts Doctoral Students 2021-2025](#)). Between 2021 and 2025, 26 doctoral theses were successfully defended in the field of Veterinary Medicine ([Doctoral Theses 2021-2025](#)). During the same period, doctoral supervisors published 52 books and 443 scientific articles, including 261 papers in Web of Science-indexed journals, and obtained 3 patents ([PhD Supervisors Publications 2021-2025](#)). Doctoral graduates contributed with 166 scientific publications, of which 56 were published in ISI-indexed journals and 75 in other international databases ([PhD Graduates Publications 2021-2025](#)). Research results are further disseminated through participation in national and international scientific events, including the annual international congress organised by IULS, and through collaborations with academic and research institutions from Romania and abroad. The visibility of research outputs is reflected in publications indexed in international databases, citation impact indicators and participation in international scientific networks ([PhD Supervisors Prestige](#); [Doctoral Students-Mobility including Scientific Events 2021-2025](#)).
- ✓ **Analysis of the state of facts:** The evaluation team found that the scientific output generated within the Veterinary Medicine doctoral study domain demonstrates a strong level of national and international visibility. Research results are disseminated through doctoral theses, publications in internationally indexed journals, conference presentations, patents and participation in research projects, reflecting the sustained scientific activity of both doctoral supervisors and doctoral students. The research outcomes are adequately capitalised upon through scientific dissemination, their integration into teaching and research activities, and their contribution to the development of doctoral students' research competences. The volume and quality of the scientific output confirm the relevance and impact of the research conducted within the doctoral study domain.
- ✓ **Aspects that constitute best practice examples:** The sustained publication activity of doctoral supervisors and doctoral students in internationally indexed journals, combined with their active participation in national and international scientific events, ensures a high level of visibility and effective valorisation of research results within the Veterinary Medicine doctoral study domain.
- ✓ **Recommendations:** It is not necessary

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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- ✓ **Presentation of the state of facts:** IULS applies a structured quality assurance system based on institutional regulations, methodologies and procedures governing doctoral studies ([Quality Assurance Regulation](#); [IOSUD Reg.](#); [SDMV Reg](#); [Methodology for periodic evaluation of the activity of the doctoral cond](#); [Methodology for Periodic Internal Evaluation of Doctoral Schools](#)). The

implementation of these mechanisms is coordinated by the quality assurance structures, CSUD and the Doctoral School Council, through periodic monitoring and evaluation of doctoral activities. The doctoral study domain is regularly assessed through internal evaluations of the doctoral school, doctoral supervisors, doctoral students and study programmes. The results are included in annual quality reports and internal evaluation reports, which identify strengths, areas for improvement and corrective measures ([DAC Regulation](#); [Quality Assurance Strategy 2024-2028](#); [Annual Report SDMV](#); [DAC Annual Report](#)). The consistent implementation of quality assurance procedures has contributed to the continuous improvement of doctoral education, as reflected by compliance with ARACIS standards, the positive outcomes of internal and external evaluations, and the successful implementation of recommendations resulting from previous evaluation processes.

- ✓ [Analysis of the state of facts](#): The evaluation team found that SDMV applies a coherent and effective quality assurance framework, supported by clear procedures, regular monitoring activities and periodic evaluations. The results of internal evaluations are systematically analysed and used to implement improvement measures targeting both educational and research activities. The evidence reviewed demonstrates that quality assurance mechanisms have a tangible impact on the continuous enhancement of the doctoral study programme, contributing to compliance with national quality standards, improved educational processes and the sustained development of doctoral education within the Veterinary Medicine doctoral study domain.
- ✓ [Aspects that constitute best practice examples](#)
- ✓ [Recommendations](#): It is not necessary

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](#): The quality assurance system within IOSUD-IULS and SDMV actively involves relevant stakeholders, including doctoral students, doctoral supervisors, academic staff, representatives of the socio-economic environment and quality assurance structures. Their participation is ensured through representation in decision-making and consultative bodies ([SDMV Council](#), [CSUD](#), [CEAC](#), [Senate](#)), as well as through regular consultations, surveys and evaluation processes ([Senate Members](#); [Senate Committees](#); [Board of Directors](#); [CEAC](#); Art. 5 in the [DAC Regulation](#); [Composition of CSUD](#)). Feedback collected from doctoral students, graduates and external stakeholders is analysed within quality assurance procedures and is reflected in annual quality reports and internal evaluation reports ([Annual Report SDMV](#); [DAC annual report](#)). The results of these consultations are used to identify improvement measures and support evidence-based decision-making regarding the development of the doctoral study programme.
- ✓ [Analysis of the state of facts](#): The evaluation team found that SDMV has established effective mechanisms for involving internal and external stakeholders in quality assurance processes. The participation of doctoral students, academic staff, graduates and representatives of the socio-economic environment contributes to the transparency, relevance and continuous improvement of the doctoral study programme. The evidence reviewed demonstrates that stakeholder feedback is systematically collected, analysed and integrated into decision-making processes, supporting the continuous enhancement of educational, research and support activities within the doctoral study domain.
- ✓ [Aspects that constitute best practice examples](#)
- ✓ [Recommendations](#): It is not necessary

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.
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- ✓ **Presentation of the state of facts:** The University Ethics Commission (CEU) operates under [Law no. 199/2023](#), the Code of University Ethics and Professional Conduct and its own Regulation approved by the University Senate (CEU Regulation). The Commission functions independently of any other university structure and is responsible for preventing, analysing and resolving cases related to academic ethics and integrity. The CEU includes a Research Ethics Subcommittee, monitors compliance with ethical standards in education and research, and addresses cases of plagiarism, academic misconduct and discrimination. Its annual activity reports are publicly available on the university [website](#) ([Code of Ethics and University Deontology](#), [the Code of Ethics in Scientific Research](#), [the Strategy for Preventing and Combating the Phenomenon of Plagiarism](#), [Measures to combat plagiarism and nepotism](#)).
- ✓ **Analysis of the state of facts:** The evaluation team found that the University Ethics Commission operates within a clear regulatory framework and in accordance with national legislation. The Commission performs its responsibilities independently, ensuring the monitoring and enforcement of academic ethics and integrity standards throughout the institution. The existence of dedicated regulations, specific procedures and publicly available activity reports demonstrates the institution's commitment to promoting ethical conduct and maintaining academic integrity in doctoral education and research activities.
- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** It is not necessary

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.
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- ✓ **Presentation of the state of facts:** The monitoring, periodic evaluation and review of the Veterinary Medicine doctoral study domain are carried out in accordance with national legislation and institutional regulations governing quality assurance and programme evaluation. Internal evaluations are conducted regularly at the level of the Doctoral School, CSUD and IOSUD, and their results are included in annual internal evaluation reports ([SDMV Internal Evaluation Report](#)). The findings of these evaluations are analysed by the relevant academic and quality assurance structures, and the resulting recommendations and corrective measures are implemented to support the continuous improvement of the doctoral study programme and ensure compliance with quality standards ([Regulations for the initiation and evaluation of study programs](#)).
- ✓ **Analysis of the state of facts:** The evaluation team found that SDMV consistently applies monitoring, evaluation and review procedures as part of its quality assurance system. The results of internal

evaluations are systematically analysed and used to identify and implement improvement measures aimed at enhancing both educational and research activities. The evidence reviewed demonstrates that these procedures have a positive impact on the continuous development of the doctoral study programme, supporting compliance with quality standards and fostering a culture of continuous improvement ([SDMV Internal Evaluation Report](#))

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: It is not necessary

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:** The implementation of quality assurance procedures within SDMV involves the active participation of doctoral students, academic staff and representatives of the socio-economic environment. These stakeholders are represented in decision-making and quality assurance structures, including the [SDMV Council](#), [CSUD](#), [CEAC](#) and the University Senate, where they contribute to the monitoring, evaluation and improvement of doctoral education. Stakeholder feedback is regularly collected and analysed through consultations, evaluations and internal review processes. The results are used to identify improvement measures and support the continuous enhancement of the doctoral study programme ([SDMV Evaluation Report](#)).
- ✓ **Analysis of the state of facts:** The evaluation team found that SDMV actively involves doctoral students, academic staff and external stakeholders in quality assurance processes. Their participation in evaluation, consultation and decision-making activities supports transparency, relevance and the continuous improvement of the doctoral study programme.
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations: It is not necessary

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.	
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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:** The evaluation of teaching staff by doctoral students is carried out each semester through institutional procedures approved by the Senate. The results are analysed by the Doctoral School, CSUD and quality assurance structures and are included in annual quality assurance reports ([DAC Annual Report](#); [Evaluation of teaching staff by doctoral students](#); [Methodology for periodic internal evaluation of the activity of PhD supervisors](#); [Procedura evaluarea de supervisors by students](#)). The feedback obtained is used to monitor teaching quality and support continuous improvement measures. During the analysed period, all teaching staff involved in the advanced doctoral training programme (PSUA) received the rating "Very Good" from doctoral students.
- ✓ **Analysis of the state of facts:** The evaluation team found that the results of doctoral students' evaluations of teaching staff are systematically analysed and integrated into the quality assurance process. The consistently positive evaluations obtained by teaching staff confirm the quality of teaching activities and the effectiveness of the mechanisms used to monitor and improve educational performance.
- ✓ Aspects that constitute best practice examples

- ✓ **Recommendations:** It is not necessary

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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- ✓ **Presentation of the state of facts:** IULS systematically collects and manages data relevant to quality assurance through the integrated ACADEMIS platform (UMS and SAP modules), which supports the monitoring of doctoral students, learning outcomes, research activities, human resources, financial management and educational processes ([UMS Overview](#)). At institutional level, the Quality Assurance Department (DAC) collects, analyses and archives data related to programme evaluations, teaching staff performance, student satisfaction, research results, mobility activities and quality assurance indicators. The results of these analyses are included in periodic quality assurance reports and are used to support monitoring, decision-making and the continuous improvement of doctoral education ([Annual Report DAC](#)).
- ✓ **Analysis of the state of facts:** The evaluation team found that SDMV and IOSUD-IULS have effective mechanisms for the systematic collection and analysis of data relevant to quality assurance. The use of integrated information systems and periodic reporting ensures the availability of reliable information for monitoring programme performance and supporting evidence-based decision-making. The collected data are regularly analysed and used to identify improvement measures, contributing to the continuous enhancement of the quality of doctoral education.
- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** It is not necessary

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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- ✓ **Presentation of the state of facts:** IOSUD-IULS ensures a high level of transparency regarding the organization and implementation of doctoral studies by publishing and regularly updating, on its institutional website, all information of public interest related to the doctoral study programmes. In compliance with legal requirements and GDPR provisions ([General Data Protection Regulations](#)) stakeholders have open access to regulations, methodologies, admission procedures, study contracts, doctoral study guides, information on funding opportunities, doctoral supervisors and their scientific achievements, doctoral thesis defence procedures, quality assurance documents, students' rights and obligations, research infrastructure and educational resources. The institutional website (<https://iuls.ro/>) also provides public access to doctoral thesis defence announcements, doctoral programme regulations, annual self-evaluation reports and quality assurance reports, including feedback from doctoral students regarding the educational process. Through this comprehensive and publicly accessible information system, IOSUD-IULS ensures transparency, accountability and equal access to relevant information for candidates, doctoral students, graduates and other stakeholders.

- ✓ **Analysis of the state of facts:** The evaluation team found that SDMV ensures transparent and public access to information relevant to the doctoral study programme through dedicated institutional platforms. Academic, administrative and quality assurance information is regularly updated and easily accessible to all stakeholders, supporting informed decision-making, accountability and compliance with transparency requirements in higher education.
- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** It is not necessary

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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- ✓ **Presentation of the state of facts:** Transparency in decision-making processes is ensured through the provisions of the University [Charter](#) and institutional regulations. Decisions adopted by the governing bodies of IOSUD-IULS, including the CSUD, the [Board of Administration](#) and the [University Senate](#), are made publicly available through the institutional website. The University regularly publishes relevant information regarding doctoral studies, regulations, strategic documents, quality assurance reports, decisions of governing bodies, financial statements and other [information of public interest](#), ensuring openness, accountability and informed participation of stakeholders in institutional governance.
- ✓ **Analysis of the state of facts:** The evaluation team found that SDMV ensures transparent decision-making through the publication of institutional regulations, decisions, reports and information of public interest. Stakeholders have access to relevant and updated information, which supports accountability, informed participation and trust in the governance of the doctoral study programme.
- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** It is not necessary

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:** The Veterinary Medicine doctoral study domain undergoes periodic external quality evaluations in accordance with national legislation and ARACIS standards governing doctoral education. The preparation of self-evaluation reports and participation in external evaluation procedures are carried out based on institutional regulations and quality assurance procedures (: [IOSUD Reg.](#); [SDMV Regulation](#); [Regulations on Quality Assurance](#); [CEAC Regulation](#); [Regulation on the initiation, approval, monitoring and periodic evaluation of study programmes](#); [Procedure for initiation, approval, monitoring and periodic evaluation of university programmes/fields of study](#); [Internal institutional evaluation procedure](#); [Internal evaluation procedure of study programmes](#). [Scheduling of external evaluation activities](#)). Following the most recent ARACIS external evaluation (2021), the Veterinary Medicine doctoral study domain maintained its accreditation status, as confirmed by the ARACIS Council and the Ministry of Education ([ARACIS Council Decision No. 98/25.11.2021](#); [Order of the Minister of Education No. 5840/17.12.2021](#)). The evaluation report highlighted compliance with quality standards and the

implementation of recommendations from previous evaluation cycles, supporting the continuous improvement of doctoral education.

- ✓ **Analysis of the state of facts:** The evaluation team found that SDMV consistently complies with the requirements of external quality assurance processes and effectively implements the recommendations resulting from external evaluations. The maintenance of accreditation and the positive outcomes of recent ARACIS evaluations demonstrate the programme's compliance with national quality standards and its commitment to the continuous improvement of doctoral education.
- ✓ **Aspects that constitute best practice examples**
- ✓ **Recommendations:** It is not necessary

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ 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.	INTERNAL FACTORS 	Weaknesses: ✓ 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.
• Comprehensive regulatory framework aligned with national legislation, ARACIS standards and the European Higher Education Area. • Clearly defined educational and research mission supported by strategic planning. • Effective implementation of the ECTS system, facilitating academic recognition and mobility. • Highly qualified doctoral supervisors with strong scientific		• Limited attractiveness for international doctoral students and researchers, affecting the degree of internationalisation and global visibility of the programme. • Relatively low participation of doctoral students in international mobility programmes. • Dependence on external funding sources and insufficient financial resources for expanding research activities. • Reduced

performance and international visibility. • Transparent admission, evaluation and graduation procedures. • Modern research infrastructure, well-equipped laboratories and access to international scientific databases. • Strong integration of research activities into doctoral training and learning outcomes. • Well-established quality assurance system based on periodic evaluation and continuous improvement. • Efficient use of integrated information systems and databases for academic management and monitoring. • Transparent governance with active involvement of doctoral students and stakeholders in decision-making processes. • Public access to relevant information regarding doctoral studies, ensuring transparency and accountability. • Continuous implementation of recommendations resulting from internal and external		attractiveness of doctoral studies and the risk of doctoral student dropout, influenced by uncertain career prospects and current socio-economic conditions.
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evaluations.		
SWOT analysis		
Opportunities: ✓ Identify external factors that could create opportunities to improve the quality of education in the study domain.	 EXTERNAL FACTORS	Threats: ✓ Identify external factors that could constitute threats to the quality of education in the study domain.
• Further alignment of doctoral education with European standards and good practices, enhancing international visibility and competitiveness. • Access to European and national funding programmes supporting research, innovation, infrastructure development and academic mobility. • Expansion of partnerships with international universities, research institutes and socio-economic stakeholders. • Increased use of digital technologies and innovative research tools in doctoral education. • Access to international training opportunities and resources in research management and academic development. • Strengthening		• Increasing competition from national and European higher education institutions offering similar doctoral programmes. • Demographic decline and the resulting reduction in the pool of potential doctoral candidates. • Limited engagement of the socio-economic environment in long-term strategic partnerships with higher education institutions. • Economic and political instability that may affect funding opportunities and institutional development. • Decreasing attractiveness of careers in the agricultural, livestock and veterinary sectors. • Financial pressures that may contribute to doctoral student

collaboration with foreign research centres and international scientific networks. • Availability of scholarships and mobility opportunities through Erasmus+ and other international cooperation programmes.		dropout or reduced participation in research activities. • Persistent underfunding of higher education and research at national level
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
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	Further capitalize on the research potential of the ROVETEMERG Centre by increasing its integration into doctoral research activities, interdisciplinary projects and international collaborations.
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Provide additional support for scientific writing and publication activities, through dedicated workshops, mentoring activities and assistance for publishing in high-impact international journals.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	Diversify and continuously update doctoral research topics in line with emerging challenges and current international trends in veterinary medicine, One Health, antimicrobial resistance, biotechnology and digital technologies.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	from any other structure or person in the higher education institution.		
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

The evaluation of the Veterinary Medicine doctoral study domain within IOSUD-IULS demonstrates that the programme fulfills the requirements associated with institutional capacity, educational effectiveness and quality management. The doctoral study domain benefits from a stable organizational framework, qualified academic and research staff, adequate financial and material resources, and modern research infrastructure that supports the achievement of doctoral education objectives.

The educational process is structured around clearly defined learning outcomes, aligned with Level 8 of the National Qualifications Framework and the European Qualifications Framework. The curriculum integrates advanced academic training with scientific research activities, ensuring the development of professional and transversal competences required for independent research and academic or professional careers.

Doctoral students benefit from access to research facilities, mobility opportunities, scientific events and academic support services that contribute to their professional and personal development.

Research represents a central component of doctoral training. The scientific activity of doctoral supervisors and doctoral students is reflected in publications, participation in research projects, scientific events and collaborations at national and international level, contributing to the visibility and impact of the doctoral study domain.

The quality assurance system is well established and operates through clear procedures for monitoring, evaluation and continuous improvement. Internal and external evaluations, stakeholder involvement, student feedback mechanisms and transparent governance processes support evidence-based decision-making and the continuous enhancement of doctoral education. The programme also demonstrates a strong commitment to academic ethics, institutional transparency and public accountability.

Overall, the Veterinary Medicine doctoral study domain provides a high-quality academic and research environment, ensuring compliance with national and European standards and creating the conditions necessary for the successful training of future researchers and specialists in the field.

Propose and substantiate a decision.

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

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

VII. Annexes

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

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