



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

Higher Education Institution/Education Provider Organization:	"Alexandru Ioan Cuza" University from Iași (Iassy)
Doctoral School:	Psychology and Educational Sciences
Doctoral Domain:	Educational Sciences
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.	Alin Gavreliuc, Professor PhD	Expert evaluator	
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I. Introduction

This external evaluation report was prepared within the framework of the periodic external quality assurance procedure for maintaining the accreditation of the doctoral study domain *Educational Sciences*, organized by the “Alexandru Ioan Cuza” University of Iași (UAIC) through IOSUD-UAIC and the Doctoral School within the Faculty of Psychology and Educational Sciences.

The evaluation process was carried out in accordance with the provisions of the Romanian Higher Education Law no. 199/2023, Government Decision no. 962/2024 regarding the external quality assurance methodology, and the ARACIS standards and performance indicators applicable to doctoral study domains. The external evaluation visit included the analysis of the Internal Evaluation Report (IER) and its annexes, meetings with the university and IOSUD management, discussions with doctoral supervisors, doctoral students, graduates and employers, as well as the verification of the research infrastructure and learning resources available to doctoral students.

Founded in 1860, the “Alexandru Ioan Cuza” University of Iași is the oldest modern university in Romania and one of the country’s leading higher education institutions. UAIC currently includes 15 faculties, more than 23,000 students and a comprehensive structure of bachelor’s, master’s and doctoral programmes. Doctoral studies are organized through IOSUD-UAIC and several accredited doctoral schools, ensuring advanced research training and academic development in line with European standards.

The doctoral study domain *Educational Sciences* operates within the Faculty of Psychology and Educational Sciences and focuses on advanced research in curriculum studies, educational policies, teacher training, educational management, inclusive education and digital learning environments. The domain benefits from qualified doctoral supervisors, research facilities, digital academic resources and national and international academic partnerships supporting doctoral training and scientific dissemination. The previous external evaluation of the doctoral study domain resulted in the maintenance of accreditation, confirming the academic and research capacity of the domain and its compliance with national quality assurance requirements. The current evaluation aimed to verify the extent to which the domain continues to meet ARACIS quality standards regarding institutional capacity, educational effectiveness and quality management.

II. Methods used

The external evaluation process was based on the analysis of the Internal Evaluation Report (IER) prepared by IOSUD-UAIC for the doctoral study domain *Educational Sciences*, together with the supporting annexes and additional documents provided before and during the evaluation visit. The evaluation panel examined institutional documents regarding the organizational and managerial structure of IOSUD-UAIC and the Doctoral School, doctoral study regulations, internal quality assurance procedures, doctoral supervisors’ academic and research activity, doctoral students’ scientific output, mobility programmes, research projects and international collaborations.

The evaluation visit included meetings with the university management, the IOSUD leadership, the director of the Doctoral School, doctoral supervisors, doctoral students, graduates, employers and representatives of the quality assurance structures. Discussions focused on the organization of doctoral studies, research performance, supervision procedures, access to institutional resources, doctoral students’ support services and the implementation of internal quality assurance mechanisms.

The evaluation team also visited the educational and research facilities available to doctoral students within the Faculty of Psychology and Educational Sciences and IOSUD-UAIC, including lecture rooms, research centres, libraries, doctoral students’ workspaces and digital learning infrastructure.

The evaluation methodology combined document analysis, direct observation and semi-structured interviews in order to verify the consistency between the information presented in the Internal Evaluation Report and the institutional realities observed during the visit. Particular attention was given to research performance indicators, publication activity, participation in scientific events, doctoral students’ integration into research teams and the degree of internationalization of the doctoral study domain.

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.

Findings

The doctoral study domain Educational Sciences operates within IOSUD-UAIC in accordance with the Romanian Higher Education Law no. 199/2023, the UAIC Charter and the institutional regulations governing doctoral studies. The organizational structure includes CSUD, the Doctoral School Council and the administrative structures responsible for doctoral studies management.

According to the Internal Evaluation Report, the domain currently includes 8 doctoral supervisors and more than 70 doctoral students. The evaluation panel verified the existence of updated regulations regarding admission, supervision, ethics, quality assurance and thesis defence procedures. These regulations are publicly available and were revised following the legislative changes introduced in 2023–2025.

The domain benefits from a functional management system supported by institutional digital platforms, periodic CSUD and Doctoral School meetings, and internal quality assurance mechanisms. The previous external evaluation resulted in maintaining accreditation, confirming the continuity of the institutional framework.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences has adequate organizational structures and a functional management system ensuring the proper implementation and monitoring of doctoral studies. The regulatory framework is coherent, transparent and aligned with current national legislation and ARACIS requirements.

Good practices

- public availability of doctoral regulations and procedures;
- periodic revision of institutional regulations;
- use of digital academic and administrative management tools.

Recommendation: -

The indicator is considered 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.

Findings

The doctoral study domain Educational Sciences involves faculty members, doctoral supervisors, doctoral students and external stakeholders in the process of reviewing and updating institutional regulations and academic procedures. According to the Internal Evaluation Report, feedback is collected through meetings of the Doctoral School Council, CSUD consultations, doctoral students' evaluations and

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

periodic discussions with graduates and employers. The evaluation panel verified the existence of consultation mechanisms regarding admission procedures, doctoral supervision, research ethics and quality assurance regulations. Minutes of meetings and institutional reports confirm the active participation of stakeholders in decision-making and revision processes during 2021–2025.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences ensures the involvement of relevant stakeholders in the adoption and revision of methodologies, regulations and implementation procedures. The consultation mechanisms are functional, documented and integrated into the institutional quality assurance framework.

Good practices

- involvement of doctoral students in Doctoral School decision-making structures;
- periodic consultation of external stakeholders regarding doctoral training and research relevance;
- transparent communication of revised regulations and procedures.

Recommendation: -

The indicator is considered 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.

Findings

The evaluation panel confirmed, based on the Internal Evaluation Report and the visit, that the Doctoral School of Psychology and Educational Sciences of UAIC has adequate educational, research and administrative infrastructure. The faculty uses spaces in Buildings D and E, equipped with gigabit cable network and Eduroam WiFi access. The Doctoral School Hall (room D214) includes 20 workstations and wireless access to scientific databases and library resources.

Concrete examples identified in the report include:

- laboratories D304 and D309 equipped respectively with 34 desktop computers and 24 laptops, interactive displays, webcams and hybrid teaching facilities;
- research software such as SPSS, AMOS and NVIVO acquired in 2023;
- lecture rooms equipped with 65" interactive displays, videoconference systems, smart boards and audio systems through PNRR investments;
- modernization of the Psychology and Pedagogy Library, including RFID systems, digital flipcharts, video projection systems and ergonomic furniture;
- access to major international scientific databases (Web of Science, Scopus, ScienceDirect, Springer, ProQuest, EBSCO, Emerald etc.) through ANELIS Plus subscriptions.

The institution also implemented measures supporting accessibility for persons with disabilities, including wheelchair ramps, elevator installation projects, adapted dormitory spaces and Braille signage.

Analysis

The available infrastructure supports the effective organization of doctoral teaching, research and administrative activities. The evaluation panel appreciates the significant investments in digitalization, hybrid teaching infrastructure, research software and library modernization. Access to extensive international databases and dedicated doctoral research spaces represents a strong point of the doctoral field.

Good practices

- dedicated Doctoral School Hall (D214) with 20 workstations and database access;
- laboratories equipped for hybrid teaching and advanced data analysis;
- recent investments through PNRR in smart classrooms and videoconference infrastructure;
- extensive access to international scientific databases through ANELIS Plus;
- concrete accessibility measures for persons with disabilities (ramps, elevators, adapted facilities).

Recommendation: -

The indicator is considered 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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Findings

The movable and immovable assets used by the doctoral study domain Educational Sciences are adequately maintained and periodically modernized in order to ensure appropriate conditions for teaching, research and administrative activities. According to the Internal Evaluation Report, in 2020 the replacement of the interior and exterior carpentry of Building D was completed, covering 1304.60 sqm, followed by repair and sanitation works in all teaching spaces.

Between 2021 and 2025, the Faculty of Psychology and Educational Sciences continued investments in infrastructure and equipment. Several rooms (D211a, D212, D214, D216, D302, D303, D309, D314, D315a and D315b) were equipped with ergonomic furniture, while additional modernization works targeted rooms S1, S6, S7, S8, D201, D213, D217a and D313. Most spaces are equipped with air-conditioning systems.

The evaluation panel verified the existence of functional and updated IT infrastructure, including wired internet connections, Eduroam WiFi coverage and modernized network equipment through the “e-UAIC” digital infrastructure project. In 2023, restoration works of the data network and Access Points infrastructure were initiated to improve wireless connectivity throughout Building D.

The institution also invested in social and accessibility infrastructure, including outdoor learning and relaxation areas, wheelchair access ramps, elevator installation projects and adapted access routes for persons with disabilities.

Analysis

The evaluation panel concludes that the movable and immovable assets are properly maintained and continuously improved, ensuring adequate conditions for doctoral education, research and academic work. The investments made during the evaluated period demonstrate institutional commitment to infrastructure modernization, digitalization and accessibility.

Good practices

- continuous modernization of teaching and research spaces between 2020–2025;
- investments in digital infrastructure and WiFi connectivity through the e-UAIC project;
- modernization of learning spaces with ergonomic furniture and hybrid teaching equipment;
- implementation of accessibility measures for persons with disabilities.

Recommendation: -

The indicator is considered 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
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has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

Findings

The doctoral study domain Educational Sciences includes 9 affiliated doctoral supervisors, of whom 8 (88.88%) are tenured within IOSUD-UAIC. The evaluation panel verified that all teaching and supervision activities are carried out by academic staff with appropriate qualifications, doctoral supervision rights and scientific expertise relevant to the disciplines taught and the doctoral research directions.

According to the Internal Evaluation Report, 77.77% of the doctoral supervisors fully meet the CNATDCU minimum standards in force, while 2 members (22.23%) do not currently meet criterion C5. At the same time, all doctoral supervisors have maintained scientific activity during the last five years, and 7 out of 9 supervisors (77.77%) obtained scientific scores exceeding the 20% threshold required in relation to the overall CNATDCU score.

The evaluation panel noted significant scientific performances among doctoral supervisors, including:

- Prof. Carmen Mihaela Crețu – CNATDCU score 973.87;
- Prof. Constantin Cucoș – CNATDCU score 1178.9;
- Assoc. Prof. Liliana Măță – CNATDCU score 990.59, with 56.25% obtained during the last five years;
- Prof. Nicoleta Laura Popa – CNATDCU score 536.85, with 47.19% achieved during the last five years.

More than 60% of the doctoral supervisors have published at least 5 Web of Science or ERIH indexed papers with impact factor during the evaluated period, confirming international scientific visibility. The advanced doctoral training programme is delivered by professors and associate professors with recognized expertise in research methodology, ethics, educational sciences and digitalization, through courses such as Advanced Methods for Quantitative Data Analysis, Academic Ethics and Integrity, Digitalization and Artificial Intelligence in Scientific Research and Meta-Analysis and Dyadic Analyses. The evaluation panel also identified active involvement in international academic cooperation and research dissemination. Between 2021–2025, doctoral students published 87 Web of Science articles, 88 BDI indexed papers, 23 conference proceedings papers and 48 books or book chapters. At least 35% of doctoral students participated in international mobilities or scientific conferences through Erasmus, EC2U and Coimbra partnerships.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences benefits from qualified and scientifically active human resources capable of ensuring high-quality doctoral training and research supervision. The doctoral supervisors demonstrate relevant academic expertise, scientific productivity and international visibility, while the teaching staff adequately covers the disciplines included in the advanced doctoral training programme.

At the same time, considering the higher national standards that will become mandatory starting with 1 October 2026, the evaluation panel considers necessary the continued consolidation of the Doctoral School through the inclusion of new doctoral supervisors with significant scientific output, international visibility, experience in competitive research projects and the capacity to meet the future increased performance requirements established at national level.

Good practices

- high proportion of tenured doctoral supervisors within IOSUD-UAIC (88.88%);
- strong scientific visibility through Web of Science and ERIH indexed publications;
- integration of advanced courses focused on AI, digitalization and meta-analysis;
- active participation in Erasmus, EC2U and Coimbra international partnerships;
- sustained scientific output of doctoral students and supervisors between 2021–2025.

Recommendation

- continued consolidation of the Doctoral School through the inclusion of new doctoral supervisors able to meet the higher national performance standards becoming applicable from 1 October 2026, particularly regarding scientific productivity, international visibility and involvement in competitive research projects.

The indicator is considered fulfilled.

Indicator
I.P.A.3.1.2

The HEI ensures professional and personal development for its staff.

Findings

The “Alexandru Ioan Cuza” University of Iași implements several measures supporting the professional and personal development of academic staff involved in the doctoral study domain Educational Sciences. According to the Internal Evaluation Report, doctoral supervisors and teaching staff benefit from institutional support for participation in international scientific conferences, research mobilities, training activities and publication of scientific results.

The evaluation panel identified concrete support mechanisms such as:

- financial support for conference participation fees, transport, accommodation and publication expenses through the FCISD Fund;
- the FSCI Fund dedicated to supporting publications in Web of Science indexed journals in hybrid open-access regime;
- the FSSSC Fund supporting research and dissemination activities financed from project management overheads;
- institutional support for participation in Erasmus+, EC2U, Coimbra and Eugen Ionescu mobility programmes.

The report also confirms the continuous involvement of academic staff in research projects, international scientific networks, editorial boards, scientific committees and academic events. The institutional strategy for 2022–2025 additionally supported the development of digital competencies through the “e-UAIC” project financed by PNRR, which contributed to the modernization of digital infrastructure and academic management systems.

Analysis

The evaluation panel concludes that UAIC ensures adequate institutional support for the professional and personal development of the academic staff involved in the doctoral study domain Educational Sciences. The identified measures contribute to strengthening scientific visibility, internationalization, research dissemination and the continuous development of academic and digital competencies.

Good practices

- institutional financial support for conference participation and scientific publications;
- support for academic mobility through Erasmus+, EC2U and Coimbra partnerships;
- dedicated funding mechanisms for Web of Science publications;
- involvement of academic staff in international scientific networks and editorial boards.

Recommendation: -

The indicator is considered 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.

Findings

Recruitment procedures within the doctoral study domain Educational Sciences are regulated by the Institutional Regulation on Doctoral Studies and the annual admission methodology approved by the UAIC Senate. The evaluation panel verified that admission procedures, evaluation criteria and admission calendars are publicly available on the IOSUD-UAIC and Faculty of Psychology and Educational Sciences websites and comply with the Romanian Higher Education Law no. 199/2023.

Admission is based on transparent criteria including previous academic results, the quality of the research proposal, research interests, scientific achievements and the mandatory interview. The evaluation panel confirmed the involvement of doctoral supervisors and Doctoral School structures in the admission and evaluation process.

According to the Internal Evaluation Report, the doctoral field maintained constant attractiveness during 2021–2025, with the total number of doctoral students increasing from 37 in 2021–2022 to 42 in 2025–

2026. The ratio between the number of candidates and the number of funded places remained above the ARACIS minimum threshold during the evaluated period.

Analysis

The evaluation panel concludes that recruitment procedures within the doctoral study domain Educational Sciences comply with national legislation and are implemented transparently and consistently. The admission criteria are clearly defined, publicly communicated and relevant for identifying candidates with appropriate academic and research potential.

Good practices

- transparent publication of admission procedures and evaluation criteria;
- research-oriented admission criteria including research proposals and interviews;
- constant attractiveness of the doctoral field during the evaluated period;
- involvement of doctoral supervisors in the recruitment and selection process.

Recommendation: –

[The indicator is considered 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.

Findings

The doctoral study domain Educational Sciences uses multiple digital tools supporting academic management, communication and access to educational resources. The evaluation panel verified the use of the eSIMS platform for the management of doctoral students' records, study contracts, enrolment procedures and institutional reporting activities.

According to the Internal Evaluation Report, UAIC implemented the "e-UAIC" digitalization project financed through PNRR during 2022–2025, supporting the development of integrated academic management applications and digital administrative services.

Doctoral students and academic staff benefit from access to:

- Moodle and Microsoft Teams platforms for teaching and communication activities;
- Eduroam wireless infrastructure and digital learning facilities;
- online access to institutional regulations and ANELIS Plus scientific databases.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences effectively integrates IT tools into academic and administrative procedures, contributing to improved accessibility, communication and quality of services for doctoral students and staff.

Good practices

- use of the eSIMS platform for academic management;
- implementation of the "e-UAIC" digitalization project through PNRR funding;
- integration of Moodle, Microsoft Teams and Eduroam infrastructure in doctoral activities.

Recommendation: –

[The indicator is considered 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.

* The term "programmes" concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term "programme" shall be used hereinafter.

Indicator I.P.B.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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Findings

The doctoral study programme in Educational Sciences is structured in accordance with the expected learning outcomes, level 8 qualifications of the National and European Qualifications Frameworks (NQF/EQF) and the ESCO occupational standards for the profession of researcher in educational sciences.

According to the Internal Evaluation Report, the curriculum includes:

- an advanced university training programme during the first semester, corresponding to 30 ECTS credits;
- an individual scientific research programme carried out throughout the doctoral cycle.

The first semester curriculum includes courses such as:

- Scientific Research Methodology;
- Advanced Methods for Quantitative Data Analysis;
- Methods for Qualitative Data Analysis;
- Academic Ethics and Integrity;
- Digitalization and Artificial Intelligence in Scientific Research;
- Meta-Analysis and Dyadic Analyses in the Social Sciences.

The evaluation panel verified the correlation between learning outcomes and ESCO competences.

Examples include:

- conducting empirical educational research using quantitative and qualitative methodologies;
- analysis of research data through advanced statistical techniques and specialized software;
- scientific communication and academic writing;
- use of digital technologies and tools specific to educational research;
- research project management and interdisciplinary teamwork.

The curriculum and course syllabi are annually approved by the UAIC Senate and periodically reviewed through consultations with doctoral students, doctoral supervisors and external stakeholders. The evaluation panel also verified that the distribution of ECTS credits and the corresponding academic and research activities are detailed within the curriculum and course documentation.

Analysis

The evaluation panel concludes that the doctoral study programme in Educational Sciences is coherently structured, learning-outcome oriented and adequately correlated with ESCO competences and doctoral qualification requirements. The programme combines advanced methodological training, research activities and transferable skills development in accordance with ARACIS standards.

Good practices

- clear correlation between learning outcomes and ESCO competences;
- advanced methodological and digital research training during the first semester;
- integration of courses addressing AI, meta-analysis and scientific writing;
- detailed distribution of ECTS credits and academic activities within the curriculum documentation.

Recommendation: –

The indicator is considered 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).

Findings

The expected learning outcomes of the doctoral study programme in Educational Sciences are correlated with the competences required for the occupation of researcher in educational sciences, in accordance with ESCO standards and level 8 qualifications within the National and European Qualifications Frameworks.

The evaluation panel verified several explicit correlations between learning outcomes and ESCO competences, including:

- “conducting empirical studies using quantitative and qualitative methodologies” correlated with ESCO competences related to research methodology and empirical educational research;
- “analysis of research data using advanced statistical techniques and specialized software” correlated with competences regarding data analysis methods and digital research tools;
- “elaboration and publication of original scientific papers” correlated with academic writing and dissemination of scientific information;
- “coordination of educational research projects” correlated with research project management competences;
- “effective collaboration in interdisciplinary research teams” correlated with transversal competences regarding teamwork and scientific communication.

The curriculum also includes disciplines directly supporting these competences, such as Advanced Methods for Quantitative Data Analysis, Methods for Qualitative Data Analysis, Academic Ethics and Integrity and Digitalization and Artificial Intelligence in Scientific Research.

Analysis

The evaluation panel concludes that the expected learning outcomes are adequately correlated with the professional and transversal competences required by the ESCO framework and by the occupation of researcher in educational sciences. The programme demonstrates coherence between curriculum structure, research training and targeted competences.

Good practices

- explicit correlation between learning outcomes and ESCO competences;
- integration of advanced methodological and digital research competences within the curriculum;
- emphasis on academic writing, research ethics and interdisciplinary teamwork.

Recommendation: –

The indicator is considered 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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Findings

The doctoral study domain Educational Sciences implements student-centred learning principles both through curriculum design and through the teaching and assessment strategies used within doctoral activities. According to the Internal Evaluation Report, the programme is organized in accordance with the student-centred learning principle established by the Romanian Higher Education Law no. 199/2023 and the UAIC Charter.

The evaluation panel verified that doctoral activities are organized in onsite, online and hybrid formats using Moodle, Microsoft Teams and digital collaborative tools. Learning activities emphasize active participation, collaborative work, individual research projects, scientific debates and continuous interaction between doctoral students and supervisors.

The curriculum supports individualized learning pathways through the integration of:

- advanced methodological training;
- independent scientific research activities;

- participation in conferences, research projects and international mobilities;
- continuous feedback, self-assessment and peer-evaluation mechanisms.

The evaluation panel also noted that doctoral students are actively involved in research teams and dissemination activities. Between 2021–2025, at least 35% of doctoral students participated in international conferences or mobility programmes, while doctoral students published articles in Web of Science and other indexed journals under the supervision of doctoral coordinators.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences effectively implements student-centred learning principles through flexible teaching strategies, individualized research guidance and active involvement of doctoral students in research and academic dissemination activities.

Good practices

- use of onsite, online and hybrid learning formats;
- integration of continuous feedback and peer-evaluation mechanisms;
- active involvement of doctoral students in research projects and scientific dissemination;
- support for international mobility and conference participation.

Recommendation: –

The indicator is considered 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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Findings

The doctoral study domain Educational Sciences ensures opportunities for doctoral students to participate in national and international academic mobility programmes, research internships and scientific events organized both physically and virtually. According to the Internal Evaluation Report, doctoral students benefited from Erasmus+, EC2U, Coimbra Group and other international cooperation frameworks during the evaluated period.

The evaluation panel verified a constant increase in participation in research mobilities and scientific dissemination activities between 2021–2025:

- research mobilities and research internships: 2 (2021), 1 (2022), 6 (2023), 9 (2024), 3 (2025);
- participation in international conferences: 14 (2021), 10 (2022), 19 (2023), 11 (2024), 29 (2025);
- participation in national conferences: 10 (2021), 10 (2022), 10 (2023), 18 (2024), 13 (2025).

The evaluation panel also noted the involvement of doctoral students in international scientific networks, joint academic activities and dissemination events organized in hybrid and online formats. Mobility participation is supported institutionally through Erasmus+ funding schemes and internal financial support mechanisms.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences provides adequate opportunities for doctoral students to participate in academic mobility programmes, research internships and scientific events. The increasing number of mobilities and conference participations demonstrates active institutional support for internationalization and research dissemination.

Good practices

- active participation of doctoral students in Erasmus+, EC2U and Coimbra mobility programmes;
- increasing number of international conference participations during 2021–2025;
- institutional support for research mobilities and scientific dissemination activities;
- use of hybrid and virtual participation formats for international academic events.

Recommendation: –

The indicator is considered fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

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

The doctoral study domain Educational Sciences provides fair and inclusive learning opportunities adapted to doctoral students' potential, research interests and learning needs. The evaluation panel verified the use of diversified teaching and assessment methods, including seminars, colloquia, mentoring activities, formative and summative evaluation and individualized scientific supervision.

Equal access is ensured through institutional access to digital libraries, international scientific databases and specialized research software such as SPSS, AMOS and NVivo. The programme also supports flexible learning formats through onsite, online and hybrid activities using Moodle and Microsoft Teams platforms.

According to the Internal Evaluation Report, support measures for doctoral students with special educational needs or vulnerable situations are implemented in accordance with the UAIC Gender Equality Plan 2022–2025 and the institutional strategy for 2026–2030. These measures include academic counselling, adapted learning conditions and individualized support mechanisms, while maintaining the academic standards of doctoral studies.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences provides equitable learning opportunities and adequately addresses the diversity of learning styles, abilities and educational needs of doctoral students through flexible teaching approaches and institutional support measures.

Good practices

- diversified teaching and assessment methods adapted to doctoral students' needs;
- equal access to digital libraries, databases and research software;
- implementation of support measures in line with the UAIC Gender Equality Plans;
- use of flexible onsite, online and hybrid learning formats.

Recommendation: –

The indicator is considered 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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Findings

The doctoral study domain Educational Sciences provides doctoral students with access to educational resources and support services adapted to their academic and research needs. The evaluation panel verified access to international scientific databases through ANELIS Plus subscriptions, digital libraries, Moodle and Microsoft Teams platforms, as well as specialized research software such as SPSS, AMOS and NVivo.

The institutional infrastructure includes dedicated doctoral workspaces, modernized libraries, hybrid teaching facilities and access to counselling and administrative support services. The Doctoral School Hall (D214) provides 20 workstations with internet access and connection to academic databases.

The evaluation panel also noted the activity of the Student and Alumni Support Service (Serviciul Suport pentru Studenți și Alumni), which offers counselling, career guidance, psychological support and support measures for students from vulnerable groups or with special educational needs/disabilities.

According to the Internal Evaluation Report, the institution implements support measures in line with the UAIC Gender Equality Plan 2022–2025, including adapted access routes, ramps, elevator projects,

personalized academic support and flexible learning conditions for students with disabilities or special educational needs.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences provides adequate educational resources and support services adapted to doctoral students' learning and research needs, including for students with special educational needs/disabilities. The available infrastructure and institutional services support equal access, academic integration and research development.

Good practices

- access to international databases, digital libraries and specialized research software;
- dedicated doctoral workspaces and hybrid learning facilities;
- support provided through the Student and Alumni Support Service;
- implementation of accessibility and inclusion measures for students with disabilities.

Recommendation: –

The indicator is considered 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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Findings

The learning outcomes of the doctoral study programme in Educational Sciences are reflected in the curriculum, course syllabi and doctoral study regulations. The evaluation panel verified that the expected competences, course objectives, assessment methods and workload distribution are described for the disciplines included in the advanced training programme.

The course syllabi consistently specify professional and transversal competences and support the understanding of expectations regarding research methodology, academic writing, ethics, quantitative and qualitative data analysis, digital competences and scientific dissemination. The curriculum also reflects the correlation between programme objectives, ESCO competences and doctoral qualification requirements.

The evaluation panel noted that, under the revised ARACIS framework, greater emphasis is placed on the explicit formulation of intended learning outcomes in terms of knowledge, skills, and autonomy and responsibility. During the evaluation process, the institution demonstrated that this approach has already been incorporated into the updated curriculum documentation prepared for the forthcoming implementation cycle.

Analysis

The evaluation panel concludes that the programme provides a coherent and transparent description of the competences targeted through the doctoral training process. Nevertheless, further alignment with the learning-outcomes approach promoted by the updated ARACIS standards would enhance the transparency and consistency of the course documentation. In particular, a more explicit formulation of intended learning outcomes at course level would facilitate the alignment between teaching activities, assessment methods and the expected achievements of doctoral students.

At the same time, the ongoing alignment of course documentation with the updated ARACIS standards is expected to further strengthen the visibility and consistency of intended learning outcomes across the programme during the 2026–2030 implementation period.

Good practices

- clear description of professional and transversal competences in course syllabi;
- correlation between competences, assessment methods and research activities;
- integration of methodological, digital and ethical competences within the curriculum

Recommendation: -

The indicator is considered 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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Findings

The achievement of learning outcomes within the doctoral study programme in Educational Sciences is monitored through ongoing assessment mechanisms, course evaluations and the periodic evaluation of doctoral research activities. The evaluation panel verified that the advanced doctoral training programme organized during the first semester includes disciplines totaling 30 ECTS credits, assessed through examinations, colloquia, research assignments and academic presentations.

Following the completion of the advanced training stage, doctoral students continue the individual scientific research programme under the guidance of doctoral supervisors. The achievement of learning outcomes is further monitored through annual progress reports, presentations before the supervisory committee, participation in scientific conferences, publication activities and the final public defence of the doctoral thesis.

The evaluation panel confirmed that assessment procedures and evaluation criteria are described in the course syllabus and doctoral regulations, ensuring transparency and coherence between expected competences, learning activities and evaluation methods.

Analysis

The evaluation panel concludes that the achievement of learning outcomes is systematically monitored through continuous assessment, research supervision and final evaluation mechanisms adapted to the specific requirements of doctoral studies.

Good practices

- clear structure of the first semester advanced training programme with 30 ECTS credits;
- integration of continuous assessment and annual research progress evaluations;
- use of supervisory committees and public thesis defence procedures;
- correlation between learning outcomes, research activities and evaluation methods.

Recommendation: –

The indicator is considered 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.

Findings

The doctoral study domain Educational Sciences applies transparent and consistent admission procedures in accordance with the Institutional Regulation on Doctoral Studies and the annual admission methodology approved by the UAIC Senate. The evaluation panel verified that admission procedures, eligibility conditions, evaluation criteria and admission calendars are publicly available on the IOSUD-UAIC website.

According to the Internal Evaluation Report, admission evaluation is based on two complementary components:

- evaluation of the research proposal, representing 50% of the admission grade;
- interview for assessing research competences and abilities, representing the remaining 50%, as a mandatory component of the admission process.

The evaluation panel confirmed that the admission procedure focuses on identifying candidates with appropriate academic background, research potential and motivation for doctoral studies. The admission process involves doctoral supervisors and Doctoral School structures and includes transparent communication of results and evaluation criteria.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences consistently applies admission procedures in accordance with institutional regulations and national legislation. The admission structure adequately combines the evaluation of research potential with the assessment of academic and scientific competences relevant for doctoral studies.

Good practices

- balanced admission structure combining research proposal evaluation and interview assessment;
- strong focus on research competences and scientific potential during admission;
- transparent publication of admission procedures and evaluation criteria.

Recommendation: –

The indicator is considered 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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Findings

Admission to the doctoral study programme in Educational Sciences complies with the principles of fairness, transparency and equal opportunities established by national legislation and UAIC institutional regulations. The evaluation panel verified that admission procedures, evaluation criteria and eligibility conditions are publicly available and applied uniformly to all candidates.

According to the Internal Evaluation Report, support measures are available for candidates from vulnerable groups and for persons with special educational needs/disabilities, including counselling services, individualized administrative support and adapted academic conditions, in line with the UAIC Gender Equality Plan 2022–2025.

Analysis

The evaluation panel concludes that admission procedures within the doctoral study domain Educational Sciences comply with the principles of fairness, equal opportunities and inclusion, while providing institutional support measures for vulnerable groups and candidates with special educational needs.

Good practices

- transparent and uniformly applied admission procedures;
- institutional support measures for vulnerable groups and candidates with special educational needs;
- alignment with the UAIC Gender Equality Plan and inclusion policies.

Recommendation: –

The indicator is considered 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.

Findings

The professional activity of doctoral students within the doctoral study domain Educational Sciences is regulated through the Romanian Higher Education Law no. 199/2023, the Code of Doctoral University Studies (GD no. 681/2011), Order no. 3018/2025 regarding the minimum standards for awarding the doctoral degree, the Institutional Regulation on Doctoral Studies and the Regulation of the Doctoral School of Psychology and Educational Sciences.

The professional relationship between the Doctoral School and doctoral students is established through the Doctoral Study Contract, which specifies the doctoral student status, rights and obligations, as well as the rights and responsibilities of doctoral supervisors. The evaluation panel verified that the doctoral pathway includes both the advanced doctoral training programme and the individual research and training programme.

According to the Internal Evaluation Report, the individual doctoral programme includes:

- research activities;
- publication of scientific papers;
- participation in conferences, international mobilities and research internships;
- involvement in research projects and teaching activities.

Research activities are described within the curriculum in accordance with the European Credit Transfer System (ECTS), one credit corresponding to 25 hours of academic and research workload. The evaluation panel also verified the use of periodic research reports and supervisory committee evaluations for monitoring doctoral progress.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences consistently applies the regulations concerning doctoral students' professional activity. The doctoral pathway is clearly regulated through institutional documents and contractual mechanisms, ensuring coherence between academic activities, research training and expected learning outcomes.

Good practices

- clear regulation of doctoral students' rights and obligations through the Doctoral Study Contract;
- integration of research, publication and mobility activities within the doctoral pathway;
- correlation of doctoral activities with ECTS principles and learning outcomes;
- systematic monitoring of doctoral progress through reports and supervisory committees.

Recommendation: –

The indicator is considered 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.

Findings

The doctoral study domain Educational Sciences carries out international cooperation activities supporting academic mobility, research collaboration and internationalization of doctoral training. The evaluation panel verified the existence of institutional partnerships within Erasmus+, Coimbra Group and EC2U networks, many of them valid until the academic year 2028–2029.

According to the Internal Evaluation Report, doctoral students participated in research mobilities and scientific dissemination activities throughout the evaluated period:

- research mobilities and research internships: 2 (2021), 1 (2022), 6 (2023), 9 (2024), 3 (2025);
- participation in international conferences: 14 (2021), 10 (2022), 19 (2023), 11 (2024), 29 (2025).

The evaluation panel also identified the involvement of foreign doctoral students in research internships through the Eugen Ionescu, Erasmus and Coimbra programmes. Examples mentioned in the report include:

- Aline Clarisse Mbo – supervised by Assoc. Prof. Simona Butnaru through the Eugen Ionescu Programme;

- Erranda Voilier – supervised by Prof. Constantin Cucoş.

Between 2021–2025, 25 foreign doctoral students were involved in doctoral research internships or academic activities within the Doctoral School of Psychology and Educational Sciences.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences actively supports international cooperation, academic mobility and research collaboration through institutional partnerships, mobility programmes and participation in international scientific events. The increasing number of mobilities and the involvement of foreign doctoral students contribute positively to the international visibility of the doctoral field.

Good practices

- active participation in Erasmus+, EC2U and Coimbra international networks;
- involvement of foreign doctoral students through the Eugen Ionescu Programme;
- increasing participation in international conferences and research mobilities;
- long-term international cooperation agreements supporting doctoral training and research.

Recommendation: –

The indicator is considered 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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Findings

Learning within the doctoral study domain Educational Sciences is strongly connected with scientific research activities and the dissemination of research results. The evaluation panel verified that doctoral students are actively involved in research projects, publication activities, conferences and scientific collaboration networks under the supervision of doctoral coordinators.

According to the Internal Evaluation Report, the scientific output of doctoral students and academic staff between 2021–2025 included:

- Web of Science articles: 8 (2021), 30 (2022), 23 (2023), 17 (2024), 9 (2025);
- BDI indexed articles: 21 (2021), 11 (2022), 25 (2023), 12 (2024), 19 (2025);
- conference proceedings papers: 4 (2021), 4 (2022), 8 (2023), 5 (2024), 2 (2025);
- books and book chapters: 5 (2021), 10 (2022), 12 (2023), 11 (2024), 10 (2025).

The evaluation panel also verified that research-based learning is integrated within the curriculum through advanced methodological courses, publication requirements, conference participation, research internships and supervision activities. Doctoral students are encouraged to publish scientific results in indexed journals and to participate in national and international scientific events.

Analysis

The evaluation panel concludes that learning based on scientific investigation and research results is effectively integrated within the doctoral study programme and contributes directly to the achievement of the expected learning outcomes. The consistent scientific output and active involvement of doctoral students in dissemination activities demonstrate the strong research orientation of the doctoral field.

Good practices

- active involvement of doctoral students in scientific publication activities;
- significant number of Web of Science and BDI indexed publications during 2021–2025;
- integration of research dissemination activities within the doctoral pathway;
- strong correlation between research activities and expected learning outcomes.

Recommendation: –

The indicator is considered 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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Findings

The scientific research results of the doctoral study domain Educational Sciences are visible and adequately capitalised upon through publications, conference participation and involvement in national and international research activities. Between 2021–2025, doctoral students and academic staff published 87 Web of Science articles, 88 BDI indexed articles, 23 conference proceedings papers and 48 books or book chapters.

The evaluation panel also verified the participation of doctoral students and supervisors in international conferences, Erasmus+, EC2U, Coimbra and Eugen Ionescu academic cooperation programmes, as well as their involvement in national and international research projects.

Analysis

The evaluation panel concludes that the scientific research results of the doctoral study domain Educational Sciences demonstrate appropriate national and international visibility and are adequately integrated into the academic and research activities of the Doctoral School.

Good practices

- consistent scientific output in Web of Science and BDI indexed publications;
- active participation in international scientific events and mobility programmes;
- integration of doctoral students into research and dissemination activities.

Recommendation: –

The indicator is considered 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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Findings

The doctoral study domain Educational Sciences consistently applies institutional procedures and quality assurance mechanisms aimed at improving the quality of doctoral education and research activities. The evaluation panel verified the implementation of regulations and procedures approved at university level and periodically updated in accordance with legislative changes.

Examples of relevant institutional regulations include:

- the Institutional Regulation on the Organization and Functioning of Doctoral Studies, approved by the UAIC Senate on 22 May 2025;
- the Regulation on the Organization and Functioning of the Doctoral School of Psychology and Educational Sciences, approved by the UAIC Senate on 27 November 2025;
- the Procedure for Internal Evaluation and Monitoring of Doctoral Schools.

The evaluation panel also verified the implementation of procedures regarding admission, monitoring of doctoral progress, ethics and academic integrity, thesis similarity verification and periodic review of doctoral training activities. These mechanisms are supported through CSUD monitoring activities, supervisory committees and periodic internal evaluations.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences consistently applies institutional regulations and quality assurance procedures, demonstrating their impact on the coherence, transparency and continuous improvement of the doctoral study programme.

Good practices

- periodic updating of institutional regulations in line with legislative changes;
- implementation of standardized procedures for admission, monitoring and thesis evaluation;
- integration of ethics and quality assurance mechanisms within doctoral activities.

Recommendation: –

The indicator is considered fulfilled.

Standard S.C.1.2. Stakeholder engagement

The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

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

The doctoral study domain Educational Sciences involves doctoral supervisors, doctoral students and external stakeholders in the implementation and review of institutional procedures related to doctoral studies and quality assurance. The evaluation panel verified the existence of consultation mechanisms within CSUD meetings, Doctoral School Council activities and General Assemblies of the Doctoral School.

According to the Internal Evaluation Report, doctoral students' representatives participate in decision-making structures, while external stakeholders and members of the academic community are involved through consultations, feedback and periodic review activities regarding doctoral programmes and research activities.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences adequately involves members of the academic community and relevant stakeholders in the implementation and monitoring of institutional procedures, contributing to transparency and continuous quality improvement.

Good practices

- involvement of doctoral students in Doctoral School decision-making structures;
- periodic consultation of academic community members and stakeholders;
- use of feedback mechanisms in quality assurance activities.

Recommendation: –

The indicator is considered 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.

Findings

The Academic Ethics Commission of "Alexandru Ioan Cuza" University of Iași operates based on its own regulation approved by the University Senate and performs its activity independently, in accordance with national legislation and institutional regulations. The evaluation panel verified that the Commission addresses matters related to academic ethics and deontology concerning students, doctoral students, academic staff and researchers.

According to the Internal Evaluation Report, the Ethics Commission holds ordinary monthly meetings and extraordinary meetings whenever necessary. Decisions regarding ethics complaints and deviations from academic integrity are adopted by majority vote of the members present. The annual reports of the Ethics Commission are publicly available on the university website.

The evaluation panel also verified the existence of institutional procedures regarding ethics and academic integrity, including thesis similarity verification, ethics-related regulations and mandatory ethics courses included in the doctoral curriculum.

Analysis

The evaluation panel concludes that the Academic Ethics Commission operates independently and in compliance with legal and institutional provisions, contributing effectively to the implementation of academic ethics and integrity standards within the doctoral study domain Educational Sciences.

Good practices

- public availability of annual reports of the Ethics Commission;
- regular functioning of the Ethics Commission through ordinary and extraordinary meetings;
- integration of ethics and academic integrity mechanisms within doctoral studies.

Recommendation: –

The indicator is considered 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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Findings

The doctoral study domain Educational Sciences consistently applies institutional procedures regarding the initiation, monitoring and periodic review of doctoral programmes and research activities. The evaluation panel verified the implementation of the Institutional Regulation on Doctoral Studies, the Procedure for Internal Evaluation and Monitoring of Doctoral Schools and the regulations concerning doctoral admission, research progress and thesis evaluation.

According to the Internal Evaluation Report, the procedures are systematically used for monitoring doctoral students' progress, reviewing advanced training activities, ensuring ethics compliance and evaluating research results. The monitoring outcomes are integrated into continuous improvement measures at Doctoral School and CSUD level.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences consistently applies institutional procedures and demonstrates their impact on quality assurance, transparency and the continuous improvement of doctoral education and research activities.

Good practices

- systematic monitoring of doctoral students' progress and research activities;
- periodic review of doctoral training programmes and procedures;
- integration of ethics and quality assurance mechanisms within doctoral studies.

Recommendation: –

The indicator is considered 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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Findings

Members of the academic community and external stakeholders are actively involved in the implementation of procedures related to doctoral studies, quality assurance and programme monitoring within the doctoral study domain Educational Sciences. The evaluation panel verified the involvement of doctoral supervisors, doctoral students, management structures and external stakeholders in consultation, feedback and review activities.

According to the Internal Evaluation Report, doctoral students' representatives participate in CSUD and Doctoral School meetings, while important decisions regarding doctoral training activities and programme implementation are discussed within the General Assemblies convened by the Director of the Doctoral School.

The evaluation panel also noted concrete examples of stakeholder involvement in the revision and approval of curricula, including the introduction, for the academic year 2025–2026, of optional courses such as Meta-analysis and Dyadic Analyses, Digitalization and Artificial Intelligence in Scientific Research and Epistemological Foundations of Scientific Research.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences adequately involves members of the academic community and relevant stakeholders in the implementation and continuous improvement of institutional procedures and doctoral training activities.

Good practices

- involvement of doctoral students in CSUD and Doctoral School structures;
- participatory revision and approval of doctoral curricula and training activities;
- inclusion of new courses addressing AI, digitalization and advanced research methodologies.

Recommendation: –

The indicator is considered fulfilled.

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

Standard S.C.4.1. Procedures	
Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

Findings

The doctoral study domain Educational Sciences applies procedures for the biannual evaluation of teaching staff by doctoral students within the institutional quality assurance framework. According to the Internal Evaluation Report, the evaluation results are analysed at faculty and Doctoral School level and are used for improving teaching quality, teaching methods and academic interaction with doctoral students.

The evaluation panel verified the existence of institutional procedures regulating the evaluation process, data collection and the analysis of feedback received from doctoral students regarding teaching activities and academic supervision.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences systematically analyses the results of the biannual evaluation of teaching staff by students and integrates the feedback into the continuous improvement process of doctoral education.

Good practices

- regular biannual evaluation of teaching staff by doctoral students;
- institutional analysis of students' feedback within the quality assurance framework;
- use of evaluation results for improving teaching and supervision activities.

Recommendation: –

The indicator is considered 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.

Findings

The doctoral study domain Educational Sciences systematically collects and analyses data necessary for the internal quality assurance process through institutional structures, digital platforms and periodic monitoring procedures. The evaluation panel verified the involvement of the Quality Evaluation and Assurance Commission (Comisia de evaluare și asigurare a calității) in monitoring educational activities, doctoral students' progress and programme quality indicators.

According to the Internal Evaluation Report, data collection and analysis are supported through institutional digital systems and specialized services, including the Student and Alumni Service platform operated through the Career Information, Counselling and Placement Center.

The evaluation panel also verified the use of data regarding doctoral students' academic progress, research results, mobility participation, publication activity and students' feedback within the institutional quality assurance framework.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences systematically collects and analyses relevant data supporting the internal quality assurance process and the continuous improvement of doctoral education activities.

Good practices

- involvement of the Quality Evaluation and Assurance Commission in monitoring activities;
- use of institutional digital platforms for data collection and analysis;
- operation of the Student and Alumni Service platform supporting academic monitoring and career guidance.

Recommendation: –

The indicator is considered 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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Findings

The doctoral study domain Educational Sciences ensures public access to relevant information regarding doctoral studies through the IOSUD-UAIC and Faculty of Psychology and Educational Sciences websites. The evaluation panel verified the publication of regulations, admission methodologies, curricula, course descriptions, doctoral supervisors' information, quality assurance documents and institutional procedures. According to the Internal Evaluation Report, information regarding doctoral admission, research activities, mobility opportunities, ethics regulations and doctoral thesis procedures is publicly available and periodically updated. The institutional websites also provide access to annual reports, academic regulations, scientific events and student support services.

Examples of relevant online resources include:

- IOSUD-UAIC website: doctoral regulations, admission procedures, doctoral supervisors and thesis defence information;
- Faculty website: curricula, course syllabi, academic events and doctoral study information;
- career guidance, counselling and student/alumni support services.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences ensures transparency and public access to relevant academic and administrative information regarding the evaluated study programme.

Good practices

- public availability of regulations, curricula and admission procedures;
- periodic updating of institutional information on university websites;
- online access to student support and career guidance services.

Recommendation: –

The indicator is considered fulfilled.

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

The doctoral study domain Educational Sciences ensures transparent decision-making processes through the public availability of institutional regulations, procedures and management decisions, as well as through the involvement of doctoral students and academic staff in governance structures. The evaluation panel verified that decisions regarding doctoral studies, admission procedures, curriculum revision and quality assurance are discussed within CSUD meetings, Doctoral School Council meetings and General Assemblies of the Doctoral School. Minutes of meetings and institutional regulations are available and periodically updated.

According to the Internal Evaluation Report, doctoral students' representatives participate in decision-making structures, while important academic decisions, including the revision and approval of curricula, are subject to consultation and institutional validation procedures.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences ensures transparent and participatory decision-making processes consistent with institutional regulations and quality assurance principles.

Good practices

- involvement of doctoral students in governance and decision-making structures;
- transparent publication of institutional regulations and procedures;
- use of consultative mechanisms in curriculum revision and programme management.

Recommendation: –

The indicator is considered 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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Findings

The doctoral study domain Educational Sciences carries out the procedures related to external quality assurance processes in accordance with ARACIS regulations and national legislation. The evaluation panel verified the involvement of the Quality Assurance administrative structure and the Quality Evaluation and Assurance Commission in preparing Annual Self-Assessment Reports, quality assurance documents and monitoring activities.

According to the Internal Evaluation Report, the last external evaluation of the doctoral field Educational Sciences for the period 2015–2020 took place in 2021, while the interim external evaluation was carried out in 2024. The institutional evaluation of UAIC by ARACIS took place in 2022, resulting in maintaining the “High Degree of Confidence” qualification.

The evaluation panel also verified the implementation of recommendations resulting from previous external evaluations, including:

- updating the Doctoral School regulations in accordance with Law no. 199/2023;
- improvement of the doctoral students’ information system;
- continuation of similarity verification procedures for doctoral theses;
- strengthening internal quality assurance and monitoring mechanisms.

Analysis

The evaluation panel concludes that the doctoral study domain Educational Sciences consistently carries out the procedures related to external quality assurance and demonstrates continuity in implementing improvement measures resulting from previous ARACIS evaluations.

Good practices

- systematic preparation of self-assessment and quality assurance documents;
- implementation of recommendations resulting from previous external evaluations;
- continuous updating of regulations and monitoring procedures in line with legislative changes.

Recommendation: –

The indicator is considered fulfilled.

IV. SWOT Analysis

Strengths:	INTERNAL FACTORS	Weaknesses:
– strong institutional tradition and high academic visibility of UAIC; – consistent scientific output, including numerous Web of		- relatively uneven distribution of scientific productivity among doctoral supervisors; – fluctuating number of doctoral

Science and BDI indexed publications; – active involvement of doctoral students in research projects, conferences and international mobility programmes; – well-developed quality assurance and digital academic management systems; – diversification of the curriculum through courses addressing AI, digitalization and advanced research methodologies; – increasing institutional capacity through the inclusion of new doctoral supervisors.		students and research mobilities during the evaluated period; – dependence on institutional and national funding schemes for supporting doctoral activities.
SWOT analysis		
Opportunities: – expansion of international partnerships through Erasmus+, EC2U, Coimbra and Eugen Ionescu programmes; – increasing integration of digital technologies and AI in research and doctoral training; – access to PNRR funding and international research grants; – development of interdisciplinary and evidence-based educational research; – attraction of new doctoral supervisors and international doctoral candidates.	⬇ EXTERNAL FACTORS	Threats: – unpredictability of national funding for research and higher education; – possible legislative instability affecting doctoral studies and quality assurance regulations; – risk of reduced attractiveness of academic careers for young researchers; – growing pressure related to future national standards for doctoral supervision and scientific performance.

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
MAIN 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,	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	regulations and procedures that are periodically reviewed as required by law.		
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	– continued consolidation of the Doctoral School through the inclusion of new doctoral supervisors able to meet the higher national performance standards becoming applicable from 1 October 2026, particularly regarding scientific productivity, international visibility and involvement in competitive research projects.
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			

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	-	-

– continuation of efforts to consolidate the doctoral supervision capacity through the inclusion of new doctoral supervisors meeting the future national standards applicable from 01.10.2026;

– continued support for increasing the international visibility of doctoral research through participation in international projects, publications and scientific networks;

– diversification of external funding sources supporting doctoral research, mobility and dissemination activities;

– continued development of interdisciplinary, digital and AI-supported research competences within the doctoral curriculum;

– maintaining the strong quality assurance mechanisms and periodic curriculum revision processes already implemented at Doctoral School level.

All 32 analysed performance indicators were assessed as fulfilled. The evaluation panel concludes that the doctoral study domain Educational Sciences within IOSUD – “Alexandru Ioan Cuza” University of Iași meets the ARACIS standards and performance indicators applicable to the maintenance of accreditation procedure.



VI. Conclusions

The evaluation panel noted the coherent institutional framework, the strong integration of research within doctoral training, the consistent scientific output and the effective quality assurance mechanisms implemented within the doctoral study domain Educational Sciences. The programme demonstrates alignment with ARACIS standards, ESCO competences and national regulations, while supporting internationalization, research dissemination and student-centred learning.

Based on the analysis of the Internal Evaluation Report, supporting documents and discussions carried out during the evaluation visit, the evaluation panel proposes:

– **maintaining accreditation (MAC)** of the doctoral study domain Educational Sciences within IOSUD – “Alexandru Ioan Cuza” University of Iași.

The proposal is substantiated by the fact that all 32 analysed performance indicators were assessed as fulfilled.

VII. Annexes

Enclose the schedule of the on-site visit.