



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 of Iași
Doctoral School:	Doctoral School of Economics and Business Administration (SDEAA)
Doctoral Domain:	Management
The objective of the external evaluation:	Maintaining accreditation (MAC)



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I. Introduction

The external evaluation report of the doctoral university study domain Management is drawn up within the procedure for maintaining the accreditation (MAC), organised for “Alexandru Ioan Cuza” University of Iași (UAIC), through the Doctoral School of Economics and Business Administration (SDEAA), within IOSUD-UAIC. The evaluation has as its object the verification of the academic-institutional quality, of the resources, of the research results and of the quality assurance mechanisms related to the Management domain, with reference to the regulatory framework applicable to doctoral studies and to the ARACIS standards in force. The document is based on the Internal Evaluation Report (IER), on the annexes transmitted, on the institutional documents indicated in the file and on the information obtained during the evaluation visit.

UAIC, established on 26 October 1860, operates as a public higher education institution and organises doctoral university studies through IOSUD-UAIC. According to the IER, the university has 15 faculties, 92 bachelor's programmes, 134 master's programmes, 14 doctoral schools covering 29 doctoral and postdoctoral domains, over 25,000 students and active collaborations with over 660 universities from 78 countries. IOSUD-UAIC is coordinated through the Council for Doctoral University Studies, and SDEAA operates within the Faculty of Economics and Business Administration, with an academic and administrative structure dedicated to the organisation of doctoral studies in the economic and related domains.

The doctoral university study domain Management is organised within SDEAA and falls within the academic profile of the Faculty of Economics and Business Administration. At the date of the IER, the Management domain operates with 7 active doctoral supervisors, all university professors and with the fulfilment of the applicable minimum standards. For the academic year 2025-2026, 14 admitted candidates and 40 active doctoral students are recorded, of whom 10 international doctoral students from Israel, Vietnam, China and the Republic of Moldova. The doctoral programme is organised in the full-time form (IF), over 240 ECTS, according to the 2026-2030 curriculum, with 30 ECTS allocated to the preparation programme based on advanced university studies (PPUA) and 210 ECTS to the individual scientific research programme (PCS).

Overall, the Management domain presents itself as a consolidated doctoral domain, supported by human resources with relevant academic experience, by an updated doctoral curriculum, by research activities and projects carried out by the coordinators, as well as by mechanisms of internationalisation and of consultation of the doctoral students. The analysis follows, for each indicator, the correlation between the data declared in the IER, the annexed documents and the findings of the external evaluation.

SDEAA is organised within the Faculty of Economics and Business Administration and manages 10 doctoral domains, including the Management domain. At the date of the IER, the Management domain operates with 7 active doctoral supervisors, all with the fulfilment of the applicable minimum standards, and for the academic year 2025-2026, 14 admitted candidates and 40 active doctoral students are recorded, of whom 10 international doctoral students from Israel, Vietnam, China and the Republic of Moldova. The doctoral programme is organised in the full-time form (IF), over 240 ECTS, according to the 2026-2030 curriculum, with 30 ECTS allocated to the preparation programme based on advanced university studies (PPUA) and 210 ECTS to the individual scientific research programme (PCS); the duration of the doctoral university studies is referred to art. 18 para. (3) of the Framework Regulation approved by OME no. 3020/2024.

II. Methods used

The evaluation was based on the detailed examination of the Internal Evaluation Report, in the Romanian and English versions, and of its annexes. The following were analysed: Annex 1 - the CVs of the



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doctoral supervisors; Annex 2 - the sheets on the fulfilment of the habilitation standards; Annex 3 - the projects of the coordinators of the Management domain; Annex 4 - the SDEAA 2025 Doctoral Students' Satisfaction Questionnaire; Annex 5 - the Erasmus mobilities of the coordinators and doctoral students in the period 2021-2025; Annex 6 - the SDEAA 2026-2030 IF curriculum. The UAIC/IOSUD/SDEAA regulations, the course sheets, the documents regarding quality, the situations regarding the publications, the defended theses, the projects, the mobilities, the library resources and the public information available on the institutional portals were also taken into account.

The IER and its annexes were analysed: Annex 1 - the CVs of the doctoral supervisors; Annex 2 - the sheets on the fulfilment of the habilitation standards; Annex 3 - the list of research projects; Annex 4 - the results of the Doctoral Students' Satisfaction Questionnaire for the academic year 2024-2025; Annex 5 - the Erasmus mobilities of the coordinators and doctoral students in the period 2021-2025; Annex 6 - the 2026-2030 curriculum. The UAIC/IOSUD/SDEAA regulations, the course sheets, the documents regarding quality, the situations regarding the publications, the defended theses, the projects, the mobilities, the library resources and the public information available on the institutional portals were also taken into account (<https://doctorat.feaa.uaic.ro/Pages/Home.aspx>, <https://www.uaic.ro/studii/studii-universitare-de-doctorat/>).

The on-site visit allowed the direct verification of the data presented in the file. The following were visited: Building R, Lecture Hall 402, the Google Room, the research laboratories, the "Mihai Eminescu" Central University Library and the FEAA Library, the hall of residence, the canteen, the sports hall, the Anastasie Fătu Botanical Garden. During the meetings, discussions took place with the representatives of the management of the organisational component, the team that produced the IER, the teaching staff involved in the activities of the DSUD Management, the doctoral students, the graduates, the employers, the heads of the research centres and laboratories, the representatives of the CEAC and of the quality assurance structures, as well as the members of the University Ethics Committee.

Building R, Lecture Hall 402, the Google Room, the research laboratories, the "Mihai Eminescu" Central University Library and the FEAA Library, the dormitory, the canteen, the sports hall and the "Anastasie Fătu" Botanical Garden were visited. The debates were attended by the representatives of the management of the organisational component, the team that drafted the internal evaluation report (IER), the teaching staff involved in the activities of the DSUD, the doctoral students of the Management DSUD, graduates of the DSUD, employers of the DSUD graduates, the heads of the research centres/laboratories, representatives of the management of the organisational component/the contact person/representatives of the CEAC/representatives of the organisational structures in the field of quality assurance, members of the University Ethics Commission, representatives of the organisational structures in the field of quality assurance.

In addition to the documentary analysis and the institutional visit, the evaluation process included the correlation of the information from the IER with the annexes, the examination of the performance indicators regarding human resources, the curriculum, research, internationalisation and quality management, as well as the verification of the manner in which the institutional procedures are applied in the organisation of the Management domain. The evaluation takes into account the regulatory framework applicable to doctoral studies and to the external evaluation of quality in higher education, mainly Higher Education Law no. 199/2023, the Framework Regulation on doctoral university studies approved by OME no. 3020/2024, the External Evaluation Methodology approved by GD no. 962/2024, the ARACIS Guide for the procedures regarding the doctoral domains and the specific quality Standards for the doctoral university study domains approved by Decision of the ARACIS Council no. 143/H/05.06.2025. OME no. 3693/2024 is taken into account strictly for the matter of admission, and OME no. 3018/2025 for the national minimum standards necessary and mandatory for the conferral of the doctoral diploma, with the temporal application provided by the order.



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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1

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

- ✓ **Presentation of the state of facts, supported by documents and data:** IOSUD-UAIC coordinates doctoral studies through the CSUD, led by Prof. Dr. Lăcrămioara Petrescu, and SDEAA operates within FEAA, with responsibilities for organising and administering the 10 doctoral domains, including Management. The IER records the operation of SDEAA on the basis of the Institutional Regulation on doctoral university studies, approved by Decision of the UAIC Senate no. 13 of 18 September 2025, and of the doctoral school's own regulation, documents published on the institutional portals. The Director of SDEAA is Prof. dr. Adriana Zaiț, elected in July 2022. The leadership structure of the Management domain is documented through Annex 1 (the CVs of the supervisors) and Annex 2 (the records of meeting the habilitation standards), which attest to the existence of a body of 7 doctoral supervisors holding the rank of university professor and with relevant academic and administrative leadership positions at the level of FEAA and UAIC, which confirms the maturity of the managerial structures of the domain, as well as teaching staff with experience in quality management, in coordinating study programmes and in academic evaluation, which ensures the link between the decision-making level of the faculty and the operational level of the doctoral school.
- ✓ **Analysis of the state of facts:** The management system is adequate for the Management domain, since the relationship between the UAIC/IOSUD institutional level, the FEAA faculty level and the SDEAA level is regulated, traceable and supported by updated procedures. The decision-making and administrative structures allow the domain to be organised under conditions of legality, with the delimitation of responsibilities between the CSUD, the SDEAA Council, the director of the doctoral school, the doctoral supervisors and the support structures. The presence within the body of supervisors of teaching staff who simultaneously hold positions of dean, department head and coordinator of quality structures (attested by the CVs in Annex 1) reduces the risk of malfunctions in communication between the institutional levels and gives the domain a solid administrative capacity. The coherence between the recently updated regulatory framework and the actual composition of the leadership team indicates a functional management system, capable of supporting the organisation of the domain throughout the entire doctoral cycle.
- ✓ **Aspects that constitute best practice examples:** The recent updating of the Institutional Regulation of doctoral studies through Decision of the UAIC Senate no. 13 of 18 September 2025, in correlation with Law no. 199/2023 and with OME no. 3020/2024, ensures regulatory traceability and adaptation to the current framework of doctoral studies. The HR Excellence in Research



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recognition of UAIC also provides an institutional framework favourable to the application of the principles of the European Charter for Researchers.

- ✓ **Recommendations:** Maintaining the efforts of permanent alignment with the fulfilment of the requirements of the legal framework in force.

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1

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

- ✓ **Presentation of the state of facts, supported by documents and data:** The IER highlights the involvement of the academic community and of the stakeholders in drafting, endorsing and revising the internal documents. Consultations in the FEAA faculty councils, debates at SDEAA level, the participation of the students'/doctoral students' representatives in the relevant structures and the application of the annual Doctoral Students Satisfaction Questionnaire, documented in Annex 4 of the IER, are indicated. The doctoral student consultation instrument, presented in Annex 4, is structured along several dimensions - the quality of the enrolment decision, the doctoral journey, the research environment, the work pressure and the general satisfaction - and includes items regarding the usefulness of the progress reports, the quality of the collaboration with the supervisor, the support of the guidance committee and the communication with the SDEAA secretariat, which demonstrates that the feedback collected covers both the academic component and the administrative component of the programme. The questionnaire also includes an open section for improvement proposals for each set of assessments, providing a direct channel through which doctoral students can influence the revision of procedures.
- ✓ **Analysis of the state of facts:** The described mechanisms confirm that the opinions of the teaching staff, doctoral students and other stakeholders are integrated into the process of updating the methodologies and regulations. The circuit of initiation, endorsement and approval creates sufficient institutional traceability, and the publication of the documents provides access to the applicable procedural framework. The multidimensional structure of the questionnaire in Annex 4 allows the differentiated identification of the aspects that require intervention, from the organisation of the journey to the quality of the guidance relationship, so that the consultation of doctoral students does not remain formal, but can underpin concrete revision decisions. The existence of the proposal sections strengthens the participatory character of the process and creates the premises for closing the loop between feedback and the improvement measure.
- ✓ **Aspects that constitute best practice examples:** The use of the annual satisfaction questionnaire and the involvement of doctoral students in the quality structures represent useful mechanisms for closing the feedback-decision-improvement measure loop.
- ✓ **Recommendations:**
The indicator is: fulfilled

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

Standard S.A.2.1. Material resources

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



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Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The IER indicates the existence of spaces dedicated to SDEAA in Building R of UAIC, located at 14 Alexandru Lăpușneanu Street, Iași municipality, which includes the headquarters of the Doctoral School (room R424), the doctoral laboratory (room R412) and the study room for doctoral students (room R411). The bibliographic resources are provided through the FEAA Library, located in Building B of UAIC, 22A Carol I Boulevard, with 29,758 volumes, 23,313 titles, 240 study places and 86 workstations, as well as through access to international electronic databases Web of Science, Scopus, ScienceDirect and EBSCO. During the visit, other university facilities relevant to the study and research environment were also indicated, including the “Mihai Eminescu” Central University Library, accommodation and dining facilities.
- ✓ **Analysis of the state of facts:** The material base is adequate for carrying out the activities of advanced training, research, documentation and administrative support for the 40 active doctoral students of the domain. The R411, R412 and R424 spaces and the library resources cover the needs for individual work, academic interaction and access to scientific resources. In relation to the 40 active doctoral students, the 240 study places and the 86 workstations of the FEAA Library, as well as access to the Web of Science, Scopus, ScienceDirect and EBSCO databases, ensure comfortable coverage of the documentation needs, without pressure on the existing capacity. The concentration of the doctoral spaces in Building R, in the proximity of the secretariat and of the SDEAA management, supports the efficient use of the infrastructure throughout the entire doctoral cycle.
- ✓ **Aspects that constitute best practice examples:** The concentration of the doctoral spaces in Building R, in the proximity of the secretariat and of the SDEAA management, facilitates the doctoral students' access to administrative and academic support.
- ✓ **Recommendations:** Promoting the use of existing facilities for doctoral student studies and services in the online environment.
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, supported by documents and data:** The headquarters of SDEAA is located in Building R of UAIC, at 14 Alexandru Lăpușneanu Street, Iași, where the doctoral spaces are concentrated in the immediate proximity of the secretariat (office R424) and of the doctoral school's management. The doctoral students benefit from individual study rooms/offices equipped with 10 Lenovo All-In-One desktop systems, laptops and multifunction devices, used both for individual study and for the presentation of projects, reports and theses. In the same building, SDEAA carries out its courses, seminars, workshops, conferences and public thesis defences in a 50-seat room and in two additional lecture halls, all equipped with smart tables, laptops, sound systems and internet access. The individual study room R411 also hosts a mini-library dedicated to doctoral students, complementary to the two faculty libraries. The bibliographic resources are



provided through the FEAA Library in Building B, which, as of 31 December 2025, held 29,758 volumes / 23,313 titles, offering 240 study places, 86 workstations with internet and portal access, a photocopier and a printer, a video-surveillance system and an electronic anti-theft system per volume; 3,970 book titles have been digitised and delivered to users via institutional e-mail. The concern for maintenance and development is reflected in the 2025 Institutional Development Operational Plan and in the Multiannual Strategic Plan for the development of UAIC 2024–2029, while the Rector's Annual Reports (the 2024 report documenting investments in the IOSUD material base from page 49) record the consolidation, modernisation and expansion of the infrastructure.

- ✓ **Analysis of the state of facts:** The management of the material base is adequate and sustainable for the purpose of the doctoral programme. The concentration of the doctoral spaces (R411, R412, R424) in Building R, together with the modern equipment of the lecture halls and the access to the two faculty libraries and to the FEAA Library in Building B, ensures coherent conditions for individual work, academic interaction and the public defence of theses. The dimension of the bibliographic resources (29,758 volumes / 23,313 titles, 240 study places, 86 workstations) and the ongoing digitisation programme (3,970 titles delivered electronically) cover comfortably the documentation needs of the active doctoral students of the Management domain, without pressure on the existing capacity. The integration of the maintenance and modernisation efforts into the institutional planning instruments - the 2025 Operational Plan, the Multiannual Strategic Plan 2024–2029 and the annual Rector's Reports - provides a predictable framework for the renewal of the equipment and supports the sustainability of the resources throughout the entire doctoral cycle.
- ✓ **Aspects that constitute best practice examples:** The integrated use of the spaces dedicated to doctoral students, of the FEAA Library and of the institutional electronic resources ensures a coherent environment for doctoral research.
- ✓ **Recommendations:**
The indicator is: fulfilled

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- ✓ **Presentation of the state of facts, supported by documents and data:** As of the date of the evaluation, the Management domain has 7 active doctoral supervisors, all holding the rank of university professor and meeting the applicable minimum standards, according to Annex 2 of the IER. The records of meeting the habilitation standards in Annex 2 confirm consistent research scores, above the minimum thresholds applicable to the university professor, the doctoral supervisor and the habilitation, all validated through articles in ISI-ranked journals with a non-zero article influence score (AIS). Annex 3 documents the supervisors' involvement in recent national and international projects (among others, Erasmus+, Jean Monnet, POCU, FDI and PNRR



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projects), and Annex 1 attests to mature academic profiles, with experience in supervising doctorates, in quality management and in international relations.

- ✓ **Analysis of the state of facts:** The human resource is adequate for organising and carrying out the Management domain. The existence of 7 active doctoral supervisors, all university professors, for the 40 active doctoral students ensures a sustainable supervision capacity, compliant with the requirements of the indicator. The qualification and professional competences of the supervisors correspond to the activities in the evaluated domain, and the continuity of supervision is supported by maintaining a periodic monitoring of the workload and by an academic succession plan. The academic profiles in Annex 1 and the scores in Annex 2 REI confirm that all supervisors hold the qualifications and competences necessary for the activities pertaining to the doctoral programme. The diversity of experience of the body, from consolidated habilitation certificates to recent habilitations, provides a balance between experience and continuity, useful for the long-term sustainability of the domain.
- ✓ **Aspects that constitute best practice examples:** The meeting of the minimum standards by all supervisors, the publication of the academic profiles of the supervisors and the maintaining of the HR Excellence in Research recognition at the level of UAIC support the quality of the human resource and the transparency of the relationship with the future candidates.
- ✓ **Recommendations:**
The indicator is: fulfilled

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The teaching staff and the doctoral supervisors benefit from professional development opportunities through courses, workshops, research projects and international mobilities. Annex 3 REI documents the involvement of the supervisors of the Management domain in educational, research, training and institutional development projects in the period 2020-2025. Annex 5 REI records Erasmus mobilities of the supervisors and doctoral students, including mobilities at the University of Pavia, University of Ioannina, UCLL University of Applied Sciences, Escuela Universitaria de Osuna, Artevelde University of Applied Sciences, Universidad Europea del Atlantico, University of Lodz, University of Thessaly and Universidade dos Açores.
- ✓ **Analysis of the state of facts:** The reported mechanisms support the professional and personal development of the staff, with an emphasis on internationalisation, research competences and digital competences. Participation in mobilities and research projects contributes to the continuous updating of the supervisors' competences.
- ✓ **Aspects that constitute best practice examples:**
The integration of workshops with international guests into the SDEAA activity complements the classic mobilities and creates training opportunities accessible to supervisors and doctoral students.
The increasing number of mobilities accessed by teachers.
- ✓ **Recommendations:**
The indicator is: fulfilled

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



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- ✓ **Presentation of the state of facts, supported by documents and data:** The recruitment and promotion of the teaching staff is carried out through the specialised structures of UAIC, on the basis of the legal framework applicable to the academic career and of the published institutional methodologies. The IER indicates the existence of transparent procedures regarding the competitions, the committees and the evaluation criteria.
- ✓ **Analysis of the state of facts:** The recruitment procedures are consistent with the requirements of legality, transparency and professional competence. In order to avoid regulatory confusion, it is noted that OME no. 3693/2024 concerns the framework admission methodology, not the recruitment of teaching staff; staff recruitment is analysed with reference to the legislation on the academic career and to the internal UAIC regulations.
- ✓ **Aspects that constitute best practice examples:** The publication of the positions, of the criteria and of the composition of the committees, together with the institutional validation of the results, support the transparency of the recruitment process.
- ✓ **Recommendations:**
The indicator is: fulfilled

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- ✓ **Presentation of the state of facts, supported by documents and data:** At UAIC level there is an appropriate IT system for recording students and their academic journey, called eSims, resulting from the project "Integrated IT system for the management of students' professional activities in the context of the transformations generated by the Bologna process", financed by the Ministry of Education and Research and continuously improved by the specialists of the Digital Communications and Informatization Directorate. According to the Project Completion Protocol, the system serves two categories of users: occasional users (students and teaching staff), who access individual data on demand, and "professional" users, who use the application daily for student-management activities (secretariat, databases, faculty and university management). Through the National Recovery and Resilience Plan (PNRR), in the period 2022–2025 UAIC was carrying out the project "Framework for the sustainable development of the digital component of the university – eUAIC" (<https://www.uaic.ro/organizare/biroul-proiecte-de-dezvoltare-bpd/cadru-pentru-dezvoltarea-durabila-a-componentei-digitale-a-universitatii-euaic/>), which includes the sub-project "Software development services for Portal type application and school management application". This aims to create two interconnected applications — Application 1: Portal and Application 2: School Management — intended to simplify and reduce the working time for managing student data, to manage efficiently the entire schooling life-cycle (from enrolment to graduation and the graduate's career), to schedule the teaching and guidance activities and to streamline communication among the roles involved in the educational process.
- ✓ **Analysis of the state of facts:** The IT tools used contribute to administrative simplification and to increasing the traceability of the academic data. The integration of eSims with the related applications ensures a coherent recording of the doctoral journey, while the differentiation between



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occasional and professional users supports both individual access to data and the operational management of schooling. The eUAIC project financed through PNRR (2022–2025), with its two interconnected components — the Portal application and the School Management application — further consolidates the digital flow, from admission to the public defence of the thesis, and creates the premises for the integration of a digital component dedicated specifically to doctoral studies. The current configuration of the systems is adequate to support the management of the Management domain and the internal quality-assurance processes.

- ✓ **Aspects that constitute best practice examples:** The integration of the doctoral student records into the institutional IT systems reduces the risk of data inconsistency and facilitates the auditing of the academic flows.
- ✓ **Recommendations:** Further consolidation of the digital component dedicated to doctoral studies.
The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s*

The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The Management doctoral programme is organised in the full-time form (IF), with 240 ECTS, according to the 2026–2030 curriculum (Annex 6 of the IER), published on the SDEAA portal (<https://doctorat.feaa.uaic.ro/documente/Pages/default.aspx>). The structure separates 30 ECTS for the advanced university studies-based training programme (PPUA), delivered over one semester, and 210 ECTS for the individual scientific research programme (PCS). The curriculum comprises four mandatory subjects and a list of optional subjects, doctoral students choosing between 2 and 4 optional subjects so as to complete the required credits; the workload is 80 hours for the mandatory subjects and 60 hours for the optional ones, totalling 140 hours. The mandatory subjects are Scientific Research Methodology - structured into three distinct modules (Epistemology, Scientific Research Methodology and Academic Writing I) - Research Methods and Qualitative Data Analysis, Research Methods and Quantitative Data Analysis, and Academic Ethics and Integrity. The optional offer is organised into two packages: Package 1 (one of ten domain-specific advanced-research courses of 5 credits each, including Advanced Research in Management, which can be grouped across domains at their joint request) and Package 2 (eight options, such as Academic Writing II, Categorical Data Analysis, Empirical Banking, Data Management, Visualization and Analysis using R, Mixed Methods Research, Evidence-Based Research in Social Sciences, Sustainability of Doctoral Research, and Society and Technology in Economics). For each subject, the objectives, expected outcomes, competences, content and assessment methods are detailed in the subject sheets published on the doctoral school portal.

* 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.



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- ✓ **Analysis of the state of facts:** The programme is developed on the basis of the expected learning outcomes and includes teaching, documentation, research, evaluation and scientific-dissemination experiences that together lead to a level 8 CNC/EQF qualification. The clear separation between the PPUA (30 ECTS, one semester) and the PCS (210 ECTS) allows the coherent tracking of the doctoral journey and of the learning outcomes, while the structure of the curriculum — four mandatory methodological and ethics subjects, complemented by two optional packages that combine domain-specific advanced research and transversal/methodological courses - ensures both the rigour and the flexibility necessary for doctoral training in Management. The explicit allocation of hours (80 mandatory + 60 optional = 140) and credits, together with the publication of the subject sheets, supports the transparency of the programme and the alignment of the contents with the expected outcomes. In the final documents, all references to the duration of the doctoral programme are to be correlated with art. 18 para. (3) of the Framework Regulation approved by OME no. 3020/2024, which sets the duration at four years, with the legal possibilities of extension or reduction.
- ✓ **Aspects that constitute best practice examples:** The clear separation between PPUA and PCS, with the explicit allocation of credits, allows the coherent tracking of the doctoral journey and of the learning outcomes.
- ✓ **Recommendations:**
The indicator is: fulfilled

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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- ✓ **Presentation of the state of facts, supported by documents and data:** The curriculum of the Management domain aims at obtaining a level 8 CNC/EQF university qualification, according to the definitions in the Framework Regulation approved by OME no. 3020/2024, and is correlated with the expected learning outcomes, the professional and transversal competences and the relevant ESCO occupations, including the "management and organisation analysts" profile. The curriculum of the Management domain is designed to ensure a level 8 CNC/EQF qualification, approved by the UAIC Senate each academic year, and is correlated with the expected learning outcomes, the professional and transversal competences and the relevant ESCO occupations, in particular the "management and organisation analysts" profile. Graduates acquire advanced professional knowledge and competences such as: assisting and encouraging the development of organisational objectives, strategies and plans for the efficient use of resources and customer satisfaction; analysing and evaluating existing structures, systems and procedures; directing organisations towards more efficient solutions and developing solutions for organisational problems; analysing administrative and operational methods and proposing revisions to workflows and job functions; supporting the implementation of approved recommendations and drafting management documentation; and reviewing operational procedures and advising on deviations from the standard. The workload is established on the basis of the equivalence of one credit with 25 hours of activity, in accordance with the specific ARACIS Quality Standards. The expected learning outcomes are formulated in six points: (1) demonstrating understanding of management issues, theories, policies and programmes; (2) conceptualising and analysing



approaches to improve them; (3) applying advanced quantitative and/or qualitative methodology to management studies; (4) developing knowledge and skills to teach/present materials related to managerial activity; (5) demonstrating professional and ethical conduct; and (6) creating research, studies or programmes that improve managerial practice. These learning outcomes fall under the SDEAA umbrella – the document *Learning outcomes obtained by completing the Advanced University Training Plan (compulsory courses for the 10 doctoral fields, as well as optional courses specific to each field) and the Individual Research Plan (progress reports)*. (<https://doctorat.feaa.uaic.ro/documente/Pages/Fise-discipline.aspx>).

- ✓ **Analysis of the state of facts:** The correlation between the curriculum, the qualification level and the targeted competences is adequate for a doctoral programme in Management. The explicit reference to level 8 CNC/EQF and to the ESCO "management and organisation analysts" profile makes the qualification compatible with the European benchmarks and clarifies the graduate's profile as researcher and analyst in management and organisation. The articulation of the six expected learning outcomes, correlated with the professional and transversal competences and with the equivalence of one credit with 25 hours of activity, ensures coherence between the curricular content, the assessment system and the doctoral deliverable, supporting training for advanced research, managerial analysis, innovation and integration into high-level academic or professional environments. The annual approval of the curriculum by the UAIC Senate and the systematic consultation with the business environment maintain the alignment of the outcomes with the developments of the domain.
- ✓ **Aspects that constitute best practice examples:** The reference to ESCO and to level 8 CNC/EQF contributes to making the qualification compatible with the European benchmarks and to clarifying the graduate's profile.
- ✓ **Recommendations:** Maintaining the concern for the adequate correlation of the learning outcomes, the study courses and the relevant ESCO competences.

The indicator is: fulfilled

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

Standard S.B.3.1 Principles

The organisational component implements the principles of student-centred learning.

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ **Presentation of the state of facts, supported by documents and data:** Doctoral student-centred learning is implemented through the establishment of the PCS by the doctoral supervisor in consultation with the doctoral student, the endorsement by the guidance and academic integrity committee and the periodic monitoring through research reports. Annex 4 confirms the existence of a feedback instrument applied to doctoral students, structured along dimensions such as the quality of the enrolment decision, the doctoral journey, the research environment, the work pressure and the general satisfaction. The questionnaire includes items regarding the usefulness of the progress reports, the individual plan, the first-semester courses, the support of the guidance committee, the collaboration with the supervisor and the communication with the SDEAA secretariat.
- ✓ **Analysis of the state of facts:** The individualisation of the PCS, the curricular options and the monitoring of progress create real conditions for student-centred learning. The feedback of the doctoral students, collected through questionnaires and progress reports, supports the adjustment of the teaching and administrative activities.



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- ✓ **Aspects that constitute best practice examples:** The guidance and academic integrity committee provides individualised support and integrates the ethics component into the doctoral journey.
- ✓ **Recommendations:**
The indicator is: fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The institutional framework for mobility includes Erasmus+, physical or virtual mobilities, participation in international conferences and the UAIC methodology on the European Doctorate. The IER records 110 participations of the doctoral students of the Management domain in international scientific events and 5 international awards in the analysed period. Annex 5 of the IER documents the situation of the Erasmus mobilities of the supervisors and doctoral students of the Management domain in the period 2021-2025, with a relatively small number of outgoing mobilities actually carried out by the doctoral students in relation to the 40 active doctoral students.
- ✓ **Analysis of the state of facts:** The mobility and internationalisation opportunities exist and are capitalised upon through conferences, collaborations and participation in international scientific events, the indicator being fulfilled. The European Doctorate framework additionally provides a useful lever for the further extension of the joint supervisions and of the research mobilities. Annex 5 shows a sustained Erasmus mobility activity at the level of the supervisors, which creates a favourable framework also for the doctoral students' mobilities; to these are added the participations in international scientific events and the institutional collaborations that capitalise upon the international openness of the domain. The existing institutional framework (Erasmus+, BIP programmes, the Methodology on the European Doctorate, the Coimbra Network and the EC2U alliance) provides solid premises for the further extension of the formal Erasmus+ type mobilities at the level of the doctoral students.
- ✓ **Aspects that constitute best practice examples:** The consistent participation in international scientific events and the existence of the framework for the European Doctorate consolidate the visibility of the Management domain.
- ✓ **Recommendations:** Maintaining the efforts regarding the extension of the doctoral students' participation in the Erasmus+ programmes, in the BIP programmes and in the virtual exchanges.
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
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- ✓ **Presentation of the state of facts, supported by documents and data:** Equity is supported through the UAIC Charter, the University Code of Student Rights and Obligations (CUDOS), approved by Decision of the UAIC Senate of 18 July 2024, the internal regulations and the procedures regarding access to resources and support. Art. 11 para. 2 of CUDOS provides for adaptations for the doctoral students with special educational needs, without affecting the academic standards. The IER indicates the doctoral students' access to the academic and administrative resources, regardless of the form of financing.
- ✓ **Analysis of the state of facts:** The institutional framework ensures equitable opportunities for the doctoral students, including through the flexibility of the PCS, access to electronic resources, administrative support and transparent rules. The adaptation measures for the doctoral students



with special needs must be maintained in a documented manner, without diminishing the academic standards.

- ✓ **Aspects that constitute best practice examples:** The integration of academic ethics and integrity into doctoral training supports a culture of equity and academic responsibility.
- ✓ **Recommendations:**
The indicator is: fulfilled

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

Standard S.B.4.1. Access to resources and services

The organisational component provides access to adequate resources and support services, according to the needs of the students.

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The doctoral students of the Management domain have access to dedicated spaces, to the FEAA Library, to electronic databases such as Web of Science, Scopus, ScienceDirect and EBSCO, to administrative services, support for mobilities and financing for participation in conferences, under the conditions of the institutional regulations. According to the IER, the FEAA Library has 29,758 volumes, 23,313 titles, 240 study places and 86 workstations. The doctoral financing includes 51 doctoral students with an ME scholarship in the amount of 3,700 lei per month, 63 doctoral students with a UAIC scholarship in the amount of 1,850 lei per month and additional institutional financing of 3,000 lei per year per doctoral student for participation in conferences.
- ✓ **Analysis of the state of facts:** The resources and support services are adequate for the needs of the Management domain and of the IF form. Access to the library, databases, dedicated spaces, scholarships and dissemination financing supports the doctoral learning and research process. The size of the bibliographic resources and the documentation capacity available at FEAA level are sufficient in relation to the 40 active doctoral students of the Management domain. The described financing system — 51 doctoral students with an ME scholarship of 3,700 lei per month, 63 doctoral students with a UAIC scholarship of 1,850 lei per month and additional institutional financing of 3,000 lei per year per doctoral student for participation in conferences — indicates a level of material support above the typical average of the doctoral domains in economics, which reduces the financial barriers to scientific dissemination. Correlated with the access to the international databases and with the consultation structure of the satisfaction questionnaire (Annex 4), this framework allows a balanced use of the resources throughout the doctoral research.
- ✓ **Aspects that constitute best practice examples:** The financing of participation in conferences with 3,000 lei/year/doctoral student, the existence of the ME and UAIC doctoral scholarships and the access to international databases are important elements for developing research competences and increasing scientific visibility.
- ✓ **Recommendations:** Continuing to ensure the access of the doctoral students, including those with special educational needs or disabilities, to the resources and support services adequate for the individual learning needs, for the domain and for the form of organisation of the study programme.

The indicator is: fulfilled



Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The learning outcomes are described in the subject sheets of the PPUA, published on the SDEAA portal (<https://doctorat.feaa.uaic.ro/documente/Pages/Fise-discipline.aspx>), which specify, for each subject, the specific objectives and the professional and transversal competences pursued through the taught content and through the knowledge-assessment methods. By correlating the objectives of the subjects with the competences developed and with the outcomes assumed by the programme, the documents ensure the coherence of the educational process and the orientation of the teaching activity towards the acquisition of knowledge, skills and the autonomy appropriate to the qualification obtained. Following the study and promotion of the subjects, the doctoral students in the Management domain are able to: use advanced quantitative, qualitative and mixed research methods; design and implement empirical studies specific to doctoral research topics; analyse and interpret data using advanced methods; initiate and manage doctoral research projects autonomously; develop creative and innovative scientific approaches; apply the principles of ethics and academic integrity in research; communicate efficiently within interdisciplinary research teams; and plan and manage their own professional development path in the field of Management.
- ✓ **Analysis of the state of facts:** The description of the learning outcomes allows the doctoral students and the teaching staff to understand the expectations regarding the content of the subjects in the curriculum. The eight concrete abilities formulated at programme level — from the use of advanced quantitative, qualitative and mixed methods to the autonomous management of research projects and the planning of one's own professional development — are correlated with the objectives and the assessment methods set out in the subject sheets, which supports the traceability of the outcomes from the level of the individual subject to the level of the study programme. For better consistency, the terminology used in the subject sheets, in the progress reports and in the PCS documents is to be kept aligned, so that the outcomes assumed at curricular level remain readable throughout the entire doctoral journey.
- ✓ **Aspects that constitute best practice examples:** The publication of the course syllabi and the integration of the learning outcomes into the curricular documents increase the transparency of the doctoral journey.
- ✓ **Recommendations:**

The indicator is: fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The verification of the achievement of the learning outcomes is carried out through the evaluations pertaining to the PPUA subjects, through the progress reports in the PCS, through the monitoring by the guidance and academic-integrity committee and through the public defence of the thesis. For the cohorts enrolled starting with the 2025-2026 academic year, the minimum standards for conferring the doctoral



diploma are referenced to OME no. 3018/2025, according to the temporal application provided for by the order. According to the curriculum (Annex 6, SDEAA 2026–2030) (<https://doctorat.feaa.uaic.ro/documente/Pages/default.aspx>), among the mandatory subjects three are evaluated by examination (Scientific Research Methodology, Research Methods and Qualitative Data Analysis, Research Methods and Quantitative Data Analysis) and three by colloquium (Epistemology, Academic Writing I, Academic Ethics and Integrity), while the optional subjects are evaluated by colloquium. The individual scientific research programme is monitored through successive research reports - the initial research report, the intermediate research reports for progress verification and the pre-defence report within the guidance committee (final research report) — each carrying allocated ECTS credits. The final examination of the doctoral studies consists of the public defence of the thesis. For the cohorts enrolled starting with the 2025–2026 academic year, the minimum standards for conferring the doctoral diploma are referenced to OME no. 3018/2025, according to the temporal application provided for by the order.

- ✓ **Analysis of the state of facts:** The evaluation system covers both the advanced-training component and the research component, allowing the progressive verification of the learning outcomes. The combination of examinations and colloquiums in the PPUA (three subjects by examination and three by colloquium) and the chain of research reports in the PCS (initial, intermediate and pre-defence reports, each credited in ECTS) provide a coherent mechanism for the periodic and criterion-referenced verification of the outcomes, culminating in the public defence of the thesis. For the theses completed prior to the application of OME no. 3018/2025, the correlation with the standards valid at the time of the defence is to be preserved, while for the new cohorts the reference to OME no. 3018/2025 ensures the alignment with the national minimum standards in force.
- ✓ **Aspects that constitute best practice examples:** The progress reports and the monitoring by the guidance committee provide a coherent mechanism for the periodic verification of the learning outcomes obtained through doctoral research.
- ✓ **Recommendations:** Maintaining the efforts of permanent monitoring of the learning outcomes through the ongoing examinations and the study completion examinations.

The indicator is: fulfilled

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

- ✓ **Presentation of the state of facts, supported by documents and data:** Admission to doctoral university studies is organised on the basis of OME no. 3693/2024 on the framework admission methodology and of the IOSUD-UAIC Regulation regarding the organisation and conduct of admission to the doctoral cycle, adopted by the UAIC Senate. On the IOSUD-UAIC website there is a dedicated section in which all the information of public interest regarding enrolment and admission is published. At SDEAA level, the dedicated admission section for the 2025–2026 academic year includes the full set of documents: the Doctoral Admission Regulations 2025, the registration form, the information annex, the confidentiality agreement, the annex on the RO and EU fees, the D5 admission criteria, the list of PhD supervisors, the research topics for admission, the methodology for the admission of Romanians from all over the world, the number of funded places for Romanians from everywhere, the budget places approved by the Board of Directors for 2025–2026, and the interview schedule. The research topics related to each vacant doctoral



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position are proposed by the doctoral supervisors and approved by the Doctoral School Council, and for the 2025–2026 academic year 14 candidates were admitted to the Management domain.

- ✓ **Analysis of the state of facts:** The admission procedures are public, predictable and applied at SDEAA level, with rules accessible to candidates. The publication of the complete set of admission documents on the SDEAA portal (<https://doctorat.feaa.uaic.ro/admitere/Pages/default.aspx>)—regulations, registration form, fees, admission criteria, list of supervisors, research topics, methodologies for Romanians from everywhere, number of funded places and interview schedule—ensures the transparency and the equality of access to information. The mechanism by which the research topics are proposed by the supervisors and approved by the Doctoral School Council guarantees the academic relevance of the offer, and the 14 candidates admitted to the Management domain for 2025–2026 confirm both the functioning of the procedure and the attractiveness of the domain.
- ✓ **Aspects that constitute best practice examples:** The annual publication of the methodology, calendar, topics and available places ensures the transparency of access to doctoral studies.
- ✓ **Recommendations:**
The indicator is: fulfilled

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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- ✓ **Presentation of the state of facts, supported by documents and data:** Admission is organised in compliance with the principles of fairness and equal opportunities, through public rules, documentation accessible online and provisions regarding the support of candidates with special educational needs or disabilities. The IER refers to the general admission framework and to the publication of the relevant information on the SDEAA page.
- ✓ **Analysis of the state of facts:** The procedural framework ensures transparent and non-discriminatory access to doctoral studies. The publication of the admission conditions allows the candidates to know, equally, the requirements, the stages of the competition and the necessary documents.
- ✓ **Aspects that constitute best practice examples:** The online accessibility of the admission documents reduces the risk of differential treatment and consolidates the transparency of the procedure.
- ✓ **Recommendations:** Maintaining the application of the support measures for the candidates from vulnerable groups and for those with special educational needs, in accordance with the admission methodology and the requirements of the legal framework in force.
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.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The doctoral journey is regulated through the doctoral university studies contract and is structured into PPUA and PCS. The individual research programme is established by the doctoral supervisor in consultation with the doctoral student, endorsed by the SDEAA Council and monitored through the guidance and academic integrity committee. The IER records 24 doctoral theses successfully completed in the period 2021–2025 and 17 expulsion situations managed in a documented manner.



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- ✓ **Analysis of the state of facts:** The regulation of the academic journey is coherent and covers the rights, the obligations, the training, research, evaluation, interruption, extension, expulsion and completion activities. The 24 completed theses and the documented management of the 17 expulsions indicate the effective application of the procedures throughout the entire doctoral cycle. The ratio between the 24 successfully completed theses and the expulsion situations managed in a documented manner in the period 2021-2025 reflects both the effective functioning of the completion mechanisms and the consistent application of the rules in the cases in which the doctoral journey could not be continued. The existence of both categories of situations, treated procedurally, confirms that the regulation does not remain formal, but is put into practice throughout the entire cycle, from the studies contract and the PCS up to the public defence or, as the case may be, the cessation of the doctoral student status.
- ✓ **Aspects that constitute best practice examples:** The combination of the doctoral contract, the PCS and the monitoring by the guidance committee provides a robust mechanism for tracking the academic journey.
- ✓ **Recommendations:** The further consolidation of the digital component for tracking the doctoral path, integrable with the eUAIC module.
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, supported by documents and data:** SDEAA and the Management domain carry out internationalisation actions through attracting 10 active international doctoral students in the 2025-2026 academic year, coming from Israel, Vietnam, China and the Republic of Moldova, through organising the international conferences GEBA — Globalization and Higher Education in Economics and Business Administration, EURINT and EUFIRE, through the participation of SDEAA in the “Doctoral Studies” group of the Coimbra Network since 2017 and through the membership of UAIC in the European university alliance EC2U. The IER mentions 110 participations of the doctoral students in international scientific events and 5 international awards.
- ✓ **Analysis of the state of facts:** Internationalisation is visible through the profile of the doctoral students, through the recurring scientific events and through the European institutional collaborations. The presence of the 10 international doctoral students confirms the attractiveness of the domain, and the Coimbra Network and the EC2U alliance create concrete premises for joint supervisions and for the application of the Methodology on the implementation of the European Doctorate at UAIC, adopted in 2026. The 10 international doctoral students (from Israel, Vietnam, China and the Republic of Moldova) represent a share of approximately 25% of the 40 active doctoral students, a high level of internationalisation of the doctoral student body for a domain with teaching in the Romanian language. Corroborated with the 110 participations in international scientific events, with the 5 international awards and with the membership in the Coimbra Network and in the EC2U alliance, this profile indicates a consolidated international openness, which the European Doctorate framework can transform into formalised joint supervisions.
- ✓ **Aspects that constitute best practice examples:** The membership in the Coimbra Network and in EC2U, the participation in the “Doctoral Studies” group and the organisation of the GEBA, EURINT and EUFIRE conferences create an institutional framework favourable to the extension of doctoral cooperation and to the increase of the visibility of the Management domain.



- ✓ **Recommendations:** Continuing the efforts to extend the international joint supervision (cotutelle) agreements, capitalising upon the Coimbra Network, the EC2U alliance and the Methodology on the European Doctorate at UAIC.
The indicator is: fulfilled

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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- ✓ **Presentation of the state of facts, supported by documents and data:** Learning based on scientific investigation is integrated into the Management doctoral programme through research activities, progress reports, participation in conferences, publication of the research results and elaboration of the thesis. According to the IER, the scientific activity of the doctoral students in the period 2021-2025 includes 11 articles published in full in Web of Science-ranked journals with impact factor, 4 articles in Web of Science journals without impact factor, 21 articles in BDI-indexed journals, 11 articles published in the conference proceedings, 2 chapters published in books, 110 participations in international scientific events and 5 international awards obtained by the doctoral students.
- ✓ **Analysis of the state of facts:** The research activities support the acquisition of the learning outcomes, because the doctoral students are involved in the design, conduct, dissemination and evaluation of the research. The volume of results reported for the period 2021-2025 indicates the effective capitalisation of research in the educational process and confirms the connection of the doctoral journey to the national and international scientific circuit. The distribution of the results — 11 articles in Web of Science journals with impact factor, 4 articles in Web of Science journals without impact factor, 21 articles in BDI-indexed journals, 11 articles in the conference proceedings and 2 book chapters — shows a diversified capitalisation of doctoral research, with a significant component published in journals of international prestige. In relation to the 24 graduates and to the active doctoral students of the analysed period, this volume confirms the cumulative and progressive character of the dissemination, supported by the publication obligation integrated into the progress reports.
- ✓ **Aspects that constitute best practice examples:** The scientific dissemination obligation, the integration of the research results into the progress reports and the consistent participation in international events contribute to developing advanced research competences.
- ✓ **Recommendations:**
The indicator is: fulfilled

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The doctoral supervisors in the Management domain have scientific publications, research projects and results relevant to the domain, and the IER presents scores and evidence regarding the meeting of the applicable minimum standards. The scientific activity of the doctoral students in the period 2021-2025 is visible through 11 articles published in full in Web of Science-ranked journals with impact factor, 4 articles



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in Web of Science journals without impact factor, 21 articles in BDI-indexed journals, 11 articles published in the conference proceedings, 2 chapters published in books, 110 participations in international scientific events and 5 international awards.

- ✓ **Analysis of the state of facts:** The research results are visible at national and international level and are capitalised upon in the doctoral activity. The correlation between the performance of the supervisors, the publications of the doctoral students, the international participations and the awards obtained supports the quality of the research pertaining to the Management domain.
- ✓ **Aspects that constitute best practice examples:** The meeting of the minimum standards by all supervisors, the existence of internationally indexed results and the involvement of the doctoral students in scientific dissemination provide consistent evidence for the visibility of the research.
- ✓ **Recommendations:** Continuing the efforts to capitalise upon the research results and maintaining the consolidated scientific visibility at national and international level, through constant publication in indexed journals and sustained participation in prestigious scientific events.

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, supported by documents and data:** UAIC has a documented quality-management system, structured through the Quality Manual and through responsible structures at institutional, FEAA and SDEAA level. The monitoring and control of the documents assimilated to the Quality Management System are regulated by the Procedure on the development of the documented procedure (establishing the method of initiation, development, approval, content, format, revision and archiving of any documented procedure used within the quality-management and internal/managerial-control systems) and by the System procedure on the initiation, development, approval, dissemination, withdrawal and archiving of documented information (codes, guides, regulations, methodologies and other assimilated documents), complemented by the Code of Ethics and University Deontology. The evaluation and quality-assurance policies are designed at university level through the Strategic Plan (PS) and the Operational Plan (PO). At SDEAA level, the quality culture is supported by the annual self-evaluation reports, published on the doctoral school website, and by the mechanisms for monitoring the recommendations resulting from the external evaluations.
- ✓ **Analysis of the state of facts:** The quality procedures are consistently applied and allow the monitoring of the Management domain. The articulation between the Quality Manual, the two system procedures (development of the documented procedure and management of the documented information) and the Code of Ethics and University Deontology, on the one hand, and the strategic and operational planning (PS and PO), on the other, provides a coherent framework in which the actions are documented and traceable. The integration of the annual self-evaluation reports into the SDEAA management and the monitoring of the external-evaluation recommendations support the quality culture and allow the tracking of the domain's evolution, with



the recommendation to maintain measurable indicators for each improvement action. (<https://doctorat.feaa.uaic.ro/autoevaluare/Pages/default.aspx>).

- ✓ **Aspects that constitute best practice examples:** The integration of the annual self-evaluation into the SDEAA management supports the quality culture and allows the tracking of the domain's evolution.
- ✓ **Recommendations:**

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The opinions of the members of the academic community, of the doctoral students and of the stakeholders are collected through questionnaires, consultations, quality structures and institutional meetings. The IER indicates the involvement of the doctoral students and of the representatives of the external environment in the quality assurance processes.
- ✓ **Analysis of the state of facts:** The involvement of the stakeholders is sufficient to support the quality procedures, and the existing mechanisms allow the adaptation of the domain to the academic and professional needs. To strengthen the evidence, it is useful to publish the feedback syntheses and the adopted measures.
- ✓ **Aspects that constitute best practice examples:** The cumulative use of the questionnaires, consultations and participation of the doctoral students in the quality structures provides a participatory basis for the SDEAA decisions.
- ✓ **Recommendations:** Maintaining the existing mechanisms for consulting the academic community and the other stakeholders in the process of implementing the procedures.

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, supported by documents and data:** The Ethics Commission of UAIC operates on the basis of the regulation approved by the University Senate, pursuant to art. 122 of the Higher Education Law no. 199/2023, and acts independently from other structures or persons within the institution, under the conditions of the law. The IER indicates the publication of the regulation and of the annual reports of the Ethics Commission.
- ✓ **Analysis of the state of facts:** The institutional framework ensures the independence, transparency and functioning of the Ethics Commission. The integration of the academic integrity component into the doctoral activity and into the guidance committees contributes to the prevention of the risks of university ethics and deontology.
- ✓ **Aspects that constitute best practice examples:** The publication of the regulation and of the annual reports of the Ethics Commission represents a best practice of institutional transparency.



- ✓ Recommendations:
The indicator is: fulfilled

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

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

The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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- ✓ **Presentation of the state of facts, supported by documents and data:** At institutional level, there are documented procedures for the initiation, monitoring and periodic review of the study programmes and domains, included in the quality management system. The IER presents the annual self-evaluations and the manner of reporting the improvement measures.
- ✓ **Analysis of the state of facts:** The consistent application of the procedures provides a coherent framework for the monitoring and review of the Management domain. The correlation of the procedures with the strategic and operational plans supports their impact on the quality of the doctoral activities.
- ✓ **Aspects that constitute best practice examples:** The integration of the quality procedures into the strategic and operational planning constitutes a best practice.
- ✓ Recommendations:
The indicator is: fulfilled

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The members of the CEAC, the quality assurance committees at faculty level, the CSUD, the director of SDEAA, the SDEAA Council and the representatives of the doctoral students are involved in the monitoring and implementation of the quality procedures. The IER indicates the participation of the internal actors in the application of the evaluation and review mechanisms.
- ✓ **Analysis of the state of facts:** The participation of the internal actors and of the doctoral students contributes to the transparency and efficiency of the quality management. The involvement of the stakeholders allows the adaptation of the doctoral programme to the academic and socio-economic needs.
- ✓ **Aspects that constitute best practice examples:** The presence of the doctoral students in the SDEAA quality structures supports the participatory character of the quality assurance process.
- Recommendations:
The indicator is: fulfilled

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

Standard S.C.4.1. Procedures

Applying the methodologies and procedures contributes to improving the quality of the staff's activities.

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The evaluation of the teaching staff by the students is regulated through the specific provisions of the Regulation on the



recruitment, evaluation and promotion of teaching and research staff. The doctoral coordinators of the Management domain are evaluated by the doctoral students on the basis of the satisfaction questionnaire (the SDEAA 2025 Doctoral Students' Satisfaction Questionnaire, Annex 4 of the IER) (<https://doctorat.feaa.uaic.ro/secretariat/Pages/default.aspx>) and, in addition, through the Doctoral Research Progress Report form, completed by each doctoral student when submitting the progress reports. This form includes a dedicated section in which the doctoral student assesses the quality of the scientific collaboration with the coordinator, the document being archived in the doctoral student's file. The instrument therefore combines an aggregate, periodic feedback channel (the satisfaction questionnaire) with an individualised, journey-linked one (the progress report).

- ✓ **Analysis of the state of facts:** The evaluation mechanisms allow the collection of feedback directly from the doctoral students and its use in monitoring the quality of the guidance activity. The combination of the satisfaction questionnaire (Annex 4), which captures the general perception at domain level, with the assessment of the scientific collaboration integrated into the Doctoral Research Progress Report form, which is linked to the effective doctoral journey of each student, provides a robust and specific mechanism for the periodic evaluation of the coordinators. The archiving of the progress reports in the doctoral students' files ensures the traceability of the feedback and supports its use in the continuous improvement of the guidance activity.
- ✓ **Aspects that constitute best practice examples:** The evaluation of the scientific collaboration with the supervisor within the progress report is a best practice adapted to the specific nature of doctoral studies.
- ✓ **Recommendations:**
The indicator is: fulfilled

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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- ✓ **Presentation of the state of facts, supported by documents and data:** Within UAIC operates the Digital Communications and Informatization Directorate, which ensures the creation of an integrated IT system at institutional level, the production of statistical situations and specialised technical assistance for the IT users. The institutional applications cover the relevant administrative and academic processes: SCHOLARSHIPS (calculation of the students' scholarship rights and loading of bank cards), TEACHING DEGREES (monitoring of the promotion examinations and printing of the certificates), STUDENTS (monitoring of the school activity, collection of fees, issuance of the transcript and of the academic record), LICENCE (monitoring of the bachelor's activity and printing of the diploma), WebLic (centralised admission application for the first cycle), RNO (monitoring of the necessity and opportunity reports), the personnel module (work schedule of the non-teaching and auxiliary-teaching staff), GS (management of the university spaces and breakdown of the utility expenses) and SIMS – the Web Application component, which allows students to view their school status, fees, curriculum and subject sheets at any time. The Student and Graduate Service application supports the Centre for Professional Information, Career Guidance and Placement (cariera.uaic.ro), and a Quality Management Platform for the preparation of the internal-evaluation files is under implementation. All network services support the IPv6 protocol, and at SDEAA level the information for the doctoral students is organised in sections on the doctoral school portal.



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- ✓ **Analysis of the state of facts:** The existing IT systems allow the systematic collection and analysis of the data necessary for the internal quality assurance and for the management of doctoral studies. The breadth of the institutional applications — from eSims/SIMS for the academic journey to the modules for scholarships, fees, personnel, university spaces, necessity-and-opportunity reports and career guidance — ensures the coherent recording of the academic and administrative data and reduces the risk of inconsistency. The Quality Management Platform for the preparation of the internal-evaluation files, currently under implementation, indicates the institutional concern to dedicate a specific instrument to the quality-assurance process, which will further consolidate the capacity to underpin decisions and quality reports on documented data.
- ✓ **Aspects that constitute best practice examples:** The existence of several institutional IT modules, including eSims for the academic journey, constitutes a best practice of data management.
- ✓ **Recommendations:**

The indicator is: fulfilled

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

Standard S.C.6.1. Transparency

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

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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- ✓ **Presentation of the state of facts, supported by documents and data:** The information of public interest regarding the Management domain and SDEAA is published on the UAIC website and on the doctoral school portal. Regulations, methodologies, information regarding admission, curricula, the composition of the leadership structures, reports and documents relevant to the organisation of doctoral studies are available. The IER indicates the existence of a public documentary base, and the submitted annexes support the traceability of the information regarding the human resource, the curriculum, the projects, the mobilities and the consultation of the doctoral students.
- ✓ **Analysis of the state of facts:** The publication of this information ensures the beneficiaries' access to relevant data about the evaluated programme and allows the public verification of the academic and administrative conditions. The level of transparency is adequate for the evaluated doctoral domain.
- ✓ **Aspects that constitute best practice examples:** The SDEAA portal concentrates information essential for doctoral students, candidates, supervisors and the public.
- ✓ **Recommendations:** Continuing the practice of periodically updating the public links and the progressive extension of the English-language versions for the information relevant to internationalisation.

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, supported by documents and data:** UAIC publishes information regarding the admission criteria, the studies contract, the regulations on student activity, the ECTS system, the completion methodologies, the University Charter, the ethics code, the quality documents, activity reports, evaluation reports and self-evaluation reports (<https://www.uaic.ro/studii/studii-universitare-de-doctorat/>). At SDEAA level, the information regarding programmes and domains is available on the doctoral school portal (<https://doctorat.feaa.uaic.ro/admitere/Pages/default.aspx>).



- ✓ **Analysis of the state of facts:** The transparency of the decision-making processes is supported by the publication of the normative documents and of the relevant reports. Access to decisions, regulations and methodologies allows the academic community to follow the evolution of the institutional framework applicable to the Management domain.
- ✓ **Aspects that constitute best practice examples:** The centralised publication of the official documents and of the institutional reports contributes to the public accountability of the university.
- ✓ **Recommendations:**

The indicator is: fulfilled

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

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

- ✓ **Presentation of the state of facts, supported by documents and data:** SDEAA and UAIC carry out the procedures pertaining to the external quality evaluation, with the support of the administrative structures dedicated to quality assurance and of the CEAC. The IER mentions the UAIC institutional evaluation of 2022, the external evaluation of the Management domain of 2021 and the follow-up evaluation of 2025, as well as the implementation of the recommendations formulated by the ARACIS evaluators. The ARACIS follow-up report was published on 7 August 2025, file IOSUD282_C6, accessible at www.aracis.ro/wp-content/uploads/2022/02/IOSUD282_C6_07.08.2025.pdf.
- ✓ **Analysis of the state of facts:** The organisational component undergoes the external evaluation processes and documents the measures responding to the recommendations. The existence of the progress report, of the follow-up type evaluation published on 7 August 2025 and of the annual self-evaluations confirms the continuity of the quality mechanisms and the compliance with the procedural obligations.
- ✓ **Aspects that constitute best practice examples:** The monitoring of the ARACIS recommendations and their reflection in a progress report represents a best practice of institutional accountability.
- ✓ **Recommendations:** Maintaining the record regarding the implementation of the recommendations formulated in the external evaluation processes.

The indicator is: fulfilled

IV. SWOT Analysis

Strengths: - functional managerial structures at UAIC/IOSUD/SDEAA level; 7 active doctoral supervisors, meeting the applicable minimum standards; - infrastructure dedicated to doctoral students in Building R and access to the FEAA Library; 240 ECTS distributed between PPUA and PCS; 40 active doctoral students, of whom 10 international; - visible scientific participation and membership in relevant academic networks.	INTERNAL FACTORS ↑	Weaknesses: - there is potential to increase the number of outgoing Erasmus+ mobilities of the doctoral students, which can be capitalised upon through the existing institutional framework; - opportunity to extend the doctorates under international joint supervision; - the digital flow dedicated to the doctoral journey can be further extended. SDEAA has the necessary institutional framework (Erasmus+, BIP, the Methodology on the implementation of the European Doctorate at UAIC adopted in 2026, the Coimbra Network, the EC2U alliance) for capitalising upon these development directions.
SWOT analysis		
Opportunities: - operationalising the Methodology on the European Doctorate at UAIC; - developing the Erasmus+ mobilities and the joint supervisions; - capitalising upon the Coimbra Network, the EC2U alliance and the GEBA, EURINT and EUFIRE conferences; - continuing the digitalisation through eUAIC/PNRR; consolidating the joint supervisor–doctoral student publications.	EXTERNAL FACTORS ↓	Threats: - national and international competition for attracting doctoral students and doctoral supervisors; - pressure on the financing of research, scholarships and mobilities; - successive changes to the doctoral and ARACIS regulatory framework; - the risk of ageing of the academic body; - the rapid wear of the digital infrastructure and of the research resources.



V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	Fulfilled	Maintaining the efforts of permanent alignment with the fulfilment of the requirements of the legal framework in force.
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.	Fulfilled	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	Fulfilled	Promoting the use of existing facilities for doctoral student studies and services in the online environment.
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	Fulfilled	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	Fulfilled	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	Fulfilled	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and	Fulfilled	



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No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	are established and carried out transparently.		
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	Fulfilled	The further consolidation of the digital component dedicated to doctoral studies.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	Fulfilled	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	Fulfilled	Maintaining the concern for the adequate correlation of the learning outcomes, the study courses and the relevant ESCO competences.
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	Fulfilled	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	Fulfilled	Maintaining the efforts regarding the extension of the doctoral students' participation in the Erasmus+ programmes, in the BIP programmes and in the virtual exchanges.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	Fulfilled	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to	Fulfilled	Continuing to ensure the access of the doctoral students, including those with special educational needs or disabilities, to the



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	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.		resources and support services adequate for the individual learning needs, for the domain and for the form of organisation of the study programme.
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	Fulfilled	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	Fulfilled	Maintaining the efforts of permanent monitoring of the learning outcomes through the ongoing examinations and the study completion examinations.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	Fulfilled	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	Fulfilled	Maintaining the application of the support measures for the candidates from vulnerable groups and for those with special educational needs, in accordance with the admission methodology and the requirements of the legal framework in force.
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	Fulfilled	The further consolidation of the digital component for tracking the doctoral path, integrable with the eUAIC module.
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	Fulfilled	Continuing the efforts to extend the international joint supervision (cotutelle) agreements, capitalising upon the Coimbra Network, the EC2U alliance and the Methodology on the European Doctorate at UAIC.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	Fulfilled	



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No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	Fulfilled	Continuing the efforts to capitalise upon the research results and maintaining the consolidated scientific visibility at national and international level, through constant publication in indexed journals and sustained participation in prestigious scientific events.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	Fulfilled	Maintaining the existing mechanisms for consulting the academic community and the other stakeholders in the process of implementing the procedures.
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	Fulfilled	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	Fulfilled	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	Fulfilled	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	Fulfilled	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	Fulfilled	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest	Fulfilled	Continuing the practice of periodically updating the public links and the progressive extension of the English-language versions for



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	regarding the evaluated study programme.		the information relevant to internationalisation.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	Fulfilled	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	Fulfilled	Maintaining the record regarding the implementation of the recommendations formulated in the external evaluation processes.

Summary Table of Performance Indicators – Degree of Fulfillment

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

32 performance indicators were analysed. All 32 indicators are assessed as fulfilled; no partially fulfilled or unfulfilled indicators were identified on the basis of the analysed documents and of the evidence available in the IER and its annexes.

VI. Conclusions

A number of important aspects noted during the evaluation are reiterated here, and general conclusions are made about the quality of education delivered within the evaluated doctoral study domain.

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

Following the analysis of the IER, of the annexes and of the applicable institutional framework, it is found that the doctoral study domain Management has functional administrative structures, adequate academic resources, appropriate infrastructure and support services, quality assurance mechanisms and research activities compatible with the requirements of maintaining the accreditation.

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



Considering the degree of fulfilment of the analysed indicators, the absence of partially fulfilled or unfulfilled indicators and the need to maintain only optimisation recommendations, it is proposed to maintain the accreditation of the doctoral study domain Management, organised by UAIC through SDEAA.

*Following the maintaining accreditation procedure, the proposal of the evaluation panel is:**

a) maintaining accreditation (MAC).

VII. Annexes

Annexes to be completed in the final version:

the schedule of the on-site visit, the list of the analysed documents, the list of meetings and minutes, the nominal composition of the evaluation panel, the declarations of absence of conflicts of interest, the additional documents requested during the visit and any other relevant documents that are not accessible through the links indicated in the IER.

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