

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/ Education Provider Organization:	ALEXANDRU IOAN CUZA UNIVERSITY OF IAȘI
Doctoral School:	LAW
Doctoral Domain:	LAW
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Ispas Gabriel Liviu	Expert evaluator	
2.	Oanta Oanta Gabriela Alexandra	International Expert	
3.	Stanciu Claudia Ana Maria	PhD Student Evaluator	

I. Introduction

The external quality assessment was conducted at the institution's request, with the on-site visit taking place June 15–17, 2026. The periodic evaluation covered the period 2022–2026, and the evaluation team consisted of Professor Gabriel Liviu Ispas, Professor Gabriela Alexandra Oanță Oanță, and doctoral student Claudia Anamaria Stanciu.

The University of Iași was founded in 1860 as Romania's first institution of higher education. Today, the university has 15 faculties and 14 doctoral schools, over 25,000 students, and collaborates with 650 universities in over 70 countries. Through unique initiatives designed to stimulate research performance, encourage an interactive and creative teaching model, and attract the most talented young people to academic life, "Alexandru Ioan Cuza" University of Iași consistently ranks among Romania's top universities in international rankings.

IOSUD (Organizing Institution for Doctoral Studies) – UAIC is governed by the Council for Doctoral Studies (CSUD) and comprises 14 doctoral schools. The CSUD serves as the interface between the doctoral schools and the Board of Directors on specific matters.

"Alexandru Ioan Cuza" University of Iași offers doctoral programs in 30 fields: Mathematics, Physics, Chemistry, Computer Science, Biology, Geography, Geology, Environmental Science, Philosophy, Philology, History, Theology, Law, Sociology, Political Science, Communication Sciences, Social Work, Educational Sciences, Psychology, Economics, Finance, Accounting, Cybernetics and Statistics, International Economics and Business, Management, Marketing, Economic Informatics, Business Administration, Administrative Sciences, and Sports Science and Physical Education.

The "Alexandru Ioan Cuza" University of Iași underwent institutional evaluations by the Romanian Agency for Quality in Higher Education (ARACIS) in 2009, 2015, and 2022. Following these evaluations, UAIC received a "High Level of Confidence" rating, and its bachelor's degree programs and master's degree fields of study were granted "Accreditation Maintained."

In 2021, the external evaluation of the UAIC Institute of Social Sciences and Urban Development (IOSUD) took place.

Order No. 5,838/2021—regarding the maintenance of UAIC's accreditation for the organization of doctoral programs—was published in the Official Gazette No. 55 of January 19, 2022.

The Faculty of Law at "Alexandru Ioan Cuza" University in Iași is the oldest institution of its kind in the country, with its charter dating back to October 6, 1855. Doctoral studies at the Faculty of Law in Iași have been offered since the 1907–1908 academic year. After 1990, in the new social and political context, doctoral studies at the Faculty of Law in Iași took on a different pace. The duration of the program was 4 years for full-time study and 6 years for part-time study.

Starting in 2005, with the implementation of the Bologna Process, the duration of doctoral studies was reduced to three years, regardless of the type of program. Starting with the 2005–2006 academic year, the Doctoral School was established within the Faculty of Law, under the leadership of a director.

II. Methods used

Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit);

On-site visit, according to the visit schedule, attached to the evaluation documents.

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 (documents preferably included through links in the body of the IER)

The existence of specific regulations and their implementation at the IOSUD level and at the doctoral school level, covering the last five years:

a) the doctoral school's regulations;

b) the methodology for conducting elections for the position of director of the Doctoral School Council (CSD), as well as for the election by students of their representative to the CSD, and evidence of their implementation;

c) procedures for organizing and conducting doctoral studies (including the admission of doctoral students and the completion of doctoral studies);

d) the existence of mechanisms for recognizing the status of doctoral advisors and for the equivalence of doctoral degrees obtained in other countries;

e) functional governing bodies (the Doctoral School Council), demonstrating that meetings are convened regularly;

f) the doctoral studies contract;

g) internal procedures for reviewing and approving proposals regarding the topics of training programs based on advanced university studies.

Regulations of the Doctoral School. The Doctoral School of the Faculty of Law is led by the director of the doctoral school and the Doctoral School Council ("DSC"), with a 5-year term. The election of DSC members and the appointment of the Director of the Doctoral School are conducted in accordance with the Code of Doctoral Studies, approved by Government Decision No. 681/2011. The current Director of the Doctoral School is Prof. Dr. Carmen Tamara Ungureanu.

The Doctoral School Council of the Faculty of Law, for the 2022–2027 term, has the following composition: Prof. Dr. habil. Carmen Tamara UNGUREANU – Director, Prof. Dr. habil. Ioana Maria COSTEA, Prof. Dr. habil. Ruxandra RĂDUCANU, Faculty of Law, University of Craiova; Judge Dr. Lorena TARLION, Iași Court of Appeals; Ph.D. candidate Crina Stanciu (Appendix 1_Elections_CSUD_CSD), replaced as of March 27, 2025, in order to defend her doctoral dissertation and conclude her status as a doctoral candidate, with Ph.D. candidate Bogdan Trofin (Appendix 1_Elections_CSUD_CSD).

Until 2021, the SDD offered a single doctoral program in Law, with three doctoral advisors covering three research areas: criminal law, comparative private law, and international trade law, corresponding to the specializations of the three doctoral advisors working at the SDD. Currently, there are five doctoral advisors active at the SDD.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The information provided by the institution is confirmed by factual analysis; however, there are currently five members of the doctoral program, in addition to two doctoral advisors who have passed retirement age. The doctoral program in law demonstrates a commitment to research and to expanding the scope of scientific research. The five doctoral advisors cover the fields of international trade law, financial law, public international law, family law, and labor law. The advisors who have retired cover the fields of comparative law and criminal law.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The academic community is involved in the process of drafting, reviewing, and approving methodologies, regulations, and implementation procedures. The Charter was drafted by the UAIC Senate and adopted following discussions with the UAIC academic community. The University Code of Student Rights and Obligations was drafted by UAIC student representatives in collaboration with the Vice Rector for Information Infrastructure Development, Student Relations, the Economic and Social Environment, and the Alumni Community. In accordance with the Procedure for Drafting Documented Information and the Procedure for Drafting Procedures, any UAIC faculty member may initiate the drafting of a procedure, a methodology, or a regulation, in compliance with national legislation and internal regulations.

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

Documented information (regulations, methodologies, etc.) must follow a well-established procedural process. The document is thus reviewed, verified, endorsed, and approved by the relevant stakeholders. In the spirit of transparency and accurate information, the university's website, www.uaic.ro, publishes information of interest to both the entire academic community (students, faculty, administrative staff, etc.) and to employers and civil society.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

At the IOSUD and Doctoral School levels, there are procedures in place that provide for the involvement of all stakeholders in the development of institutional documents and procedures. Discussions with doctoral advisors, doctoral students, the quality committee, and the ethics committee reveal a commitment to involvement and a willingness to collaborate. From discussions with the socio-professional community, we found that there is clear collaboration between the parties, but it is not formalized, particularly in the doctoral program. The committee highlights the high level of representation at the meeting, which indicates high-quality collaboration.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The doctoral school should formalize its collaboration with the external professional community, including by identifying research areas and topics relevant to that community.

The indicator is: fulfilled.

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

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

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

"Alexandru Ioan Cuza" University of Iași owns and operates, in accordance with current legislation, an adequate and functional infrastructure designed to support teaching, scientific research, and administrative activities. The university's facilities include classrooms, lecture halls, seminar rooms, teaching and research laboratories, libraries, documentation centers, and other facilities necessary to support academic activities, corresponding to the fields of study and degree programs offered. The institution also provides spaces and services dedicated to undergraduate students, doctoral students, and course participants, contributing to the creation of an environment conducive to academic life and study. To this end, the university offers housing in student dormitories, spaces for cultural, sports, and recreational activities, as well as academic, social, medical, and counseling support services.

The university promotes the principles of inclusion and equal opportunity, ensuring access for people with disabilities to university facilities by adapting buildings and study spaces, providing accessible entry

points, and implementing educational and administrative support measures, in accordance with internal and national regulations.

Furthermore, appropriate spaces are provided for teaching, research, and administrative staff to carry out their activities, and these spaces are adequately equipped with the equipment, furniture, and technological resources necessary to fulfill their professional duties. The university's infrastructure is constantly maintained and developed to uphold high standards of quality and safety in the educational and professional environment.

IOSUD-UAIC has adequate, diversified, and sustainable financial mechanisms that enable doctoral students to conduct their research under optimal conditions. In this context, funding for doctoral students is not limited to the doctoral grant (basic funding) but includes a range of complementary sources that contribute to the development of research skills, participation in scientific activities, and the completion of doctoral projects. The diversity of funding sources reflects the institution's ability to support advanced research and create a competitive academic environment aligned with European standards

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The institution has sufficient educational and administrative facilities to support the effective development of scientific research and the conduct of doctoral activities. Annex 13 presents the budgetary items related to doctoral activities. During discussions with the institution's representatives, it was difficult to determine from the budget lines how financial resources were allocated, as well as how they correlated with research outcomes, quantifiable in terms of indexed articles or participation in international conferences.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

Budget allocations should be clearly specified, and access to them should be contingent upon linking them to quantifiable research outcomes.

Access to additional financial resources for doctoral fellowships should be open to competition, while ensuring a balance among fields of study.

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 (documents preferably included through links in the body of the IER)

Bunurile mobile și imobile sunt întreținute corespunzător, iar calitatea acestora este optimă. Instituția prezintă, in extenso, organizarea bibliotecii și numărul volumelor existente, precum și modalitatea electronică de acces la documente și resurse educaționale.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Instituția dispune de spații educaționale și administrative suficiente, există chiar și un birou al doctoranzilor, în care aceștia își pot desfășura activitatea de cercetare. Toate spațiile sunt atent îngrijite și cu o curățenie exemplară. Biblioteca universității, inclusiv fondul de carte juridică este consistent, actualizat, cu o bună deschidere spre bazele de date internaționale, reviste WoS și Scopus, la care doctoranzii au acces, de regulă gratuit.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The ongoing acquisition of academic books, both domestic and international, including those in widely used languages.

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 (documents preferably included through links in the body of the IER)

During the period under review (2021–2025), four doctoral advisors were active at the SDD: Prof. Dr. Ioana Maria Costea, Prof. Dr. Tudorel Toader, Prof. Dr. Valeriu Ciucă, and Prof. Dr. Carmen Tamara Ungureanu, who oversee four research areas, namely Financial Law, Criminal Law, Comparative Private Law, and International Trade Law. In 2025, Prof. Dr. Carmen Moldovan joined the Doctoral School of Law (SDD), supervising doctoral students in the research area of public international law; Assoc. Prof. Dr. Septimiu Vasile Panainte joined, supervising doctoral students in the research area of labor law; and Assoc. Prof. Dr. Lucia Irinescu joined, supervising doctoral students in the field of family law.

All five doctoral advisors currently supervising doctoral students at the Doctoral School of Law meet the minimum CNATDCU standards in effect at the time of evaluation, which are necessary and mandatory for obtaining the habilitation certificate. All five doctoral advisors are affiliated with the Doctoral School of Law and serve as professors or associate professors at the Faculty of Law, “Alexandru Ioan Cuza” University of Iași.

In supervising doctoral students, the doctoral advisors are assisted and supported by a separate supervision and academic integrity committee for each research area and for each doctoral student. The supervision committees are composed of tenured faculty members from the Faculty of Law at “Alexandru Ioan Cuza” University of Iași, the University of Bucharest, the University of Craiova, “Babeș-

Bolyai” University in Cluj-Napoca, “Lucian Blaga” University in Sibiu, the West University of Timișoara, and the University of Southern Denmark.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

All seven doctoral advisors—five of whom are currently active in the doctoral program—are recognized figures with unquestionable expertise in the field of law. This fact is confirmed by a review of their files and their compliance with the minimum and mandatory standards for habilitation.

- ✓ Aspects that constitute best practice examples
- ✓ 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 (documents preferably included through links in the body of the IER)

“Alexandru Ioan Cuza” University of Iași ensures the professional and personal development of its teaching, research, and administrative staff through coherent institutional policies and specific continuing education mechanisms. To this end, the university supports staff participation in professional training programs, advanced training courses, thematic workshops, scientific conferences, national and international academic mobility programs, as well as experience-sharing programs.

The institution promotes the development of staff members’ teaching, research, and managerial skills, including through access to teacher training programs, the use of digital technologies in education, university management, and best practices in academic and administrative work. Furthermore, research and innovation activities are encouraged by supporting participation in research projects and providing access to appropriate infrastructure and resources.

The university supports the personal development of its employees by ensuring a favorable work environment, a balance between professional and personal life, and by implementing measures to prevent discrimination and promote equal opportunity. At the same time, procedures for the periodic evaluation of staff performance are implemented, linked to individual professional development plans.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The institution of higher education offers professional development programs and Erasmus+ internships. During the meeting with the faculty, they indicated that there is support for professional activities and a wide range of opportunities available to doctoral advisors to enhance their professional performance.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

Organizing research internships at universities in the European Union to enhance internationalization and scientific visibility on the international stage.

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 (documents preferably included through links in the body of the IER)

The procedures for recruiting teaching staff at UAIC and the Faculty of Law strictly comply with the legal provisions in force and are aligned with the national regulatory framework established by the National Education Law No. 1/2011, the Labor Code, the Higher Education Law No. 199/2023, the University Charter, the University's internal regulations, and other relevant normative acts. These procedures are conducted in a transparent, fair, and non-discriminatory manner, ensuring the selection of the most qualified candidates, in accordance with the quality standards specific to higher education.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Even though the procedures pertain to doctoral advisors rather than the recruitment of faculty members in general, the criterion is generally met. However, to improve quality and visibility, while ensuring a balance across doctoral specialization areas, increasing the number of jointly supervised dissertations or attracting doctoral advisors who are not tenured faculty members at the institution could offer a sustainable outlook for the doctoral school, in terms of specializations (for example, civil procedure, civil law, criminal procedure, criminal law, commercial law, and the law of obligations).

✓ Aspects that constitute best practice examples
✓ Recommendations

Openness to joint supervision arrangements for the doctoral school.

Recruiting doctoral advisors in areas of law where there is currently no coverage.

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 (documents preferably included through links in the body of the IER)

The organizational unit uses IT tools as part of its procedures to improve access and ensure quality services for members of its community and the indirect beneficiaries of education. At UAIC, an appropriate IT system has been implemented to track students and their academic progress, called eSims, which resulted from the implementation of the project “Integrated IT System for the Management of Students’ Professional Activities in the Context of the Transformations Generated by the Bologna Process,” funded by the Ministry of Education and Research.

Through the “National Recovery and Resilience Plan (PNRR),” during the period 2022–2025, UAIC is carrying out the project “Framework for the Sustainable Development of the University’s Digital Component—eUAIC,” which includes, among its components, the project “Software Development Services for a Portal-Type Application and an Academic Record Management Application.” The main objective is to develop two interconnected and interdependent software applications: Application 1: Portal and Application 2: Academic Records Management, for university administration at UAIC, which will simplify and reduce the time required to manage student data and efficiently manage academic records—covering a student’s entire academic life cycle from the moment they enroll at UAIC through graduation and their post-graduation journey; defining and scheduling teaching and advising activities for faculty; managing student services; and facilitating communication among the various roles of those involved in the educational process at UAIC.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Even though the University’s presentation refers to the digitization of all programs—not just the doctoral school—we believe that the doctoral school is included in this program.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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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The program totals 30 ECTS credits, covered by three subjects valued at 10 credits each: one mandatory subject (“Ethics and Academic Integrity”) and two optional subjects (chosen by the doctoral student from a package of 6 available options).

* 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.

Upon completing the PPUA, the evaluation is conducted by the subject holders, according to the procedure established by the Council of the Doctoral School (CSD).

Research and related activities are quantified at an average of 50 ECTS credits per semester, with an allocation ratio of 25 hours of work per 1 ECTS credit.

PPUA credits can be recognized as equivalent if the student has previously graduated from a research master's program or completed research/doctoral internships in prestigious national or international institutions. The procedure requires a proposal from the doctoral supervisor and the approval of the CSD, in compliance with the applicable regulations (Art. 23 of the 2025 Institutional Regulation, Art. 7 and Art. 15 of the 2025 Regulation of the Faculty of Law, as well as CSUD Decision 4/2022).

Teaching is provided by renowned professors and associate professors, tenured at the UAIC Faculty of Law or affiliated with other prestigious universities. The mandatory Ethics module was taught until 2023 by Assoc. Prof. PhD. Dorin Nastas (Faculty of Psychology and Educational Sciences), and since 2023 it has been taken over by Assoc. Prof. PhD. Septimiu Vasile Panainte.

The PPUA class schedule for the 2025-2026 academic year is available online ([SD plan invatamant scoala doctorala drept seria 2025 - 2026.pdf](#)).

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).

The Doctoral School of Law (SDD) designs its curriculum to ensure an alignment between the offered qualification levels and the targeted professional and transversal competencies. This process complies with the National Qualifications Framework (CNC) and the National Register of Higher Education Qualifications (RNCIS), and is grounded in the analysis of labor market requirements, occupational profiles, and relevant professional standards.

The curricula and subject sheets (available online at: [Facultatea de Drept, Universitatea "Al. I. Cuza" din Iași - Fișe de disciplină](#)) provide information regarding estimated workload (teaching hours per semester), prerequisites, learning outcomes, and specific objectives derived from the competency grid. They also outline evaluation criteria (including minimum performance standards) and required bibliography.

The content of the academic disciplines is actively corroborated with the expectations and needs of professional associations, and representative employers in the legal field.

Every subject sheet explicitly defines the professional competencies, transversal skills, and attitudes doctoral students are expected to acquire through coursework and research. All discipline sheets are reviewed and officially approved by the Doctoral School Council (CSD) and the Director of the Doctoral School.

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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The organizational framework translates student-centered learning into practice through a flexible curriculum tailored to the individual needs, interests, and learning pace of doctoral students. Teaching strategies are designed to foster active participation, autonomy, critical thinking, collaboration, and the practical application of knowledge.

The program utilizes evaluation methods with a strong emphasis on providing personalized, constructive feedback to monitor and support each doctoral student's individual progress.

The structural framework cultivates a motivating and inclusive learning atmosphere. It promotes an educational partnership where the relationship between professors and doctoral students is grounded in dialogue and mutual respect.

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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The Doctoral School promotes the internationalization of research and facilitates academic mobility, integrating both physical and virtual academic experiences into the doctoral students' professional development, as documented in the annual self-evaluation reports (available at: [Facultatea de Drept, Universitatea "Al. I. Cuza" din Iași - Raport de autoevaluare](#)).

The Faculty of Law maintains active collaborations with 34 European law schools across countries such as France, Spain, Italy, Germany, and others. These partnerships enable doctoral students to participate in Erasmus programs and external mobilities, fostering cross-border experience exchange and the enhancement of global research skills.

Doctoral students are provided the platform to publish their findings in the internationally indexed "Scientific Annals of the 'Alexandru Ioan Cuza' University of Iași, Legal Sciences series."

With institutional support, participation in international conferences is highly encouraged. This facilitates the active dissemination of research results, enables academic networking, and promotes the exchange of best practices with international peers and researchers.

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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The organizational framework guarantees fair, non-discriminatory, and transparent access to resources, funding, academic mobility, and training opportunities, allowing doctoral students to achieve their full potential.

The program accommodates diverse learning styles and individual needs by offering customizable research topics, and varied working methods. Academic mentoring and counseling are provided to foster student autonomy, enhance performance, and ensure a balanced and inclusive doctoral journey.

Institutional mechanisms for periodic evaluation are in place to monitor progress, allowing for the early identification of any academic challenges and the timely implementation of appropriate support measures.

Doctoral supervisors, teaching staff, and administrative personnel cultivate an academic environment rooted in respect, integrity, and equal opportunities.

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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According to the University Code of Student Rights and Obligations (2024) (available at: [Codul universitar al drepturilor și obligațiilor studentului \(18.07.2024\).pdf](#)), the university guarantees students with disabilities fully adapted access, the provision of sign language interpreters, and inclusive participation in all academic, social, cultural, and administrative activities, including specialized practice.

All university facilities (teaching and research spaces, libraries, cafeterias, sports and social areas) are equipped with access ramps and elevators. The pathways within the university campuses are obstacle-free, and designed to ensure safe mobility for all individuals.

The student campus provides specific accommodations for individuals with reduced mobility. Several dormitories are equipped with ramps, automatic lifting platforms, and specially designed rooms featuring adapted bathrooms to ensure student autonomy.

Students with disabilities may benefit from a social scholarship.

To assist visually impaired students, Braille signage and posters are strategically placed at university entrances and faculty secretariats.

Students with disabilities may benefit from a social scholarship. A dedicated Student Support Service (available at: [Serviciul Suport pentru Studenți și Alumni - Universitatea „Alexandru Ioan Cuza” din Iași](#)) provides specialized assistance, counseling, and problem-solving programs. The university also offers study and performance scholarships based on established regulations.

The university provides access to electronic scientific information, e-books, and international databases (e.g., ANELIS PLUS, Springer, ProQuest, ScienceDirect, EBSCO, Legis, etc.) through the Central University Library.

Recommendation:

Following the discussions with the doctoral students, it would be recommended to implement a remote access system (from home, via institutional login or VPN) for the university's academic and scientific databases. This would significantly support their independent study, align with the program's flexible learning objectives, and substantially enhance the efficiency and quality of their research activities.

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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Subject sheets feature explicit module titles (e.g., Financial Law – Special Issues, International Trade Dispute Resolution, Ethics and Academic Integrity or Principles of Public International Law) that reflect the targeted competencies and specific areas of in-depth study. This provides doctoral students with a clear orientation and establishes a solid foundation for academic expectations and subsequent evaluations.

Each discipline outlines specific academic requirements and evaluation methods (e.g., final exams, seminar participation, practical works). This structure clarifies the specific learning outcomes required to earn ECTS credits and ensures that the expectations of both students and teaching staff are perfectly aligned.

Curricula and subject syllabi are periodically reviewed and updated through established internal procedures, involving active consultations with doctoral supervisors and teaching staff.

The doctoral program's description explicitly defines its main academic goals: the development of advanced legal analysis, critical thinking, and the capacity for original scholarly contribution.

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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The evaluation methods are detailed within the subject syllabi. The process includes both continuous assessment (such as practical activities, presentations, and research projects) and final examinations (oral or written). This approach ensures that doctoral students demonstrate an in-depth understanding of the academic content and the practical skills necessary to acquire the allocated ECTS credits.

Beyond coursework, the verification of learning outcomes mandates the submission of periodic research reports and the publication of scientific articles related to the thesis topic. These activities are conducted under the guidance and supervision of the doctoral supervisor, ensuring academic performance standards are met prior to the final thesis defense.

As highlighted during the discussions with the doctoral students, the assessment criteria are transparently and effectively communicated to both students and teaching staff.

The indicator is fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

The admission process is governed by university-approved annual or multi-annual methodologies. All essential administrative details—including enrollment conditions, selection criteria, evaluation methods, the admission calendar, and the composition of the committees—are published on the faculty's official website.

The admission procedures are uniformly applied to all candidates. The evaluation consists of three mandatory stages: the assessment of the application file, a written test (which involves a doctoral research project or micro-essays), and an oral interview.

Guidelines regarding mandatory documentation, the required structure for research projects, and language proficiency expectations are publicly communicated and adhered to throughout the entire admission process.

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.

The admission process upholds the principles of fairness and equal opportunity. All candidates are evaluated using identical, non-discriminatory criteria, regardless of their age, gender, social origin, or previous academic institution. Selection is based exclusively on objective metrics: academic performance, research potential, language proficiency, and the quality of the research project.

The institution guarantees access to all essential admission information. Details regarding research topics, registration requirements, and evaluation methodologies are systematically published on the faculty website.

The organizational framework is inclusive, providing specific support measures to ensure equitable access. These include adapting examination conditions for candidates with special educational needs or disabilities upon request, utilizing digital platforms for online interviews to assist candidates in at-risk situations, and recognizing international language certificates to accommodate diverse educational backgrounds.

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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The professional activity of doctoral students is governed by a transparent, predictable, and regulated framework. It complies with national legislation (Higher Education Law no. 199/2023, the Code of Doctoral University Studies, and Order no. 3018/2025 regarding minimum standards), as well as UAIC and SDD internal regulations. The entire academic journey is formally structured through the Doctoral University Studies Contract.

Doctoral progress is organized and tracked through clear, well-defined mechanisms. These include the appointment of a doctoral supervisor and an academic guidance committee, the development and monitoring of an individual research plan, and mandatory periodic evaluations (such as progress reports and scientific papers). Strict adherence to academic ethics and integrity norms is continuously monitored.

The organizational structure ensures that doctoral students have access to essential academic resources, scientific databases, and dedicated administrative support. Furthermore, students are kept constantly informed about their academic obligations, rights, scholarship opportunities, academic mobilities, and the doctoral activity calendar.

The Doctoral School utilizes internal evaluation procedures and active feedback mechanisms, notably including evaluation questionnaires administered to the doctoral students.

The indicator is fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation Improving the quality of education and research through internationalisation actions.	
Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

The [Multiannual Strategic Plan for Institutional Development of „Alexandru Ioan Cuza University” of Iasi for 2024–2029](#) represents the framework strategy for the internationalization process of this University, and is also applied to the Doctoral School of Law. Thus, its Part V focuses on the activities of the Vice-rectorate for International Relations and Partnerships on Studies and Research and contains numerous and detailed actions on the strategic actions to be carried out by the University, namely: the internationalization process at home, international mobilities for doctoral supervisors and doctoral students, international cooperation and partnerships, and international visibility and prestige.

During the onsite meetings, we have had the opportunity to see the commitment of doctoral supervisors to carry out international cooperation activities to expand their contacts with colleagues from non-Romanian universities, as well as their participation in international conferences. We can assess that they are aware that an enlarged international cooperation will further strengthen their doctoral students' activities abroad. The participation of both doctoral supervisors and doctoral students in international conferences has been constant during the evaluated period (for example, the Winter School "Go Digital in Law" and the International Conference "Legal Perspectives on the Internet"). A good point in favour of their intention to internationalize their research and academic activity is the participation of the „Alexandru Ioan Cuza” University of Iasi in the European Campus of City-Universities (EC2U), which is co-funded by the European Union. This University collaborates with other European universities from States such as Austria, Portugal, Germany, Italy, France, Spain, Sweden, and Finland. However, no

concrete evidence of the involvement of the Doctoral School of Law in research activities with EC2U members has been identified.

We can also underline the adoption by the „Alexandru Ioan Cuza” University of Iasi of a specific [methodology for implementing the European Doctorate](#) positively. However, no doctoral thesis has received such an academic distinction during the evaluated period.

We have four recommendations. First, we recommend the Doctoral School of Law to prepare a list of Erasmus+ agreements that refer specifically to doctoral students in Law. Second, it would be useful to disseminate the information among its students and potential students on the possibility of signing international agreements for doctoral joint supervision in order to give visibility to the support of this Doctoral School for international cooperation. Third, we recommend the Doctoral School of Law to include the information on the European Doctorate on the part of its website that refers to the admission to the doctoral studies (namely: <https://laws.uaic.ro/admitere/admitere-studii-de-doctorat/informatii-generale-doctorat>). And fourth, we would like to recommend doctoral supervisors to apply to international calls for **research** projects, which may reinforce their research activity and the international dimension of their activity.

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.

From a general perspective, it has to be mentioned that the „Alexandru Ioan Cuza” University of Iasi has adopted the [Regulation for the organization and functioning of the Research Activity](#) in 2021. In addition, the Faculty of Law has periodically adopted its own Research Strategies for the periods 2007-2013, 2017-2020, and 2022-2024. However, no strategy is currently in force. For more details, see: <https://laws.uaic.ro/cercetare/strategia-de-cercetare>

It can be assessed that the Doctoral School of Law considers that learning based on scientific research is the central part of the doctoral training framework. This approach is present in the first-year courses, the scientific seminars, the scientific collaboration between the student and his/her doctoral supervisor, and the presentations in the framework of activities organized by this Doctoral School .

The Internal Evaluation Report, which was prepared for the maintenance of accreditation of this Doctoral School of Law, as well as the information posted on the website regarding the annual self-assessment reports (see: <https://laws.uaic.ro/scoala-doctorala/raport-de-autoevaluare>) give evidence of the active involvement of the Doctoral School of Law in supporting and diversifying scientific research activities in achieving the learning outcomes. The accent is put on the awareness that its doctoral students and doctoral supervisors will publish in Scopus and Web of Science legal journals. However, during the evaluated period, the doctoral supervisors have published very few articles indexed in Scopus and Web of Science.

The annual self-assessment reports, which are published on the website of the Doctoral School of Law (namely: <https://laws.uaic.ro/scoala-doctorala/raport-de-autoevaluare>), contain plenty of information on the invited speakers from non-Romanian universities, who have delivered (on-site and online) lectures/seminars/webinars to the doctoral students.

It is recommended that the Doctoral School of Law support its students and supervisors to increase their international visibility through the publication of articles in legal journals indexed by Scopus and Web of Science.

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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The Doctoral School of Law has extensive scientific expertise in its respective fields of Law. Institutionally, at the internal level, there is a strong legal and administrative background that allows this Doctoral School to conduct its scientific research according to the objectives of the evaluated study programme and the doctoral supervisors have the freedom to research in their field of expertise.

It should also be underlined that doctoral supervisors have usually participated in international conferences, have organized scientific events, and have published abroad (for detailed information, see: <https://laws.uaic.ro/scoala-doctorala/programe-de-studii>). In addition, we can assess the active collaboration between the doctoral student and his/her doctoral supervisors, which allows doctoral students to be integrated into research teams and activities as well as doctoral supervisors to pass their academic knowledge to the new generations.

However, these positive aspects of the scientific research are undermined by the lack of (national and international) research projects led by the doctoral supervisors, who are members of this Doctoral School of Law. During the evaluated period, no projects under Horizon Europe, Horizon 2020, Marie Skłodowska-Curie, COST, PNCDI, PNRR-research or UEFISCDI (PED, PCE, TE, PD) programmes have been identified as having been led by its members.

We have two recommendations. First, it is recommended that the Doctoral School of Law increase its efforts to make its members' scientific research more visible at international levels. Second, we recommend that the doctoral supervisors apply for research projects to national and international calls.

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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The Doctoral School of Law has been periodically evaluated and monitored in accordance with the [Operational Procedure for the internal evaluation and monitoring of doctoral schools within the](#)

[“Alexandru Ioan Cuza” University of Iasi](#), which has been adopted by the Council of the Doctoral Studies in January 2019 and amended in October 2024.

This institutional framework has allowed the Doctoral School of Law to prepare annual self-evaluation reports for the evaluated period, which assess key aspects of doctoral training (including doctoral supervisors and doctoral students), presentation of the doctoral thesis, research infrastructure, scientific outputs, activities that enhance research visibility and competitiveness, and future development measures. This information is also included in the Vice-rector's reports for doctoral programmes.

These reports can be read at: <https://laws.uaic.ro/scoala-doctorala/raport-de-autoevaluare>

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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The Doctoral School of Law demonstrates the stakeholders' active involvement with the relevant activity in the application of procedures. In addition, the doctoral students have the occasion to annually assess the activities of this Doctoral School and of its members. Their opinions are made available on the website of this Doctoral See. In this regard, see: <https://laws.uaic.ro/scoala-doctorala/feedback-doctoranzi>

During our on-site visit, we have had the opportunity to see that the professional environment positively appreciates the doctoral program in Law, but it need to better understand it to provide more feedback based on consultations.

We would like to recommend that the Doctoral School of Law conduct consultation mechanisms with the legal professional environment in Iasi and surroundings to increase the dialogue between the University and the community where it is present.

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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The „Alexandru Ioan Cuza” University of Iasi counts on the [Code of Ethics and Academic Conduct](#). Its recent version has been adopted by the Senate of this University on 18 January 2024.

All the annual reports of the Ethics Committee, which has been prepared during the evaluated period, are posted on the following website: <https://www.uaic.ro/despre-uaic/documentele-universitatii/rapoartele-anuale-ale-comisiei-de-etica/>. This custom ensures the transparency of the decision-making process as well as allows monitoring of the management of the analysed situations.

We would like to recommend the Doctoral School of Law to formalize a set of rules regarding the use of Artificial Intelligence in preparing and writing the doctoral thesis.

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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From a general perspective, the „Alexandru Ioan Cuza” University of Iasi counts, on the one hand, on the [Regulations for the Establishment, Approval, Monitoring, and Periodic Evaluation of Undergraduate Degree Programs, Master’s Programs, and Doctoral Programs](#) (approved by the Unieversity’s Senate in 2024), and, on the other hand, on the [Operational procedure on the evaluation and internal monitoring of doctoral schools](#) (approved by the Council of University Studies of Doctorate in January 2019 and amended in October 2024). Both procedures apply therefore to the Doctoral School of Law.

Annual self-assessment reports of the Doctoral School of Law analyse the different requirements included in these procedures on the quality assurance; see: <https://laws.uaic.ro/scoala-doctorala/raport-de-autoevaluare> In addition, doctoral students annually provide evidences on different aspects of quality assurance at this Doctoral School; see: <https://laws.uaic.ro/scoala-doctorala/feedback-doctoranzi>

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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According to the Internal Evaluation Report (p. 32), the Doctoral School of Law implements its academic, administrative, and quality-assurance procedures through a participatory, transparent, and collaborative approach, in accordance with the Higher Education Law No. 199/2023 and the principles of good university governance. This process actively involved doctoral supervisors, doctoral students, and other relevant stakeholders.

In addition, it is considered that the implementation of these procedures is supported by the participation of academic and administrative structures, doctoral students’ representatives in decision-making and evaluation bodies, collaboration with specialized institutional units, and continuous dialogue with external stakeholders to ensure the quality, relevance, and continuous improvement of doctoral training.

The discussions with doctoral supervisors and doctoral students have led us to conclude that the procedures are applied.

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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The Doctoral School of Law has a specific [regulation on the recruitment, evaluation and promotion of teaching and research staff. Based on this, doctoral students evaluate their supervisors](#). Based on this, since 2019 the doctoral students' feedback is analyzed by the competent bodies of the Doctoral School of Law. The results are made available on: <https://laws.uaic.ro/scoala-doctorala/feedback-doctoranzi>

According to the Internal Evaluation Report (see pp. 32-33), at the Doctoral School of Law, feedback is primarily based on open and constructive face-to-face communication among doctoral students and their supervisors, supervision committee members, and administrative staff. Regulation discussions during scientific report presentations evaluate research progress, dissemination activities, challenges encountered, and opportunities for improvement, with supervisors and committee members providing guidance and recommendations.

In addition, doctoral students participate in institutional governance of the Doctoral School of Law. In this regard, they have representatives in the Doctoral University Studies Council as well as in the Doctoral School Council. This ensures their needs and perspectives are considered in the decision-making process in accordance with their rights and obligations.

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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The process is supported by institutional procedures that use internal databases containing relevant information on academic performance, professional integration, and student satisfaction. In this regard, mention should be made to the [Digital Communications and Informatization Department](#), as well as to several IT applications that are used by the "Alexandru Ioan Cuza" University of Iasi, such as: SCHOLARSHIPS, TEACHING DEGREES, STUDENTS, LICENSE, WebLic, RNO, GS, <https://grades.uaic.ro>, <https://cariera.uaic.ro>. In addition, the Quality Management Platform is under implementation.

In addition, the "Alexandru Ioan Cuza" University of Iasi has adopted its own [Regulation on the use of the network for students](#), which contains information on access and authentication, wireless connection and equipment usage, prohibited activities, permitted use, technical support for internet connectivity, and sanctions in case of breaches of this regulation.

The Doctoral School of Law moreover systematically collects and analyses the data necessary for the internal quality assurance process, uses the information on research results to assess the quality and relevance of the scientific activity carried out within this Doctoral School, and collects feedback from its doctoral students regarding the quality of their doctoral guidance, access to resources, transparency of procedures, and administrative support.

The Quality Assessment and Assurance Committee actively acts at the level of the Doctoral School of Law. It is composed of three members, that are appointed by the Council of the Doctoral School (for more details, see: <https://laws.uaic.ro/scoala-doctorala/organizare>). This Committee is in charge with the quality assurance activities, the monitoring of the quality of study programmes, etc.

The indicator is fulfilled.

Criterion C.6. Transparency of information of public interest, including those regarding the study

programmes and domains offered, and transparency regarding the related certificates, diplomas and qualifications

Standard S.C.6.1. Transparency

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

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

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The organizational unit ensures the publication and ongoing updating of relevant information regarding the study program through the institutional website, the website of the Faculty of Law (in the section dedicated to the doctoral school), and other official communication channels. Information regarding the curriculum, course descriptions, admission and graduation requirements, the rights and obligations of doctoral students, as well as opportunities for research and professional development, is made available to the public.

Information regarding the degrees and qualifications awarded upon completion of studies is published on the University's website, specifying that completion of the doctoral program leads to the award of a doctoral degree and the title of "Doctor," corresponding to Level 8 of the European Qualifications Framework, accompanied by the Diploma Supplement. At the same time, information is available regarding opportunities for further academic and professional development, such as continuing education programs. Through these measures, the institution ensures transparency regarding the qualifications and career prospects offered to program graduates and facilitates equal access to information for all interested parties.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Information is published consistently and periodically, and the recommendations made following the review of the interim report have been implemented.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

At the Doctoral School of Law, transparency in decision-making processes is ensured through the systematic publication of relevant information and documents, the collegial and clearly regulated functioning of leadership structures, constant communication with members of the academic community, and the active involvement of doctoral students in consultative and feedback mechanisms.

In addition, transparency is strengthened by standardizing procedures and ensuring clarity in the stages of decision-making, which allow for consistent monitoring of academic and administrative processes by all stakeholders, as well as by ensuring equal access to information, which contributes to the predictability of decisions and increases trust in the institutional functioning of the Doctoral School

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Even though the institution has procedures in place, we believe that the process for allocating financial resources should be more transparent, as should the presentation of research results in relation to the resources used.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

We recommend the transparent disclosure of specific data that can concretely demonstrate compliance with the requirement that at least 10% of the doctoral grant be used, for example by identifying these amounts as separate cost units.

We recommend that the Student Affairs Department (\$DD) incorporate data and measures derived from student feedback into its annual evaluation reports.

The indicator is: fulfilled

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

Standard S.C.8.1. Compliance with the external evaluation obligation

The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The dedicated administrative structure for Quality Assurance supports the Evaluation and Quality Assurance Committee by planning activities and preparing annual self-evaluation reports and documents specific to quality assurance.

The most recent institutional evaluation of UAIC took place in 2022 (ARACIS Report following the evaluation). The most recent external quality evaluation of the doctoral program for the 2015–2020 period took place in 2021, and the interim external evaluation is scheduled for 2024.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The indicator has been met, and the previous recommendations have largely been implemented or are in the process of being implemented.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: The doctoral school's tradition of promoting academic quality; The professional training of doctoral advisors; A large number of Erasmus agreements; High-quality facilities;	INTERNAL FACTORS ↑	Weaknesses: Small number of doctoral advisors; Areas of specialization not covered by doctoral advisors; Few research projects awarded through competitive grants Completion of doctoral studies within the 4-year timeframe; Lack of international doctoral students
SWOT analysis		
Opportunities: Aligning doctoral research with the needs of the labor market; Increasing international cooperation; Developing research internships	EXTERNAL FACTORS ↓	Threats: An imbalance in the coverage of the specializations needed in the labor market; A lack of interest among top practitioners in pursuing doctoral studies;

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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.		
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	The doctoral school should formalize its collaboration with the external professional community, including by identifying research areas and topics relevant to that community.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	Budget allocations should be clearly specified, and access to them should be contingent upon linking them to quantifiable research outcomes. Access to additional financial resources for doctoral fellowships should be open to competition, while ensuring a balance among fields of study.
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	The ongoing acquisition of academic books, both domestic and international, including those in widely used languages.
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Organizing research internships at universities in the European Union to enhance internationalization and scientific visibility on the international stage.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	Openness to joint supervision arrangements for the doctoral school.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			Recruiting doctoral advisors in areas of law where there is currently no coverage.
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	Following the discussions with the doctoral students, it would be recommended to implement a remote access system (from home, via institutional login or VPN) for the university's academic and scientific databases. This would significantly support their independent study, align with the program's flexible learning objectives, and substantially enhance

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			the efficiency and quality of their research activities.
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	- To prepare a list with the Erasmus+ agreements that refer specifically to the doctoral students in Law. - To disseminate the information among its students and potential students on the possibility of signing international agreements for doctoral joint supervision in order to give visibility to the support of this Doctoral School for international cooperation. - To include the information on the European Doctorate on the part of its website that refers to the admission to the doctoral studies (namely: https://laws.uaic.ro/admitere/admitere-studii-de-doctorat/informatii-generale-doctorat). - To apply to international calls for research projects, which may reinforce their research activity and the international dimension of their activity.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	- To support its students and supervisors to increase their international visibility through the publication of articles in legal journals

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			indexed in Scopus and Web of Science.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	- To increase its efforts to make its members' scientific research more visible at international levels. - The doctoral supervisors apply for research projects to national and international calls.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	To conduct consultation mechanisms with the legal professional environment in Iasi and surroundings to increase the dialogue between the University and the community where it is present.
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	To formalize a set of rules regarding the use of Artificial Intelligence in preparing and writing the doctoral thesis.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	Information is published consistently and periodically, and the recommendations made following the review of the interim report have been implemented.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	We recommend the transparent disclosure of specific data that can concretely demonstrate compliance with the requirement that at least 10% of the doctoral grant be used, for example by identifying these amounts as separate cost units.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.

Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions

Propose and substantiate a decision.

The evaluated program meets all the quality standards necessary for the proper organization of doctoral activities. Faculty members, doctoral students, the professional community, and the work environment all inspire confidence in the sustainability and quality of this field. While acknowledging these positive aspects, the evaluation committee recommended increasing international visibility and consistently participating in national and international research projects.

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

VII. Annexes

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