

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	University of Life Sciences "King Mihai I" from Timisoara
Doctoral School:	Plant and Animal Resources Engineering (SD-IRVA)
Doctoral Domain:	Horticulture
The objective of the external evaluation:	Maintaining accreditation (MAC)





Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	<i>Prof.univ.dr. SAMUIL Costel</i>	Expert evaluator	
2.	<i>Prof. dr. OLAH Judit</i>	International Expert	
3.	PhD Student <i>VARODI Sânziana Maria</i>	PhD Student Evaluator	



I. Introduction

- the context in which the external evaluation report was drafted

The objective of the external evaluation: periodic evaluation

Visiting period: 24-25 June 2026

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No.	Last Name and First Name	Team role
1.	PhD Prof. SAMUIL Costel	Expert evaluator
2.	PhD Prof. OLAH Judit	International Expert
3.	PhD Student VARODI Sânziana Ana Maria	PhD Student Evaluator

- description of the higher education institution / Romanian Academy

The University of Life Sciences "King Mihai I" from Timisoara is an accredited higher education institution, with a tradition in academic training and scientific research in the fields of life sciences and engineering. IOSUD-USVT operates in accordance with the national legislation in force and the ARACIS regulations on the organization of doctoral studies. The governance of doctoral studies is ensured by functional structures (Senate, Rector, CSUD, doctoral schools), with clearly defined and consistently applied attributions. The existence of the University of Life Sciences "King Mihai I" from Timisoara is linked to the establishment of the Faculty of Agronomy, within the Polytechnic Institute of Timișoara, on July 30, 1945, by Decree 2394 of King Mihai I of Romania and Law no. 617/01.08.1945, published in the Official Gazette of Romania. As of 2022, the current name of the university is the University of Life Sciences "King Mihai I" from Timisoara, modified according to Government Decision no. 976 of 3.08.2022 and published in the Official Gazette of Romania no. 775 of 3.08.2022.

In 2010, within the Doctoral School of the University of Agricultural Sciences and Veterinary Medicine of Banat in Timisoara, the doctoral field in "Food Products Engineering" was established and accredited. Since 2012 the university has organized IOSUD-USAMVBT, structured on 2 doctoral schools: the Doctoral School in the field of Veterinary Medicine (SD-MV) and the Doctoral School of Plant and Animal Resources Engineering (SD-IRVA) with the following fields: Agronomy, Horticulture, Food Products Engineering and Animal Husbandry.

In 2022, the field of Biotechnologies was established by the ARACIS Council Decision no. 65/H/01.07.2022, and in 2024 the field of Engineering and Management in Agriculture and Rural Development (IMADR) by the ARACIS Council Decision no. 79/H/29.02.2024, both areas being included in the SD-IRVA within IOSUD-USVT.

Ph.D. Within IOSUD-USVT, doctoral studies are organized in two doctoral schools (SD-IRVA and SD-MV), academic structures responsible for implementing doctoral programs in the fields: Agronomy, Biotechnologies, Horticulture, Food Engineering, Engineering and Management in Agriculture and Rural Development and Animal Science within SD-IRVA, respectively the field of Veterinary Medicine within SD-MV.

The human resources involved in the activity of IOSUD-USVT include a total number of 78 doctoral supervisors, of which 55 have obtained the habilitation certificate. Within the Doctoral School of Plant and Animal Resources Engineering (SD-IRVA) there are 59 doctoral supervisors, of which 43 are qualified, and within the Doctoral School of Veterinary Medicine (SD-MV) there are 19 doctoral supervisors, of which 12 are qualified. Also, teachers and researchers with recognized experience are part of the guidance and academic integrity commissions, their number being 163 members in SD-IRVA, of which 50 come from other universities/institutions in the country and 2 from universities/institutions abroad (Greece and Hungary). In the case of the Doctoral School of Veterinary Medicine (SD-MV), their number is 67, of which 17 come from other universities/institutions.

USVT has been institutionally evaluated every 5 years by ARACIS, and following the last accreditation, in 2021, our university received the qualification "high degree of trust", according to [the report of the ARACIS council of 16.12.2021](#).

IOSUD-USVT was evaluated by ARACIS in 2021, and according to [the decisions of the ARACIS Council no. 99 of 25.11.2021](#), all fields of doctoral studies obtained the qualification "maintenance of accreditation", respectively the fields of Agronomy, Horticulture, Food and Animal Science Engineering within SD-IRVA, as well as the field of Veterinary Medicine within SD-MV, following the analysis of the results of the periodic evaluations.

- general description of the doctoral study domain

The doctoral studies in DSUD - Horticulture represent the higher cycle of university education and have as their purpose the training of highly qualified human resources for research, innovation and professional development activities in the field of horticulture. Currently, 7 doctoral supervisors work within DSUD - Horticulture, 4 of whom have obtained the habilitation certificate. Of these, 6 doctoral supervisors currently coordinate doctoral students in training, and 2 coordinate doctoral students in co-supervision. The number of doctoral supervisors in DSUD - Horticulture who have coordinated doctoral students has not varied much from 2021 to date. In the last 5 years, 3 more doctoral supervisors qualified during this period have been affiliated within SD-IRVA/ Horticulture (Prof. ȘUMĂLAN Renata, PhD, Assoc. Prof. ȚENCHE-CONSTANTINESCU Alina, PhD, and Prof. GÎTEA Manuel-Alexandru, PhD). Currently, all doctoral supervisors in DSUD - Horticulture, regardless of the year of affiliation to SD-IRVA, meet the minimum standards of CNATDCU, according to the Annex on CNATDCU scoring. Out of the total of 7 active doctoral supervisors, 1 is tenured in other higher education institutions: Prof. univ. dr. GÎTEA Manuel-Alexandru – University of Oradea. In the analyzed period, there is a slight increase in the number of doctoral students in DSUD - Horticulture, in parallel with the increase in the number of doctoral supervisors and the extension of the duration of the doctoral internship from three to four years. Thus, in 2021, the number of doctoral students was 28. As of October 1, 2025, 33 doctoral students were enrolled in DSUD - Horticulture, of which 22 are budgeted, and 11 are fee-based. Currently, there is a 17.85% increase in the number of doctoral students.

The elaboration of this internal self-assessment report was carried out in relation to the requirements of the regulatory framework in force and to the areas, standards and performance indicators established by the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The team for the elaboration of the internal evaluation report was appointed by the Decision of the Director of the CSUD no 1879 of 18.02.2026 and is made up of doctoral supervisors who coordinate theses within the evaluated field and who have relevant experience in the field. The composition of the team is as follows: **Prof. univ. dr. eng. Sorin CIULCA** – responsible for the field and coordinator of the report development team; responsible for the drafting and final integration of the document; responsible for the standards related to Domain C – Quality Management; **Prof. univ. dr. eng. Olimpia IORDĂNESCU** – responsible for the standards related to Domain B – Educational effectiveness; Prof. univ. dr. eng. **Alina ȚENCHE CONSTANTINESCU** – responsible for the standards related to Domain A – Institutional capacity.

In the elaboration of the report, both the ARACIS standards and performance indicators, as well as the guidelines on external quality assessment, were taken into account. The data were analyzed and interpreted in accordance with the ARACIS Methodology, in relation to the reference standards and national and international good practices in the field of doctoral studies.

II. Methods used

The evaluation process consisted of studying and analyzing the Internal Evaluation Report of the study program and its annexes, analyzing the documents, data and information available on the USV Timisoara website, in electronic format. Also, meetings were held and discussions were held with: the contact person, the study program manager; the team that prepared the internal evaluation report (REI); representatives of the CEAC, representatives in the field of quality assurance; heads of research centers/laboratories in the field of Horticulture PhD; teaching staff involved in the activities of the Horticulture doctoral domaine; PhD students from the Horticulture doctoral domaine; graduates of the Horticulture doctoral domaine; employers.

During the actual visit, several objectives located in different locations were visited. In the USV Timisoara Campus were visited: Interdisciplinary research platform: "Organic, sustainable agriculture and food security", Urban Agriculture Center - fruit and wine plantation, Young Naturalists' Resort - floriculture, vegetable growing, arboriculture, Lugoj Farm - fruit plantation, Km6 Farm – Oenology, Genetics and Genomics Laboratory, Soil Science and Plant Nutrition Laboratory.

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.
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Presentation of the state of facts, supported by documents and data: IOSUD-USVT has organizational components that operate on the basis of appropriate competences, attributions, processes and procedures, periodically reviewed, in accordance with the USVT organizational chart. Two doctoral schools operate within IOSUD-USVT, as follows: the Doctoral School of Plant and Animal Resources Engineering, which includes six doctoral fields – Agronomy, Biotechnologies, Horticulture, Engineering and Management in Agriculture and Rural Development, Food Products Engineering and Animal Science – as well as the Doctoral School of Veterinary Medicine, with the doctoral field of Veterinary Medicine. The activity of these structures is carried out in accordance with the Regulation on the organization and conduct of doctoral studies within the USVT ([USVT – R075](#)). The general framework of organization and functioning of the activity within the DSUD is carried out in accordance with the regulations, methodologies and procedures developed at the level of the USVT, periodically updated and approved by the University Senate, in compliance with the legislation in force. The organization and conduct of activities within IOSUD-USVT / DSUD are regulated by the Regulation on the Organization and Conduct of Doctoral Studies in USVT ([USVT – R075](#)). Admission to doctoral studies is based on the Regulation on the organization and conduct of admission to doctoral studies – IOSUD-USVT ([USVT - R030](#)).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The above highlights the existence of a functional and well-organized institutional framework, characterized by a clear, coherent and transparent distribution of responsibilities at the level of the management structures of IOSUD-USVT and its doctoral schools, including the doctoral school that manages DSUD - Horticulture. The regulations, methodologies and procedures governing the activity within IOSUD-USVT are periodically reviewed, in accordance with the legislative changes in force, including the provisions of the Higher Education Law no. 199/2023, ensuring an updated and coherent regulatory framework for carrying out academic and doctoral research activities.

Aspects that constitute best practice examples: The organization and conduct of doctoral studies within IOSUD -USVT and doctoral field of Horticulture, is based on well-defined and transparent methodologies, regulations and procedures.

Recommendations: it is not the case

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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Presentation of the state of facts, supported by documents and data: The institutional framework of IOSUD-USVT ensures the active participation of the academic environment, respectively of the teaching staff and doctoral students, in the initiation, elaboration and updating of the regulations, methodologies and procedures that govern the academic and doctoral research activities. This process is carried out in accordance with the principles of transparency, representativeness and academic accountability. The Regulation on the organization and conduct of doctoral studies within IOSUD-USVT ([USVT – R075](#)) establishes the normative framework applicable to the organization, functioning and evaluation of doctoral

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

study programs. The document defines the management structures, institutional responsibilities and quality assurance mechanisms, being developed in accordance with the national legislation in force, the provisions of the Higher Education Law no. 199/2023 and the principles of the European Higher Education Area.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: CSUD acts as a strategic governance body, and CSD as an implementation and monitoring body at operational level, ensuring both the unity and coherence of IOSUD-USVT, as well as respect for the academic autonomy of doctoral schools. Participation of the academic community and the approval process: In the structure of CSUD-USVT and CSD-IRVA/MV there are representatives of both doctoral supervisors and doctoral students, who actively participate in the process of developing, adopting and reviewing internal regulations, methodologies and procedures, through their presence and involvement in the meetings of these structures.

Aspects that constitute best practice examples: IOSUD-USVT regularly organises consultations with graduates, employers, socio-economic partners and representatives of the professional environment, in particular when the methodologies regarding the study programmes, the assessment of learning outcomes, the professional practice or the insertion of graduates into the labour market are reviewed.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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Presentation of the state of facts, supported by documents and data: The University has a research infrastructure suitable for carrying out teaching and research activities in DSUD - HORTICULTURE, represented by: Research Platforms: EERTIS - <https://eertis.eu/erio-2300-000s-4333>; "Horia Cernescu" Research Laboratory Complex: <https://eertis.eu/errf-2300-000q-2892>; Forest Protection Research Laboratory: <https://eertis.eu/erlb-2531-323v-73896>; Horticultural Biosystems Technology Laboratory: <https://eertis.eu/erlb-2300-000s-9168>; Residues and Antioxidants Research Laboratory: <https://eertis.eu/erlb-2300-000w-9201>; Organic, sustainable agriculture and food safety: <https://eertis.eu/errf-2300-000d-2889>. At the university level there is also an operational procedure regarding the management of research projects/contracts/grants in national and international competitions, code: USAMVBTPCIT-PO-002. The USVT Library operates in accordance with the Libraries Law no. 334/2002 and the USVT Library Organization and Operation Regulations (USVT - R032). The library has approximately 400 m² of reading rooms and Internet rooms, respectively approximately 330 m² of storage spaces. The documentary fund includes approximately 350,000 volumes, representing about 60,000 titles, some of which are specialized titles relevant to the field of Agronomy. Also, the USVT library has 40 databases with "FullText" access and free of charge on the university campus, 27 virtual libraries and 285 journals. IT equipment, laboratory equipment and other mobile equipment are regularly checked and updated to support teaching and research activities, guaranteeing their functionality, safety and efficient use. Teaching materials are kept in good working order, and where necessary, replacements and additions are made, including in accordance with institutional policies on video surveillance and security of spaces. The management of the material base is carried out by the administrative structures provided in the USVT Organizational Chart, namely: the General Administrative Directorate, the Technical Service for Investments and Maintenance, the Public Procurement Service, the IT Service, as well as other services and compartments with specific attributions in the administration.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: IOSUD-USVT has an adequate material base for carrying out doctoral university education activities, scientific research and administrative activities, ensuring appropriate conditions for the professional training of doctoral students. Favorable living and study conditions are created for all doctoral students, in accordance with the specific requirements of the modern educational process. The spaces for teaching and research activities – amphitheatres, seminar rooms and laboratories – are functional and well equipped from a technical point of view, being equipped with multimedia equipment, analysis equipment, computers and current computer applications. For students with disabilities, a structured four-stage process is in place to identify needs, analyze and evaluate them each semester, and implement a tailored action plan.

Aspects that constitute best practice examples: The HEI has a very good material base for the training of doctoral students, and the resources from the research projects of the teaching staff have contributed to the development of the material base held by the faculty.

Recommendations: it is not the case

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator 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.

Presentation of the state of facts, supported by documents and data: The teaching and research spaces used within IOSUD-USVT, as well as the administrative spaces, are constantly maintained through periodic repair works, technical revisions and sanitation activities, in order to ensure optimal conditions for study, research and life, as well as adequate working conditions for the teaching staff, research and administrative. These activities are carried out in accordance with **PG 001 R019: Regulations for the organization and functioning of the Investment and Maintenance Technical Service**. The activity of the laboratories is carried out based on the System Procedure on Laboratory Equipment (**USVT-PS-016**). Movable property is managed through clear institutional procedures for inventory, monitoring, maintenance and scrapping of used equipment. Replacement and modernization plans are developed, carried out through centralized purchases or investment projects, in compliance with the legislation in force. Each laboratory has a designated manager, who monitors the proper functioning of the equipment, compliance with the labor protection rules and the application of the instructions for use and safety according to the operational procedure on the organization and functioning of the occupational health and safety commission for emergency situations (**USVT-CTU - PO-003**). The USVT also has **its own instructions** on workplace safety.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: IOSUD-USVT efficiently and responsibly manages the material base, with a focus on maintenance, continuous modernization and sustainable use of available spaces and equipment, aspects reflected in the feedback collected periodically from PhD students. The immovable and movable property are properly maintained, ensuring optimal conditions for carrying out study, research and work activities, in accordance with the applicable national and international requirements and standards. USVT organizes events dedicated to the social inclusion of students with disabilities, for awareness and open dialogue about the role of accessibility and equal opportunities in the academic environment.

Aspects that constitute best practice examples: Each laboratory has a designated person in charge, who monitors the functionality of the equipment and compliance with occupational safety regulations and instructions for use.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

Presentation of the state of facts, supported by documents and data: DSUD – Horticulture within IOSUD-USVT benefits from the guidance of 7 doctoral supervisors with recognized competence, of which 6 are tenured professors of USVT, and one is a doctoral supervisor affiliated to IOSUD-USVT and tenured within another higher education institution (associate professor Manuel-Alexandru GÎTEA, PhD). The recruitment and selection of teaching staff and doctoral supervisors is carried out in compliance with the national legislation in force, through public, transparent and competitive procedures. The attribution of the quality of doctoral supervisor is made exclusively after obtaining the habilitation certificate and approval by the competent academic structures. The CNATDCU minimum standards, mandatory for obtaining the habilitation certificate and in force at the time of evaluation, are 100% met by all doctoral supervisors in the field of Horticulture. The percentage increase in the score related to the CNATDCU grid, compared to 2020, exceeds 25%, the percentage values being between 27% and 68%. The teaching staff involved in the teaching and doctoral coordination activities have the academic qualifications and professional skills necessary for the disciplines of the SD-IRVA Advanced University Studies Training Program, complying with ARACIS standards. All PhD supervisors meet 100% of the CNATDCU minimum standards in force at the time of evaluation. The structure of the teaching staff is stable and balanced, the tenured teachers having the teaching degrees of university professor and associate professor, which ensures the continuity of the educational process and the maintenance of academic quality standards.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The human resources structure ensures the stability and continuity of teaching and research activities within DSUD - Horticulture, the number and qualification of doctoral supervisors being adequate for the approved



tuition capacity and for the research topics addressed. The distribution of the subjects in the Education Plan is made according to the specialization, teaching experience and scientific results of the teachers involved, ensuring a direct correlation between their professional skills and the content of the subjects taught.

Aspects that constitute best practice examples: Teaching staff are encouraged to participate in continuing education programs, refresher courses and workshops dedicated to advanced research methods, the use of artificial intelligence and ethics in research.

Recommendations: it is not the case

The indicator is: fulfilled.

Indicator
I.P.A.3.1.2

The HEI ensures professional and personal development for its staff.

Presentation of the state of facts, supported by documents and data: IOSUD-USVT ensures, in a systematic and coherent manner, the professional and personal development of doctoral supervisors, teachers and researchers, by facilitating access to institutionalized programs of continuous training and academic mobility, in accordance with the requirements and good practices of ARACIS. Active involvement in the **Erasmus+ Programme**, **CEEPUS agreements** and other European academic cooperation programmes is a functional and efficient mechanism for strengthening professional skills and internationalising human resources. The scale, continuity and diversity of the projects carried out (Erasmus+ KA131, KA171, KA2, Horizon 2020, CBHE, MSCA) demonstrate the institutional capacity of the USVT to support the continuous training of staff, to facilitate the exchange of good practices and to integrate international experience into the teaching and doctoral research activity.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: IOSUD-USVT ensures the professional and personal development of doctoral supervisors and doctoral students through numerous participations in workshops, events in different fields. At the initiative of CCOC-IOSUD-USVT, on June 2, 2025, doctoral students participated in the seminar "Legislative news, norms and standards in public health and food safety", the main issues debated referring to the regulations in the field of food safety and hygiene norms, the mandatory self-control measures implemented by economic agents, as well as the sanctions for non-compliance with the legislation in force.

Aspects that constitute best practice examples: PhD supervisors in DSUD - Horticulture benefit from internal performance incentive and reward programs, as well as financial support for the publication of articles in ISI/Clarivate Analytics indexed journals and free access to high-quality scientific literature through recognized databases (Web of Science, Scopus, Elsevier, Springer, Nature, etc.).

Recommendations: it is not the case

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

Teaching staff recruitment procedures compliant with the provisions of the law.

Indicator
I.P.A.3.2.1

Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

Presentation of the state of facts, supported by documents and data: The occupation of teaching and research positions is carried out through a public competition, organized on the basis of the applicable national legislation, the **USVT Charter** and the **decisions of the Senate**, according to the Methodology on the occupation of teaching and research positions in USVT (**USVT – M039**). The hiring of teaching staff is carried out in accordance with the Higher Education Law no. 199/2023, for a fixed or indefinite period. Teaching staff employed for a fixed period have the status of associate professor, and the positions of university assistant and research assistant are filled based on the specific regulation (**USVT – R061**). The acquisition of the quality of doctoral supervisor within IOSUD-USVT is carried out after obtaining the habilitation certificate, in accordance with the methodology regarding the organization and conduct of the process of obtaining the habilitation certificate (**USVT - M076**). The affiliation of doctoral supervisors to the SD-IRVA/SD-MV doctoral schools is carried out on the basis of the operational procedure for affiliation and termination of the affiliation of doctoral supervisors to IOSUD-USVT (**USVT – CSUD – P0007**).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The occupation of teaching and research positions is carried out through a public competition, organized on the basis of clear and transparent criteria, ensuring equal opportunities and open competition. The acquisition of the quality of doctoral supervisor is carried out exclusively after obtaining the habilitation certificate and going through the affiliation procedure to doctoral schools, in accordance with the applicable institutional methodologies. IOSUD-USVT recognizes the quality of doctoral supervisor obtained in higher education institutions abroad, based on legal recognition procedures and international conventions, ensuring transparency and compliance of the recruitment process.

Aspects that constitute best practice examples: Stimulating the participation of specialists with international experience by promoting competitions at national and international level and implementation of internal mechanisms to monitor the application of recruitment procedures, in order to ensure quality and continuous improvement.



Recommendations: it is not the case

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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Presentation of the state of facts, supported by documents and data: The university's website was reorganized (<https://usvt.ro/>), and the functionality of the old website (<https://www.usab-tm.ro/>) was maintained in parallel, in order to ensure continuity of access to information. At the institutional level, various IT platforms have been implemented for the management of the academic process, among which **the SUMS platform stands out**, which allows the integrated management of the educational path of doctoral students, from admission to the completion of doctoral studies, including administrative aspects such as payment of fees, accommodation and other related services. USVT also has the Online Admission Platform – USVT. Each PhD student / PhD supervisor has an institutional account @usvt.ro, which offers: Institutional email, access to Google applications for Education and access to Microsoft Office 365 productivity suites and other educational resources. Starting with 2025, USVT uses **the ACADEMICS IT platform** to manage the results of scientific research and teaching activity. The university also manages online platforms dedicated to the organization of the annual International Conference "**Multidisciplinary Conference on Sustainable Development**", the International Scientific Symposium for students, master's, doctoral students and young researchers – "**Young People and Multidisciplinary Research in Applied Life Sciences**", as well as for the management of the university's scientific publications: the journal "**Advanced Research in Life Sciences**" and FITA "**Journal of Horticulture, Forestry and Biotechnology**".

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: USVT has implemented a coherent and progressive process of digital transformation at the level of the organizational component, aimed at simplifying administrative procedures, streamlining institutional activities and increasing the quality of services offered to members of the academic community and indirect beneficiaries of education. The IT platforms implemented for the management of the academic process (INTRANET/SUMS), for the management of institutional projects (M4U) and for the management of the results of scientific research and teaching activity (ACADEMICS) reflect a high level of digitization of internal procedures and allow an integrated approach to university activities.

Aspects that constitute best practice examples: The curricular structure respects the credit transfer system (ECTS), ensuring coherence and comparability at the European level.

Recommendations: it is not the case

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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Presentation of the state of facts, supported by documents and data: DSUD-Horticulture is structured on the basis of the European System of Transferable Credits (ECTS), with a total of 240 credits, distributed during the four years of studies, according to the legislation in force. An academic year corresponds to a total of 60 ECTS credits, including teaching activities, scientific research activities and supervised independent activities. In the first year, the credits are allocated to the training program based on advanced university studies (compulsory and specialized subjects), as well as to documentation and scientific communication activities according to the curriculum. In the II–IV years, the credits are related to the scientific research program, progressively ensuring the development of advanced research skills.

* 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.

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

- Horticulture is organized in accordance with national and European standards, complying with the European Credit Transfer System (ECTS). The structure of the program comprises 240 ECTS credits, distributed over four years of study, with 60 ECTS/year, corresponding to a balanced and transparent workload, integrating teaching activities, scientific research and supervised independent activities.

Aspects that constitute best practice examples: The content of the disciplines is periodically updated, in accordance with the scientific developments and the requirements of interdisciplinary research in DSUD - Horticulture.

Recommendations: it is not the case

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).

Presentation of the state of facts, supported by documents and data: The concordance with the level of qualification and the competences targeted in the curriculum design and development process of DSUD-Horticulture aims to ensure consistency with level 8 of the European Qualifications Framework (EQF), according to OMEC no. 4837/2025 corresponding to the qualification for receiving the diploma with the title of doctor. The expected learning outcomes are correlated with the professional and transversal competences established in art. 7 para. (9) and para. (10) of the Framework Regulation on Doctoral University Studies (OM no. 3020/2024) and of the Institutional Regulation for the organization and conduct of doctoral degree programs (USVT – R075).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The expected learning outcomes are formulated in terms of knowledge, skills and competences, being correlated with the occupational requirements set out in the Classification of Occupations in Romania (COR) and the European Classification of Occupations (ESCO).

Aspects that constitute best practice examples: The training program based on advanced university studies, through the discipline sheets clearly highlights the skills, knowledge and autonomy acquired by doctoral students. Recommendations: it is not the case.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

**Indicator
I.P.B.3.1.1**

The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

Presentation of the state of facts, supported by documents and data: The evaluation of doctoral students is carried out on the basis of criteria established at the beginning of the academic year, in accordance with the activities carried out, their weight being specified in the curricula and subject sheets and in the institutional examination methodology it is made according to the regulation on the professional activity of students in USVT (USVT –R040). For each student-doctoral student, a steering committee is set up and approved, which provides scientific support during the doctoral training, in the activity of documentation, research, participation in scientific events and involvement in research projects. The doctoral students within DSUD - Horticulture benefit, throughout the duration of the doctoral training internship, from the advice and guidance of guidance and academic integrity committees, established according to institutional regulations.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The evaluation of doctoral students is carried out based on criteria established at the beginning of the academic year, in accordance with the activities carried out, their weight being specified in the discipline sheets and in the institutional methodology of examination of the USVT.

Aspects that constitute best practice examples: The existence of guidance and academic integrity committees, functional throughout the duration of the doctoral internship, as well as the favorable ratio of doctoral students to supervisors (0.52), ensures individualized support and a personalized doctoral path, demonstrating the effective application of the principles of student-centered learning, with a focus on autonomy, responsibility and active involvement.

Recommendations: it is not the case

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: PhD students within DSUD-Horticulture benefit from concrete opportunities to participate in academic mobility programs ([Annex 6.H, I and J](#)), carried out with physical, virtual or mixed presence, through [the Erasmus+](#) program or CEEPUS type programs. The USVT applies clear and transparent procedures for the organisation, recognition and validation of study and practice mobilities, in accordance with [the Erasmus Charter](#) and the Regulation on the organisation, conduct and recognition of mobilities under the ERASMUS+ programme (([USVT - PG 001 R049](#))). The internationalization of the activity of doctoral students is also supported by constant participation in scientific events. Thus, all 12 doctoral students who completed their doctoral studies in the period 2021–2025 had at least one participation in an international scientific conferences. Also, in the academic year 2024–2025, the 27 doctoral students on internship participated with a total of 30 papers at national and international scientific conferences, with a percentage of approximately 1.11% papers/doctoral student

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: During the evaluated period, the doctoral students from DSUD - Horticulture participated in 10/6 international mobilities, conferences and study visits, financed from the doctoral scholarship/other funding, from the annual financial support of 3000 lei offered by IODUS - USVT. It is also worth noting that the PhD students have participated in numerous professional training mobilities in the field, such as: International scientific conference on water (Szarvas, Hungary), From seeds to food security (Barcelona, Spain), Urban tree guard - Safeguarding European urban trees and forests through improved biosecurity (Novi Sad, Serbia), etc.

Aspects that constitute best practice examples: The constant participation of doctoral students in international scientific events and the existence of Erasmus+ agreements, the strategic internationalization plan and institutional support mechanisms create favorable premises for the expansion of mobilities and the development of professional and intercultural skills, in accordance with the requirements of ARACIS.

Recommendations: it is not the case

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: USVT ensures fair opportunities for all doctoral students, in accordance with their potential and aspirations, in accordance with the provisions [of the USVT Charter](#), the Regulation on the Professional Activity of Students ([USVT –R040](#)), the Institutional Regulation on the Organization and Functioning of Doctoral Studies ([USVT –R075](#)) and of its own Methodology on the organization and functioning of the CCOC-USVT ([USVT - M068](#)). All doctoral students benefit from equal opportunities, including based on [the Gender Equality Plan](#), having non-discriminatory access to education, regardless of the social, economic or geographical environment of origin.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: In the period 2021–2025, there were no dropouts (withdrawals) within DSUD-Horticulture, a situation reported 2 years after two years from admission. This indicator is monitored within the quality assurance processes, in order to identify the causes and implement appropriate support and prevention measures, in accordance with the principles of equity, inclusion and institutional responsibility promoted by the USVT.

Aspects that constitute best practice examples: Non-discriminatory access to educational resources, flexibility of the doctoral path through the possibility of interrupting studies for justified reasons and adapting the individual research program contribute to capitalizing on the potential and aspirations of each doctoral student.

Recommendations: it is not the case

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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Presentation of the state of facts, supported by documents and data: The university's website was reorganized (<https://usvt.ro/>), and the functionality of the old website (<https://www.usab-tm.ro/>) was maintained in parallel, in order to ensure continuity of access to information. Starting with 2025, USVT uses *the ACADEMICS IT platform* to manage the results of scientific research and teaching activity. The university also manages online platforms dedicated to the organization of the annual International Conference "*Multidisciplinary Conference on Sustainable Development*", the International Scientific Symposium for students, master's, doctoral students and young researchers – "*Young People and Multidisciplinary Research in Applied Life Sciences*", as well as for the management of the university's scientific publications: the journal "*Advanced Research in Life Sciences*" and FITA "Journal of Horticulture, Forestry and Biotechnology".

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: USVT has implemented a coherent and progressive process of digital transformation at the level of the organizational component, aimed at simplifying administrative procedures, streamlining institutional activities and increasing the quality of services offered to members of the academic community and indirect beneficiaries of education. The IT platforms implemented for the management of the academic process (INTRANET/SUMS), for the management of institutional projects (M4U) and for the management of the results of scientific research and teaching activity (ACADEMICS) reflect a high level of digitization of internal procedures and allow an integrated approach to university activities.

Aspects that constitute best practice examples: PhD students benefit from a material base appropriate for carrying out teaching and research activities in the agronomic field, having access to accommodation and all the facilities offered by the HEI.

Recommendations: it is not the case

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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Presentation of the state of facts, supported by documents and data: IOSUD-USVT ensures equitable access to educational resources and services for all students, including those with special educational needs or disabilities, in accordance with the legislation in force and specific institutional procedures. FITA's infrastructure is adapted to ensure accessibility, with specific facilities being made available to students with disabilities, such as available elevators and access ramps. Students with disabilities also benefit from personal car access to the USVT campus (based on a USVT card) and specially arranged parking spaces. In addition to the infrastructure, first aid kits are available in laboratories, workshops, greenhouses and classrooms, and the CCOC services through its own Methodology on the organization and functioning of the CCOC-USVT (USVT - M068) contribute to supporting the inclusion and academic performance of doctoral students.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: At the level of IOSUD-USVT, the learning outcomes are defined in the course syllabi, being correlated with the objectives, content, and assessment methods of the courses, which supports the understanding of expectations by doctoral students and teaching staff.

Aspects that constitute best practice examples: The existence of institutional feedback mechanisms and the platform for evaluating teachers and the curriculum contributes to the transparency and continuous improvement of the educational process, in line with the requirements of ARACIS.

Recommendations: it is not the case

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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Presentation of the state of facts, supported by documents and data: In the case of doctoral students in DSUD - Horticulture, the verification of the achievement of the learning outcomes is carried out during the studies through periodic examinations and evaluations organized annually, which include the presentation of research reports, specialized reports and individual progress in the realization of the research program (Annex 5). These evaluations are analyzed by the steering and academic integrity committees at the level of the doctoral schools, and the individual research program, including the annual reports and the number of related credits, is endorsed by the CSD and approved by the CSUD, in accordance with the curricula and institutional regulations. The final verification of the achievement of the learning outcomes consists of *the public defense of the doctoral thesis*, according to the operational procedure regarding the evaluation, defense of the doctoral thesis and completion of the doctoral studies within IOSUD-USVT (USVT-



CSUD - PO-001), in front of a specialized commission, according to the methodologies and regulations of IOSUD-USVT.

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

The assessment methodology, included in the course syllabi and communicated to doctoral students, is clear and well understood, ensuring transparency and a clear understanding of performance criteria. Of the total of 12 doctoral theses defended during the evaluation period, all of them had similarity coefficients below the alert thresholds. In situations where the alert threshold is exceeded, the doctoral supervisor and the doctoral students involved justified these exceedances by using standardized definitions of terms and by using standard questionnaires for collecting statistical data.

Aspects that constitute best practice examples: There is a clear procedure for evaluating doctoral theses, which specifies all the steps that th**Recommendations:** it is not the case

Recommendations: it is not the case

The indicator is: fulfilled.

Criterion B.6. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification

Standard S.B.6.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator I.P.B.6.1.1	The organisational component applies the admission procedures.
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Presentation of the state of facts, supported by documents and data: Admission to doctoral degree programs within IOSUD-USVT is carried out on the basis of clear, transparent and unitary procedures, provided for in the Regulation on the organization and conduct of admission to doctoral studies - IOSUD - USVT (USVT - R030) and the Regulation on the organization and conduct of doctoral studies in USVT (USVT - R075) approved at institutional level. Admission is carried out without discrimination, guaranteeing free access to doctoral studies for all eligible candidates, regardless of social background, ethnicity, gender or religion. The general framework regarding the organization and conduct of doctoral studies is regulated by the Regulation on the organization and conduct of doctoral studies in USVT (USVT - R075), which includes specific provisions regarding the selection and admission to doctoral studies (Chapter V.4), as well as their completion (Chapter V.7). At the level of the doctoral school, the Regulation on the organization and conduct of doctoral studies within SD-IRVA (USVT - R093) details the regulations on admission to doctoral studies, and the admission contest is conducted in accordance with the Regulation on the organization and conduct of admission to doctoral studies - IOSUD - USVT (USVT - R030).

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

The admission process for the Horticulture field is well regulated, transparent, and oriented towards both academic evaluation and professional relevance. Each doctoral student signs a doctoral studies contract, which is also signed by the doctoral supervisor and the Rector of USV Timisoara, the legal representative of IOSUD.

Aspects that constitute best practice examples: Transparency and accessibility of admission information, through dedicated websites and online campaigns.

Recommendations: attracting doctoral students from other countries

The indicator is: fulfilled.

Indicator I.P.B.6.1.2	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: force. Admission to doctoral programs is carried out in compliance with the principles of equity and equal opportunities, through transparent, objective and non-discriminatory procedures, providing support measures for candidates from vulnerable groups, including those with special educational needs and/or disabilities. The admission process is regulated by Chapter V.4 of the Regulation on the organization and conduct of doctoral studies in USVT (USVT - R075) which establishes the institutional framework, eligibility criteria and stages of the admission competition. Graduates with a bachelor's degree (long-term studies) and a master's degree can register for the competition, with a total of at least 300 ECTS credits accumulated, admission not being conditioned by the field in which the diplomas were obtained. Admission is organized by the doctoral school according to the Regulation on the organization and conduct of admission to doctoral studies - IOSUD - USVT (USVT - R030), approved by the USVT Senate and published on the institution's website at least 6 months before the date of the competition, together with the calendar of admission sessions. USVT ensures the necessary conditions for affirming equal opportunities, according to the Gender Equality Plan, in the admission process, including by implementing support measures adapted for people with disabilities, specific learning disabilities or special educational needs, in accordance with the legislation in force on people with SEN.

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

The analysis of the state of affairs shows that IOSUD-USVT ensures an admission process for doctoral studies based on principles of equity and equal opportunities, through transparent and non-discriminatory procedures. The existing regulatory framework, complemented by institutional support measures for candidates from vulnerable groups, including those with special educational needs and/or disabilities, supports equitable access to doctoral programs and compliance with ARACIS requirements.

Aspects that constitute best practice examples: Budgeted places are provided within the approved enrollment figure for candidates from among national minorities, Romanians from abroad and other categories in situations of social and educational risk, thus ensuring equitable access to doctoral studies.

Recommendations: it is not the case

The indicator is: fulfilled.

Standard S.B.6.2. Academic journey of students

The organisational component carries out actions supporting the students' academic journey.

Indicator I.P.B.6.2.1	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 evaluation of the professional activity of doctoral students is carried out according to the Regulation on the Professional Activity of Students (**USVT – R040**) and the Regulation on the Organization and Conduct of Doctoral Studies in USVT (**USVT – R075**), which include provisions regarding periodic examinations, evaluation of research progress and Operational procedure *regarding the evaluation, defense of the doctoral thesis and completion of the doctoral studies within IOSUD-USVT (USVT-CSUD - PO-001)*. Also, the institutional framework allows the development of doctoral studies under national and international co-supervision, the conditions of this type of academic path being clearly defined by the Methodology on the Doctorate in co-supervision (**USVT - M115**). In support of the academic path of doctoral students, the university also ensures the flexibility of studies, through the possibility of temporarily interrupting them for a period of 1–2 years, under the conditions provided by the Higher Education Law no. 199/2023 and the institutional regulations on the interruption of doctoral studies. These

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

IOSUD-USVT has a coherent and transparent institutional framework for the management of the academic path of doctoral students, through the unitary application of the regulations on professional activity, evaluation of progress and completion of doctoral studies. The flexibility of the doctoral path, including through the possibility of carrying out studies under co-supervision and their temporary interruption, contributes to adapting the academic path to the individual needs of doctoral students and to supporting the continuity of training, in accordance with the requirements of ARACIS.

Aspects that constitute best practice examples: Transparency and accessibility of regulations and information through the university website and the Student Guide.

Recommendations: it is not the case

The indicator is: fulfilled.

Criterion B.7. Internationalisation process

Standard S.B.7.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.7.1.1	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: PhD supervisors in DSUD-Horticulture have a cumulative Hirsch WoS index of 52, with an average of 7.43 per PhD supervisor. According to the CNATDCU 2026 criteria, a Hirsch index in WoS of at least 4 per doctoral supervisor is provided. Individual values range from 4 to 11. The doctoral supervisors of DSUD-Horticulture are members of over 40 prestigious professional associations, councils and organizations in the field of education and research, both nationally and internationally. Among them are organizations in the field of education and research such as: the Romanian Society of Horticulturists, the Society of Horticulture and Forestry of Transylvania, the Romanian Society of Biochemistry and Molecular Biology, the Romanian Society of Microbiology, the Romanian National Society of Soil Science, the International Society for Horticultural Sciences, Eucarpia, European Drought Centre, Magyar Tudományos Akadémia, Federation of European Biochemistry, International Union of Biochemistry and Molecular Biology, ARACIS, etc. The doctoral supervisors of DSUD-Horticulture have been members of scientific committees of international publications and conferences and have worked as reviewers in over 50 such positions, including Plants, Horticulture, Frontiers in Plant Science, Folia Horticulturae, Agronomy, Scientia Horticulturae, Foods, Agriculture, International Journal of Molecular Sciences, Acta Physiologia Plantarum, Genes, Diversity, Sustainability,

Life, Molecules, Microorganisms, Toxics. Also, the doctoral supervisors of DSUD-Horticulture are members of 5 international editorial groups and 15 national editorial groups. They are also part of editorial collectives or scientific committees of scientific journals and events organized at international and national level. In 3 journals, they had the quality of Guest Editor.

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

The internationalization activity aims to develop an inclusive and stimulating academic environment, which facilitates the integration of graduates into the labor market and their adaptation to current professional requirements.

Aspects that constitute best practice examples: The international mobility of teachers and doctoral students is supported through Erasmus+ programmes, international projects won through competition, bilateral agreements and international quotas, as well as through constant participation in conferences and training placements abroad.

Recommendations: It is recommended to further support and expand internship opportunities at reputable foreign universities and research institutes

The indicator is: fulfilled.

Criterion B.8. Scientific research results

Standard S.B.8.1 Scientific research in the education process

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.8.1.1	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: PhD students are integrated into research groups and projects coordinated by doctoral supervisors, benefiting from access to research infrastructure, modern investigation methods and techniques, as well as their scientific expertise. It should be noted that, through the "Open Digital Learning Campus in Life Sciences" project, approved by the Order of the Minister of Education no. 4168/30.06.2022, students in study cycles I, II and III (doctorate) are trained in the use of various laboratory equipment, as well as in the digitization component of educational and research processes. The teaching activities provided in the curriculum are correlated with the research topics of the doctoral students and include the critical analysis of the specialized literature, the elaboration of the experimental design, the interpretation of the results and their dissemination. The results of the research carried out by the doctoral students are capitalized in the educational process by publishing scientific articles, presenting papers at national and international conferences and integrating the results obtained into the content of the teaching activities.

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

Learning based on scientific investigation and the exploitation of research results constitute a fundamental element in the development of the Horticulture doctoral study program, as they ensure the integration of theoretical knowledge with scientific practice and develop critical thinking, creativity and problem-solving skills.

Aspects that constitute best practice examples: The integration of doctoral students in research groups and projects coordinated by doctoral supervisors, the correlation of research topics with teaching activities and the capitalization of the results through scientific publications and communications ensure the acquisition of advanced research, critical thinking and scientific communication skills.

Recommendations: Increasing the number of research projects with national or international funding that include doctoral students.

The indicator is: fulfilled.

Standard S.B.8.2. 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.8.2.1	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 international visibility of the research is supported by the significant number of publications produced in collaboration with **external partners**, by the participation in research projects with national and international funding and by the dissemination of the results in the volumes of international scientific conferences. National visibility is ensured by publishing in recognized specialized journals, **own scientific journals/events**, participation in national conferences and involvement in networks and scientific communities. The results of the research activity carried out by the doctoral supervisors and doctoral students are correlated with the **theme of the doctoral theses** and with the research directions specific to the evaluated fields, ensuring the coherence between the research activity and the doctoral training process. The dissemination of the results is achieved through scientific articles, specialized volumes, communications at conferences, as well as through other



forms of scientific valorization. The capitalization of the research results is also achieved through the transfer of knowledge to the academic and socio-economic environment, materialized through specialized consultancy activities, participation in application projects, submission of patent applications and obtaining scientific awards and recognitions.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The above-mentioned aspects demonstrate a high level of engagement and excellence in the scientific research conducted by PhD supervisors and doctoral students in the field of Agronomy.

Aspects that constitute best practice examples: Capitalizing on research through scientific publications, books, manuals and patents.

Recommendations: It is recommended to encourage publication in internationally recognized, field-relevant journals associated with established academic publishers and strong editorial standards (Elsevier, Springer, etc).

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: Within IOSUD-USVT, the quality assurance system is implemented through a clearly defined organizational structure, represented by the Commission for Evaluation and Quality Assurance (CEAC), which operates on the basis of the Regulation of the Commission for Evaluation and Quality Assurance (USVT - R044). CEAC has the role of coordinating and monitoring the implementation of quality assurance policies and procedures at the level of IOSUD, doctoral schools and doctoral fields. The executive activity of developing, implementing and updating the regulations, procedures and evaluation criteria is ensured by the Quality Management Service (QMS), which operates according to the Regulation on the organization and functioning of the quality management department (USVT- R026). This procedural framework defines the methodology for organising and carrying out quality assessment and quality assurance activities at institutional level, ensuring the consistent and transparent application of quality mechanisms. The ethical and deontological dimension of academic and research activities is regulated by the USVT's Code of Ethics and University Deontology, integrated into the USVT Charter, as well as by the Ethics Commission Regulations (USVT - R021).

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

The IOSUD-USVT has established an organizational framework for quality assessment and assurance through the Commission for Evaluation and Quality Assurance (CEAC), supported by specific procedures and regulations available on the university's website. The university also operates under a Code of Ethics and Regulations of the Ethics Committee, which reinforce the ethical and professional standards governing the educational and research processes.

Aspects that constitute best practice examples: All this information is published transparently and updated, being accessible online on the University's website.

Recommendations: it is not the case

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

Indicator 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 CEAC Commission for IOSUD – USVT is made up of: Prof. Ilinca Merima Imbrea, Ph.D. – responsible for IOSUD–USVT, Prof. Adrian Riviş, PhD, responsible for SD-IRVA and Assoc. Prof. Ioan Huţu, PhD, responsible for SD-MV and Prof. Mărioara Nicula Neagu, PhD, responsible for CCOC-IOSUD-USVT. CEAC develops, coordinates and monitors the application of the procedures and activities of evaluation and quality assurance, in accordance with the national legislation in force and the Regulation of the Commission for Evaluation and Quality Assurance (USVT - R044), approved by the university management, and prepares an annual report on the activity carried out. In carrying out its work, the CEAC collaborates with

the evaluation and quality assurance commissions at the IOSUD-USVT level, as well as with similar structures at the level of the faculties, ensuring the consistency of the application of the procedures and the integration of the points of view expressed by the different categories of stakeholders.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: USVT integrated the opinions and proposals of members of the university community and external stakeholders in the process of implementing academic procedures.

Aspects that constitute best practice examples: The participation of student and employer representatives within CEAC contributes to a participatory approach to quality management and allows the procedures to be adapted to the real needs of the beneficiaries of the educational process.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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Presentation of the state of facts, supported by documents and data: Within IOSUD-USVT, the University Ethics Commission operates based on the Ethics Commission Regulation (USVT - R021), approved by the University Senate, in accordance with the national legislation in force. The Commission operates independently of the other organisational structures of the university, in compliance with the principles of university autonomy, impartiality and confidentiality. The Code of University Ethics and Deontology is an integral part of the USVT Charter. The composition of the ethics committee is public and is displayed on the official website of the university, ensuring the transparency of the functioning process.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The functioning of the University Ethics Commission within IOSUD-USVT is supported by a clear regulatory framework and institutional procedures that ensure the exercise of its duties independently and in accordance with the legal provisions. The publication of the composition of the committee and the activity reports reflects an appropriate level of transparency and institutional accountability.

Aspects that constitute best practice examples: The Ethics Committee contributes to strengthening an academic climate based on compliance with ethical norms, integrity and professional responsibility, playing an essential role in preventing and managing situations of violation of the principles of university ethics.

Recommendations: it is not the case

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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Presentation of the state of facts, supported by documents and data: Within IOSUD-USVT there is and applies the Regulation on the initiation, approval, monitoring and evaluation of study programs (R015), which establishes the procedural framework for the design, implementation and periodic review of programs and fields of study. This regulation is systematically applied at institutional level and ensures compliance with legal requirements and quality standards in force. In order to achieve the objectives related to the quality of the study programs, which has in its portfolio specific attributions in the field of quality assurance, applies its own regulation (USVT - R069) and the related procedures.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The USVT applies a coherent, structured and sustainable approach in the management of programs and fields of study, based on clear procedures, actively monitored and subject to periodic review. The consistent application of these procedures allows the adaptation of the educational offer to the requirements of the socio-economic environment and to developments in the relevant scientific fields.

Aspects that constitute best practice examples: The Study Program Evaluation and Quality Assurance Committee includes, along with the study program manager and teaching staff, a representative of doctoral students and a representative of the business environment.

Recommendations: it is not the case



The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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Presentation of the state of facts, supported by documents and data: Members of the academic community and stakeholders are involved in the process of implementing institutional procedures by participating in evaluation and quality assurance structures, regular consultations and feedback mechanisms, contributing to their application and improvement. This participatory approach contributes to increasing the degree of ownership of the procedures by the actors involved and facilitates their continuous adaptation to the real needs of the institution and the beneficiaries of the educational process. The constant involvement of stakeholders in the implementation of procedures has a positive impact on the relevance, efficiency and functionality of quality assurance mechanisms, contributing to the strengthening of the quality culture and the continuous improvement of academic and administrative activities.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The HEI has established mechanisms to engage members of the academic community, as well as internal and external stakeholders, in the implementation of institutional procedures and this collaborative approach supports the continuous adaptation of procedures.

Aspects that constitute best practice examples: Members of the community and other stakeholders are involved in the periodic monitoring and evaluation process, and the results are used in academic management processes, resulting in annual reports.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures

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

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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Presentation of the state of facts, supported by documents and data: Students assess the level of satisfaction with the learning environment by filling in online questionnaires, applied for both compulsory and specialized subjects, in accordance with the regulation on the periodic evaluation of the quality of teachers' work (USAMVBT - PG 001 R022). In order to ensure and maintain a high-performance and dynamic staff, necessary for carrying out educational and scientific research activities, USVT uses specific procedures and forms for the periodic evaluation of the staff's activity, implemented through institutional IT platforms. The USVT also has a Scientific Council, which operates in accordance with the Regulation on Organization and Functioning (USVT - R065), as well as a Regulation on awarding the results of scientific research, innovation and technology transfer activity, applicable at institutional level (USVT - R088). The evaluation of teaching and scientific research activities is also supported by the Regulation on the organization and functioning of the Scientific Research Commission of the USVT Senate (USVT - R004).

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: The analysis of the semester evaluation of the teachers' performance by students highlights the fact that, at IOSUD-USVT level, functional and coherent institutional procedures are implemented, integrated into the internal quality assurance system. The evaluation is carried out in electronic format, based on standardized tools, and the reports generated at the level of university, faculty, study program, discipline and teacher allow the responsible structures to periodically analyze the results, identify the strengths and aspects that need improvement in the teaching activity.

Aspects that constitute best practice examples: Through the INTRANET/SUMS-USVT platform, various reports can be generated, necessary to assess the quality of the work of teachers, research and administrative staff.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator 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: IOSUD-USVT uses dedicated information systems and databases to support teaching, research and internal quality assurance activities. The students' records are made through the SUMS-USVT information system, and the research activities are managed through the ACADEMICS platform. The institutional quality assurance process is supported by the SUMS-USVT and INTRANET platforms, which allow the collection, centralization and analysis of data specific to internal evaluations. Institutional educational platforms (such as Microsoft Teams, Zoom, etc.) are used to carry out teaching activities, which provide the necessary support for the teaching-learning-assessment process.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: Institutional educational platforms (such as Microsoft Teams, Zoom, etc.) are used to carry out teaching activities, which provide the necessary support for the teaching-learning-assessment process.

Aspects that constitute best practice examples: IOSUD-USVT systematically collects, processes and analyses data on the processes carried out and their quality, using an IT platform. The data is used both in managerial decision-making and for the internal quality assurance process.

Recommendations: it is not the case

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

Indicator 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: IOSUD-USVT ensures the publication and access to **information of public interest** through the official website of the university, where updated information on the institutional structure, strategic documents, **regulations, methodologies, procedures, reports and other information of general interest** is available. Also, the Doctoral School provides students and the general public with detailed information regarding **the doctoral study programs, the structure of the academic year, the curriculum, the timetables, the research topics, the admission to doctoral studies, the student guide, the research activity, the educational projects and programs, nationally funded projects**, as well as the support services offered. The published information is accessible, structured and comparable to that provided by higher education institutions in the European Higher Education Area, with the aim of ensuring institutional transparency and maintaining high standards of academic quality and visibility.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: IOSUD-USVT ensures a high level of transparency and access to information of public interest regarding IOSUD-USVT and doctoral fields, the organization of the teaching process, student facilities, institutional regulations and procedures. The main communication channel is the official website of the university (<https://usvt.ro/>), which allows the correct and complete information of the direct and indirect beneficiaries of the educational process. The transparency of the services offered by the university is also supported by the use of complementary communication channels, such as the media and social networks (YouTube, Facebook), which contribute to the dissemination of information of public interest

Aspects that constitute best practice examples: HEI respects the principles of transparency and access to public information, providing relevant information through the official website regarding DSUD.

Recommendations: it is not the case

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: IOSUD-USVT ensures the transparency of decision-making processes by applying clear information and consultation mechanisms, which guarantee access to relevant information for all stakeholders. The decisions of the University Senate and the Board of Directors, as well as the regulations, methodologies, procedures, strategic documents and annual activity reports are published on the official website of the university, ensuring the visibility of the substantiation and decision-making stages. The transparency of the decision-making process is strengthened through regular consultations with doctoral students and doctoral supervisors (online questionnaires), carried out during the meetings of the specific structures, fostering a participatory and responsible decision-making framework.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: IOSUD-USVT ensures a high level of transparency and accessibility of information of public interest by



constantly publishing relevant documents, reports, and decisions on the official websites of the university and doctoral schools, in accordance with the principles of good academic governance.

Aspects that constitute best practice examples: The managerial activity is based on the norms of European university management and is subordinated to the strategic objectives of the University stated previously.

Recommendations: it is not the case

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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Presentation of the state of facts, supported by documents and data: In 2021, the last institutional evaluation carried out by ARACIS took place at the level of IOSUD-USVT ([ARACIS council report of 16.12.2021](#)), as a result of which the university was accredited and received the qualification "High degree of trust". DSUD-Horticulture was subjected to periodic evaluation in accordance with the legislation in force, the last ARACIS evaluation being carried out in 2021 (according to [the decisions of the ARACIS Council no. 99 of 25.11.2021](#)). Also, in 2025, the Progress Report was submitted, in which the implemented improvement measures were presented, noting the fulfillment of all the recommendations made following the previous evaluation.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents: IOSUD-USVT systematically and in accordance with the legal provisions carries out the procedures related to the external quality assessment process, ensuring participation in ARACIS evaluations and compliance with the methodological requirements regarding the organization and functioning of DSUD-Horticulture

Aspects that constitute best practice examples: In addition to external evaluation, IOSUD-USVT also apply internal periodic evaluation mechanisms according to their own methodologies.

Recommendations: it is not the case

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ Consolidated academic tradition and continuity in the organization of doctoral studies in the field of Horticulture. ✓ Maintenance of accreditation following the ARACIS external evaluation and implementation of the recommendations made ✓ The existence of a body of qualified doctoral supervisors with relevant teaching and scientific experience. ✓ Operation of a certified quality management system and consistent application of institutional procedures. ✓ Adequate infrastructure for the doctoral research process (laboratories, teaching and experimental stations, research centers). ✓ Coherent correlation between the bachelor's-master-doctoral study cycles in the horticultural field ✓ Aligning the research activity with the priorities of the National Strategy for Research, Innovation and Smart Specialization.	INTERNAL FACTORS ↑	Weaknesses: ✓ Significant dependence on public funding to support doctoral positions. ✓ The need to expand digitalization in the management of research data and scientific results.
SWOT analysis		
Opportunities: ✓ Increasing interest in sustainable horticulture, organic farming and adaptation to climate change. ✓ Access to European and international funding (Horizon Europe, Erasmus+, Interreg, etc.). ✓ Development of partnerships with the socio-economic environment (horticultural, wine, landscaping, agri-food industry operators). ✓ Integration of digital technologies and precision agriculture in doctoral research topics. ✓ Extension of interdisciplinary collaborations in related fields (biotechnologies, agricultural management, urban ecodesign).	↓ EXTERNAL FACTORS	Threats: ✓ Demographic decrease and reduction of the potential pool of candidates for doctoral studies. ✓ Possible legislative changes or fluctuations in higher education funding. ✓ The impact of climate change on experimental field research.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the 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	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the	F	



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	curriculum and through the teaching strategies used in the learning and teaching activities and experiences.		
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.6.1.1 The organisational component applies the admission procedures.	F	attracting doctoral students from other countries
18.	I.P.B.6.1.2 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.6.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.7.1.1 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	It is recommended to further support and expand internship opportunities at reputable foreign universities and research institutes
21.	I.P.B.8.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	Increasing the number of research projects with national or international funding that include doctoral students.
22.	I.P.B.8.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	It is recommended to encourage publication in internationally recognized, field-relevant journals associated with established academic publishers and strong editorial standards (Elsevier, Springer, etc).
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

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

- the field is rigorously organized, in accordance with ARACIS standards, both in terms of curriculum, human resources and educational infrastructure, as well as from the perspective of managerial processes and the involvement of quality assurance structures;
- the field ensures the acquisition of the knowledge and skills necessary to exercise the occupations targeted by „Doctoral Study Area in „**Horticulture**“;
- a positive aspect is the involvement of teaching staff in research activities and in academic life, as well as the stimulation of student participation in extracurricular and scientific activities;



- the teaching staff have the professional training necessary to carry out the „Doctoral Study Area in **Horticulture**”;
- the infrastructure of the Doctoral Study Area in „**Horticulture**” is adequate and ensures the proper conduct of teaching-learning-evaluation activities, including applied and research activities.

Recommendations:

- attracting doctoral students from other countries;
- further support and expand internship opportunities at reputable foreign universities and research institutes;
- Increasing the number of research projects with national or international funding that include doctoral students;
- encourage publication in internationally recognized, field-relevant journals associated with established academic publishers and strong editorial standards (Elsevier, Springer, etc).

In conclusion, the Doctoral Study Area in „**Horticulture**” ensures quality academic training, supported by a solid institutional framework, adequate teaching resources and a firm commitment to continuous improvement, being fully compatible with the requirements of the European Higher Education Area and with the expectations of the labor market.

Propose and substantiate a decision.

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

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

VII. Annexes

1. Schedule of the evaluation visit to the IIS;
2. Minutes of all meetings organized during the visit to the IIS;
3. Resources available on the university website.

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