



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

Higher Education Provider Organization:	Institution/Education	University of Life Sciences "King Mihai I" from Timisoara
Doctoral School:		Engineering of Plant and Animal Resources
Doctoral Domain:		ANIMAL SCIENCE
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.	Cosmulescu Sina Niculina	Expert evaluator	
2.	Judit Olah	International Expert	
3.	Trandar Adriana Valentina	PhD Student Evaluator	

I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);

Type of evaluation: Maintaining accreditation (MAC)

Period covered by the evaluation: July 9-10, 2026

Membership of the external quality experts':

Nr. crt.	Numele și prenumele	Calitatea
1.	Prof.univ.dr. COSMULESCU Sina Niculina	Coordonator comisie
2	Prof. dr. OLAH Judith	Evaluator international conducator de doctorat
3	TRANDAF Adriana Valentina	Student doctorand

- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied);

Establishment and Evolution. The [University of Life Sciences "King Mihai I" from Timișoara](#) (USVT) traces its origins to 30 July 1945, when the Faculty of Agronomy was established within the Polytechnic Institute of Timișoara by Royal Decree No. 2394 of King Mihai I of Romania and Law No. 617/1945. In 1948, following the national education reform, the faculty became the Agronomic Institute of Timișoara. The institutional structure evolved significantly over the following decades. In 1955, the Faculty of Animal Science was transferred from Arad to Timișoara, while the Faculty of Veterinary Medicine was re-established in 1962. By 1968, the Agronomic Institute operated with three faculties: Agriculture, Animal Science, and Veterinary Medicine. Although reorganized into a single faculty with three specializations in 1987, the university expanded considerably after 1989, diversifying its educational portfolio and re-establishing specialized faculties. Today, USVT comprises six faculties (Faculty of Agriculture; Faculty of Engineering and Applied Technologies; Faculty of Management and Rural Tourism; Faculty of Veterinary Medicine; Faculty of Food Engineering; Faculty of Animal Science and Biotechnologies). The institution has undergone several name changes reflecting its academic development: 1991: University of Agricultural Sciences of Banat Timișoara (USABT); 1995: University of Agricultural Sciences and Veterinary Medicine of Banat in Timișoara (USAMVBT); 2013: University of Agricultural Sciences and Veterinary Medicine of Banat "King Mihai I of Romania" in Timișoara; 2022: University of Life Sciences "King Mihai I" from Timișoara (USVT), following Government Decision No. 976/2022.

[Doctoral education](#) has expanded continuously. Since 2004, the university has implemented the three-cycle Bologna system (Bachelor's, Master's, Doctorate). In 2010, the doctoral field of Food Products Engineering was accredited. Since 2012, doctoral education has been organized through the Institution Organizing Doctoral Studies (IOSUD-USVT), comprising two doctoral schools: Doctoral School of Veterinary Medicine (SD-MV); Doctoral School of Plant and Animal Resources Engineering (SD-IRVA). More recently, doctoral fields in Biotechnologies (2022) and Engineering and Management in Agriculture and Rural Development (IMADR) (2024) were accredited, further expanding the doctoral offer.

Mission. [USVT's mission](#) is to provide high-quality education, conduct advanced scientific research, generate and transfer knowledge, and contribute to the economic, technological, and social development of society. Its educational mission focuses on: training competent, innovative, and ethically responsible specialists; developing critical thinking and professional skills; providing postgraduate and lifelong learning opportunities; promoting academic excellence and knowledge

transfer. The [research mission](#) encompasses: fundamental and applied research; innovation and technology transfer; interdisciplinary collaboration; regional, national, and international development through research and innovation. The university's research strategy aligns with the Romanian National Strategy for Research, Innovation and Smart Specialisation 2022–2027, emphasizing the strengthening of regional research and innovation capacity, infrastructure development, technology transfer, and collaboration with industry.

Governance and Organizational Structure. USVT operates as a public higher education institution governed in accordance with Romanian higher education legislation, its [University Charter](#), and internal regulations. Doctoral education is organized within IOSUD-USVT, which coordinates two accredited doctoral schools: Doctoral School of Veterinary Medicine (SD-MV); Doctoral School of Plant and Animal Resources Engineering (SD-IRVA). The SD-IRVA doctoral school currently includes the doctoral fields of: Agronomy; Horticulture; Food Engineering; Animal Science; Biotechnologies; Engineering and Management in Agriculture and Rural Development. Doctoral studies are offered as scientific doctorates, with both full-time and part-time study options, funded through state-supported or tuition-based places. The standard duration of doctoral studies is four academic years.

Study Programmes and Academic Fields. USVT currently offers a comprehensive educational portfolio covering all three cycles of higher education. The university provides: 33 Bachelor's degree programmes, 35 Master's programmes (plus three integrated Veterinary Medicine programmes). Programmes are delivered through full-time and part-time modes of study. Doctoral education represents the third cycle of higher education and occupies the highest level within USVT's educational offer. It is fully integrated with the university's research centres and national and international academic partnerships, ensuring coherence between bachelor's, master's, and doctoral studies in accordance with ARACIS standards and the European Higher Education Area.

External Quality Evaluation. USVT maintains a comprehensive quality assurance system based on periodic external evaluations conducted by the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The university undergoes institutional evaluation every five years. During the most recent [institutional accreditation in 2021](#), USVT received the highest institutional rating, High Degree of Confidence. The doctoral studies (IOSUD-USVT) were also externally evaluated by ARACIS in 2021, with all doctoral fields receiving the qualification Maintenance of Accreditation. Following the requirements of the Romanian Higher Education Law No. 199/2023, external progress evaluations were completed for all doctoral fields. By ARACIS Council Decision No. 177/H/03.07.2025, all evaluated doctoral programmes (Agronomy, Horticulture, Food Engineering, Animal Science, and Veterinary Medicine) received the conclusion that ****all recommendations from previous evaluations had been successfully implemented****, confirming the continuous improvement and quality of doctoral education at USVT.

- [general description of the doctoral study domain \(why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable\).](#)

Since the last external quality evaluation, the doctoral study domain Animal Science has undergone continuous development through the modernization of the doctoral programme, the strengthening of research resources, and alignment with ARACIS standards and the provisions of Order of the Minister of Education No. 3020/2024. The curriculum has been updated by introducing courses such as Bioinformatics and Artificial Intelligence, Statistical Interpretation of Research Results, and Ethics and Academic Integrity, while the doctoral programme is structured

around 240 ECTS credits. The domain currently has seven active doctoral supervisors, all of whom meet the CNATDCU minimum standards. Doctoral supervision is further supported by 29 members of the supervisory and academic integrity committees, including seven members from other universities and research institutions. The educational offer includes six compulsory specialized courses, while the research infrastructure has been strengthened through access to USVT laboratories and research centres, providing doctoral students with scientific databases, research mobility opportunities, and support for participation in national and international scientific events. These developments have contributed to improving the quality of doctoral education and strengthening the research and innovation capacity of the doctoral study domain in Animal Science.

II. Methods used

- Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);

The evaluation process consisted of the analysis of the Internal Evaluation Report (IER) of the Doctoral Study Domain in Animal Husbandry (DSUD–Animal Husbandry) and its annexes. The evaluation also took into account the information and documentation available in electronic format on the official USVT website, ensuring a comprehensive assessment of the doctoral study domain's compliance with national and European quality assurance standards and requirements.

- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);

During the on-site visit, the evaluation panel visited the main research and teaching facilities of the Doctoral School in Animal Husbandry (DSUD–Animal Husbandry), including specialized laboratories and experimental platforms dedicated to animal husbandry, animal biotechnology, aquaculture, molecular biology, biochemistry, microbiology, cell culture, histology, physiology, feed quality, and food quality assessment. The panel also visited the aquaculture research facilities, including recirculating aquaculture systems (RAS) and experimental platforms for sturgeon production, as well as laboratories equipped for molecular and biochemical analyses, reproductive biotechnologies, genetic improvement, and animal nutrition research.

Meetings and discussions were organized with the IOSUD and doctoral school management, doctoral supervisors, academic and research staff, doctoral students, administrative personnel responsible for doctoral studies and quality assurance, and representatives of the university management. The discussions focused on the research infrastructure, doctoral training, quality assurance mechanisms, research performance, internationalization, collaboration with the socio-economic environment, and the strategic development of the doctoral school. The evaluation panel also assessed the adequacy of the research facilities, equipment, and support services available to doctoral students for carrying out high-quality research.

- Other relevant methods or aspects.

The evaluation included the verification of the research infrastructure, educational resources, and facilities available to doctoral students within the Doctoral Study Domain in Animal Husbandry. It also assessed the level of satisfaction of doctoral students and graduates, as well as the effectiveness of academic management, quality assurance processes, and collaboration with the socio-economic and professional environment.

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

IOSUD-USVT has a clearly defined organizational structure, comprising two doctoral schools: the Doctoral School of Engineering of Plant and Animal Resources (SD-IRVA), which includes six doctoral study domains, among them Animal Science, and the Doctoral School of Veterinary Medicine (SD-MV). The organization and functioning of IOSUD and the doctoral schools are regulated through a comprehensive framework of regulations, methodologies and operational procedures, periodically updated in accordance with national legislation, including Higher Education Law No. 199/2023. These documents govern all major doctoral processes, including the organization of doctoral studies, admission, governance, doctoral supervision, evaluation and public defence of doctoral theses, cotutelle doctorates, habilitation, academic ethics and integrity, and online thesis defence. The institutional framework is complemented by the USVT Charter, the Strategic Plan and the Operational Plan, which define the university's strategic directions and quality assurance mechanisms.

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

The available evidence demonstrates that IOSUD-USVT has established a coherent, transparent and functional governance framework, supported by clearly defined organizational structures, responsibilities and decision-making processes. The comprehensive set of regulations, methodologies and operational procedures ensures the consistent organization of doctoral studies and is periodically reviewed to comply with legislative changes and ARACIS quality standards. The institutional governance framework provides effective support for doctoral education, research, academic integrity and quality assurance, while the strategic and operational planning documents ensure the continuous development of the doctoral study domain. Consequently, the analysed performance indicator is considered fully fulfilled, as IOSUD-USVT demonstrates an adequate institutional capacity, clearly defined responsibilities and effective procedures for the organization and management of doctoral studies.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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* The faculty, department, subsidiary, extension - hereinafter "organisational components"

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

IOSUD-USVT has established a [governance framework](#) that ensures the active participation of academic staff and doctoral students in the development, revision and approval of the regulations, methodologies and procedures governing doctoral studies. The organization and conduct of doctoral studies are regulated by the Regulation on the Organization and Conduct of Doctoral Studies within IOSUD-USVT ([USVT-R075](#)), which defines the institutional governance structure, responsibilities and quality assurance mechanisms in accordance with the Higher Education Law No. 199/2023. At institutional level, the Council for Doctoral Studies (CSUD) is responsible for the strategic coordination of doctoral education, including the approval of the institutional regulatory framework, validation of doctoral school regulations, monitoring compliance with ARACIS standards and national legislation, and periodic evaluation of doctoral schools. At doctoral school level, the Doctoral School Council (CSD) is responsible for the operational management of doctoral programmes, including admission, approval and monitoring of doctoral research topics, appointment of supervisory committees, monitoring doctoral students' progress, and ensuring the quality of educational and research activities. The collaboration between [CSUD](#) and [CSD](#) ensures coherence between institutional strategy and operational implementation while preserving the academic autonomy of doctoral schools. Representatives of doctoral supervisors and doctoral students are members of both governing bodies and actively participate in drafting, reviewing and approving internal regulations and procedures. The final approval of these documents is carried out by the University Senate and they are revised whenever legislative changes or quality assurance requirements arise. During the period 2021–2025, IOSUD-USVT further strengthened its partnership network with higher education institutions, research institutes and socio-economic partners, facilitating access to research infrastructure, experimental facilities and collaborative research activities, thus enhancing the practical relevance and societal impact of doctoral programmes.

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

The evidence demonstrates that IOSUD-USVT has implemented an effective, transparent and participatory governance system for doctoral studies. The clear distribution of strategic responsibilities between CSUD and the operational responsibilities of the Doctoral School Councils ensures efficient decision-making, coherent implementation of institutional policies and continuous monitoring of doctoral programmes. The direct involvement of doctoral supervisors and doctoral students in the governance structures confirms the application of the principles of transparency, representativeness and shared academic responsibility. The regular review of regulations and procedures, together with their alignment to legislative developments and ARACIS quality requirements, supports the continuous improvement of doctoral education. Furthermore, the expansion of institutional partnerships during 2021–2025 has strengthened the research environment and increased the relevance of doctoral training for the academic and socio-economic sectors. Overall, the available evidence demonstrates that IOSUD-USVT has appropriate governance structures, clearly defined responsibilities and effective institutional mechanisms to ensure the quality of doctoral studies.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

Standard S.A.2.1. Material resources

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

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
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persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

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

USVT provides a modern research infrastructure that supports education, scientific research, and doctoral training in the field of Animal Husbandry. The main research facilities registered in the EERTIS platform include the Animal Husbandry Research Platform, the "Horia Cernescu" Research Laboratory Complex, the Organic, Sustainable Agriculture and Food Safety Research Platform, the Aquaculture Research Laboratory, the Research Unit for Fish Farming in the Recirculating Aquaculture System, and the Industrial Biotechnology and Biorefinery Research Unit (<https://eertis.eu>). In recent years, these facilities have been upgraded through investments in modern equipment, digital infrastructure, and specialized human resources. Doctoral students benefit from free access to scientific literature through the USVT Library and the ANELiS Plus (E-nformation) platform (<http://biblio.usab-tm.ro/>), as well as licensed scientific software. Research activities are supported by the Project Management Unit (UMP-USVT), which provides assistance in the preparation and implementation of national and international research projects. The University also applies institutional procedures for research project management. The USVT Library offers approximately 350,000 volumes, access to 40 full-text scientific databases, 27 virtual libraries, and 285 scientific journals, ensuring adequate documentary resources for doctoral research. The Doctoral School in Animal Husbandry benefits from modern teaching and research facilities, including laboratories, classrooms, and practical training spaces, further developed through the PNRR "Open Digital Learning Campus in Life Sciences" project. Practical research is also supported by the USVT Didactic and Experimental Station. Overall, USVT provides adequate educational, research, and student support infrastructure for the Doctoral School in Animal Husbandry, in accordance with the applicable ARACIS standards (Annex 10).

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

The evidence confirms that IOSUD-USVT provides an adequate infrastructure for doctoral education, research, and administrative activities within the Doctoral School of Animal Husbandry. The available teaching and research facilities are modern, well equipped, and suitable for supporting high-quality doctoral training and scientific research, in line with national and institutional requirements. The research infrastructure, library resources, and practical training facilities ensure that doctoral students have access to the equipment, scientific literature, and technical support necessary for carrying out their research activities. In addition, the University offers appropriate student support services and maintains suitable working conditions for academic and administrative staff. The evaluation also confirms USVT's commitment to equal opportunities through measures that support students with disabilities, including individualized support procedures, periodic needs assessment, and initiatives promoting accessibility and social inclusion. Overall, the available evidence demonstrates that the performance indicator is fully fulfilled.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-USVT ensures the maintenance and continuous improvement of its teaching, research, and administrative infrastructure through periodic repairs, technical inspections, and sanitation activities, in

accordance with institutional regulations ([PG 001 R019](#)). Teaching and research laboratories are equipped with modern equipment and computerized workstations, where required, and operate under the provisions of the Laboratory Equipment Procedure ([USVT-PS-016](#)). Laboratory equipment and movable assets are managed through institutional procedures covering inventory, maintenance, modernization, and replacement. Each laboratory has a designated manager responsible for equipment functionality, safety, and compliance with occupational health and safety regulations ([USVT-CTU-PO-003](#)). Technical and auxiliary staff provide continuous operational support for teaching and research activities. Student accommodation and catering facilities are maintained according to the relevant institutional regulations ([R034](#) and [R036](#)), ensuring appropriate living conditions. IT infrastructure, laboratory equipment, furniture, and teaching materials are regularly maintained and upgraded to support educational and research activities. The management of the University's material resources is coordinated by the General Administrative Directorate and the specialized administrative services responsible for maintenance, procurement, IT infrastructure, and institutional assets, ensuring the effective operation and continuous development of the University's facilities.

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

IOSUD-USVT manages its material resources efficiently through continuous maintenance, modernization, and clear institutional procedures. The available infrastructure provides appropriate conditions for study, research, and work, while supporting a safe, functional, and high-quality academic environment in line with applicable standards.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral School of Animal Science within IOSUD-USVT is supported by seven doctoral supervisors with recognized scientific competence (two retired), all affiliated with USVT. The recruitment of academic staff and doctoral supervisors follows national legislation and IOSUD-USVT regulations, with the status of doctoral supervisor granted only after obtaining the habilitation certificate. All doctoral supervisors fully comply with the applicable CNATDCU minimum standards, with individual performance indicators increasing by 27–57% compared to 2020. The first year of doctoral studies includes an [Advanced University Studies Training Programme](#) comprising compulsory courses in research methodology, bioinformatics and artificial intelligence, ethics and academic integrity, a specialized discipline, doctoral thesis management, and a research project. Teaching assignments are aligned with the academic expertise and scientific profile of the staff. Doctoral supervisors are actively involved in research projects, international collaborations, and scientific publications, providing doctoral students with opportunities to participate in research teams and develop advanced research skills. Their continuous professional development is supported through scientific events, research mobility, and training activities (Annexes 1, 4, 6 and 8).

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

The available evidence demonstrates that the Doctoral School of Animal Science has sufficient and well-qualified human resources to ensure the effective delivery of doctoral education. The number, qualifications, and scientific performance of doctoral supervisors comply with national and ARACIS requirements, while their involvement in teaching and research ensures high-quality doctoral supervision and research training.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-USVT supports the continuous professional and personal development of doctoral supervisors, teachers, and researchers through institutional training programmes, academic mobility, and international cooperation. Staff participate regularly in Erasmus+, CEEPUS, Horizon Europe/Horizon 2020, MSCA, and other international projects, as well as scientific conferences, workshops, summer and winter schools, and training courses. Professional development is further enhanced through initiatives in digital skills, research ethics, academic integrity, and university leadership, including activities implemented under the PNRR "Open Digital Learning Campus in Life Sciences" project and international training programmes. Doctoral supervisors also benefit from institutional incentives for research performance, financial support for publishing in indexed journals, and access to major scientific databases (Web of Science, Scopus, Springer, Elsevier, Nature, etc.).

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

The evidence demonstrates that IOSUD-USVT provides a coherent institutional framework for the continuous professional development of doctoral supervisors through training, international mobility, research collaboration, and performance support. These measures strengthen teaching and research capacities, promote internationalisation, and contribute to maintaining high academic standards. Therefore, the requirements of Performance Indicator I.P.A.3.1.2 are fully met.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

IOSUD-USVT applies transparent and competitive procedures for the recruitment of teaching staff and doctoral supervisors, in accordance with the Higher Education Law No. 199/2023, the [USVT Charte](#), and the University's internal regulations. Academic and research positions are filled through public competitions based on the Methodology for Filling Teaching and Research Positions (USVT-M039). The status of doctoral supervisor is granted only after obtaining the habilitation certificate, in accordance with the institutional methodology ([USVT-M076](#)), while affiliation to a doctoral school is regulated by the dedicated operational procedure ([USVT-CSUD-PO007](#)). IOSUD-USVT also recognizes doctoral supervisors and academic qualifications obtained abroad, following national legislation, institutional procedures ([PEC-PO-](#)

004), and international recognition agreements. Recruitment of staff involved in research projects is carried out according to the operational procedure governing projects funded from national and international sources ([USVT-PCIT-PO003](#)).

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

The evidence confirms that IOSUD-USVT implements recruitment and affiliation procedures based on transparency, equal opportunities, and compliance with national legislation and institutional regulations. The appointment of teaching staff and doctoral supervisors follows clear, competitive, and standardized procedures, while the recognition of qualifications obtained abroad supports the internationalisation of academic staff.

- ✓ Aspects that constitute best practice examples
 - ✓ Recommendations
- The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

USVT has implemented a comprehensive digitalisation strategy to support education, research, and administrative activities. The University uses integrated digital platforms for academic management ([SUMS](#)), project management (M4U), online admission, and, since 2025, the [ACADEMICS platform](#) managing teaching and research outputs. Institutional email accounts provide access to Google Workspace for Education, Microsoft 365, and other digital learning resources. Digital tools also support internationalisation through the Erasmus Without Paper platform and blended mobility programmes. Additional digital initiatives include platforms for scientific conferences, institutional journals, and alumni engagement, together with the PNRR-funded Open Digital Learning Campus in Life Sciences project and the LearnX Lab initiative. Doctoral students and supervisors also benefit from free access to the [SAS Academic Program](#) for statistical analysis and research.

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

The evidence demonstrates that USVT has successfully integrated digital technologies into its academic, research, and administrative processes. The implemented IT platforms improve the efficiency of institutional services, support teaching and research activities, facilitate international collaboration, and enhance the digital skills of the academic community.

- ✓ Aspects that constitute best practice examples
 - ✓ Recommendations
- The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral School of Animal Husbandry is organised in accordance with the European Credit Transfer and Accumulation System (ECTS), comprising 240 ECTS credits over four years (60 ECTS per academic year). The first year includes the Advanced University Studies Training Programme, while the following three years are dedicated to scientific research, dissemination of results, and doctoral thesis preparation. The programme is based on clearly defined learning outcomes aligned with EQF Level 8 and regulated through the institutional procedures for the design, monitoring, and periodic evaluation of study programmes ([USAMVBT-PG 001 R015](#)). The curriculum develops advanced research, analytical, ethical, and scientific communication skills through courses in research methodology, statistics, bioinformatics, artificial intelligence, ethics, and doctoral thesis management.

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

The evidence confirms that the doctoral programme is fully aligned with the ECTS framework and national and European quality requirements. The distribution of credits, curriculum structure, and learning outcomes provide a coherent framework for developing advanced research competencies and transferable skills at EQF Level 8. Therefore, the programme fully complies with the requirements of the applicable ARACIS standard and performance indicator.

- ✓ Aspects that constitute best practice examples
 - ✓ Recommendations
- The indicator is: fulfilled.**

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral School of Animal Science is designed in accordance with Level 8 of the European Qualifications Framework (EQF) and the national regulatory framework ([OMEC No. 4837/2025](#), [OM No. 3020/2024](#), and [USVT Regulation R075](#)). The curriculum, learning outcomes, and research activities are structured to develop advanced knowledge, research skills, and transferable competences required for doctoral graduates. The expected learning outcomes are expressed in terms of knowledge, skills, and competences and are aligned with the occupational profiles defined by the Romanian Classification of Occupations (COR) and the European Skills, Competences, Qualifications and Occupations ([ESCO](#))

* 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.

framework. The programme prepares graduates for careers in scientific research, higher education, innovation, and technology transfer. The curriculum is periodically updated based on stakeholder consultation, with learning outcomes clearly reflected in the course descriptions and individual research activities.

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

The evidence demonstrates that the doctoral programme is fully aligned with EQF Level 8, ensuring consistency between curriculum design, learning outcomes, and the competences required for academic and research careers. The correlation between programme content, research activities, and occupational standards supports the relevance of the qualification and the employability of graduates. Consequently, the requirements of the applicable ARACIS standard and performance indicator are fully met.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral School of Animal Science applies the principles of student-centred learning through a flexible curriculum focused on scientific research and the progressive development of doctoral students' autonomy. Individual study and research paths are tailored to each doctoral student's research topic under the guidance of the doctoral supervisor. Doctoral students are assessed according to transparent criteria defined in the curriculum, course descriptions, and institutional regulations ([USVT-R040](#)). Each doctoral student is supported by a Guidance and Academic Integrity Committee, which provides scientific and academic mentoring throughout the doctoral programme. The committees' activity is evidenced by regular evaluation meetings, scientific reports, thesis presentations, and joint publications with doctoral students. In the 2025–2026 academic year, the Doctoral School enrolled 4 doctoral students, supported by 11 academic staff (4 doctoral supervisors and 7 committee members, including representatives from other universities and research institutes), ensuring a highly favourable supervision ratio and personalised academic support.

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

The available evidence confirms that the Doctoral School effectively implements student-centred learning by providing flexible study paths, transparent assessment procedures, and continuous academic mentoring. The favourable doctoral student-to-supervisor ratio and the active involvement of the Guidance and Academic Integrity Committees ensure personalised support and foster research autonomy, academic responsibility, and professional development. Consequently, the requirements of the applicable ARACIS standard and performance indicator are fully met.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Doctoral students enrolled in the Doctoral School of Animal Science have access to physical, virtual, and blended academic mobility programmes through Erasmus+, CEEPUS, and other international cooperation agreements. Mobility activities are organised and recognised in accordance with the Erasmus Charter and the institutional Regulation on Erasmus+ mobility ([USVT-PG 001 R049](#)). The curriculum is sufficiently flexible to recognise credits and learning outcomes obtained during mobility periods without extending the duration of doctoral studies. Internationalisation is also promoted through participation in international scientific conferences, study visits, and research internships abroad. During the evaluation period, 8 of the 22 doctoral students (36.36%) participated in international academic mobility, while all doctoral graduates (2021–2025) presented their research at least once at an international scientific event. IOSUD-USVT also provides annual financial support for doctoral students to participate in international scientific and professional activities.

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

The evidence demonstrates that the Doctoral School offers effective opportunities for doctoral students to participate in international academic mobility through well-established institutional procedures, international partnerships, and financial support mechanisms. The flexibility of the doctoral programme, together with the significant participation of doctoral students in mobility programmes and international scientific events, contributes to the development of research, professional, and intercultural competences.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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

USVT promotes equal opportunities, inclusion, and non-discrimination for all doctoral students through its institutional regulations, including the [USVT Charte](#), the Regulation on the Professional Activity of Students ([USVT-R040](#)), the Regulation on Doctoral Studies ([USVT-R075](#)), the Methodology of the Career Counselling and Guidance Centre (CCOC-USVT), and the Gender Equality Plan. Doctoral students have equal access to educational resources, research activities, and academic support. The doctoral programme also provides flexibility by allowing the temporary interruption of studies, for justified reasons (e.g. medical, parental leave, or force majeure), with the approval of the relevant academic bodies, while ensuring the continuation of the individual research plan through contractual amendments. During the evaluation period (2021–2025), no doctoral student withdrew from or abandoned the Doctoral School of Animal Science, demonstrating effective student support and monitoring mechanisms.

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

The evidence confirms that IOSUD-USVT has established an effective institutional framework to ensure equal opportunities, inclusion, and student support throughout doctoral studies. Flexible study arrangements, non-discriminatory access to academic resources, and continuous monitoring of students'

progress contribute to a supportive learning environment and to preventing dropout. The absence of doctoral student withdrawals during the evaluation period further demonstrates the effectiveness of these measures.

- ✓ Aspects that constitute best practice examples
 - ✓ Recommendations
- The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-USVT ensures equitable access to learning resources and student support services for all doctoral students, including those with special educational needs or disabilities, in accordance with national legislation and institutional regulations. Educational resources, teaching methods, and digital platforms are adapted to students' individual learning needs and are reflected in the course descriptions. The University's infrastructure provides accessible facilities, including elevators, access ramps, reserved parking spaces, and campus access for students with disabilities. Additional support is provided through the Career Counselling and Guidance Centre ([CCOC-USVT](#)) and the institutional Procedure for Supporting Students with Special Educational Needs, which ensures personalised academic support and equal access to educational activities.

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

The available evidence demonstrates that IOSUD-USVT provides appropriate infrastructure, learning resources, and support services to ensure equal access and full participation in doctoral studies for all students, including those with special educational needs. The combination of accessible facilities, digital resources, counselling services, and dedicated institutional procedures creates an inclusive learning environment.

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

The learning outcomes of the Doctoral School of Animal Husbandry are clearly defined in the curriculum and course descriptions (Annex 9) and are aligned with the doctoral level and the requirements of the study field. They are formulated in terms of knowledge, skills, responsibility, and autonomy, and are consistently

linked to course content, teaching methods, and assessment strategies. Learning outcomes are communicated to doctoral students through course documentation and institutional digital platforms. IOSUD-USVT also collects regular student feedback to support the continuous improvement of teaching, assessment, and curriculum design.

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

The evidence demonstrates that the learning outcomes are clearly formulated, appropriately aligned with the curriculum and assessment methods, and effectively communicated to doctoral students. The use of systematic feedback mechanisms supports the continuous enhancement of the educational process, ensuring transparency and compliance.

- ✓ Aspects that constitute best practice examples

- ✓ Recommendations

The indicator is: fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The achievement of learning outcomes within the Doctoral School of Animal Husbandry is assessed through continuous evaluations and the final doctoral thesis defence. During the doctoral programme, students undergo annual assessments based on research reports, scientific progress, and individual research activities, which are evaluated by the Guidance and Academic Integrity Committees and approved by the Doctoral School Council (CSD) and the Council for Doctoral Studies (CSUD). The final assessment consists of the public defence of the doctoral thesis, conducted in accordance with institutional regulations ([USVT-R075](#); [USVT-CSUD-PO-001](#)). Before the defence, each thesis is verified using plagiarism detection software, published for public consultation on the national UEFISCDI platform, and evaluated by the doctoral committee. During the evaluation period, all 18 defended doctoral theses complied with the institutional similarity thresholds.

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

The evidence confirms that learning outcomes are assessed through a coherent system of continuous and final evaluations. Regular monitoring of research progress, combined with the public defence of the doctoral thesis and mandatory plagiarism screening, ensures the validation of doctoral competences while safeguarding academic quality and research integrity.

- ✓ Aspects that constitute best practice examples

- ✓ Recommendations

The indicator is: fulfilled

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

Standard S.B.7.1. Admission	
The admission procedures and principles ensure access to higher education.	
Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.

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

Admission to the doctoral programmes within IOSUD-USVT is organised through transparent, fair, and non-discriminatory procedures, in accordance with the Regulation on the Organisation and Conduct of Admission to Doctoral Studies (USVT-R030), the Regulation on Doctoral Studies ([USVT-R075](#)), and the

specific regulation of the Doctoral School ([USVT-R093](#)). These regulations define the eligibility criteria, admission stages, and assessment methods, ensuring equal opportunities for all candidates. All admission procedures, regulations, calendars, and relevant information are published and regularly updated on the University's official website, ensuring transparency and easy access for prospective doctoral students.

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

The evidence demonstrates that IOSUD-USVT applies clear and consistent admission procedures fully aligned with national legislation and institutional regulations. The transparent publication of admission requirements and the implementation of objective selection criteria ensure equal opportunities and a fair admission process.

- ✓ Aspects that constitute best practice examples

- ✓ Recommendations

The indicator is: fulfilled

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-USVT ensures a transparent, fair, and inclusive admission process for doctoral studies through publicly available regulations, admission calendars, and information published on the [University's website](#). Admission is organised in accordance with the Regulation on Doctoral Studies (USVT-R075) and the Regulation on Admission to Doctoral Studies (USVT-R030), which define the eligibility criteria, selection procedures, and assessment methods. Admission is open to Romanian and international candidates who meet the legal requirements. In line with its Gender Equality Plan and institutional policies, USVT provides equal opportunities and support measures for candidates from vulnerable groups, including persons with disabilities or special educational needs, as well as reserved publicly funded places for eligible disadvantaged categories.

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

The evidence confirms that IOSUD-USVT applies transparent, equitable, and non-discriminatory admission procedures that ensure equal access to doctoral studies. The institutional regulatory framework, together with dedicated support measures for vulnerable groups, demonstrates compliance with the principles of inclusion and equal opportunities.

- ✓ Aspects that constitute best practice examples

- ✓ Recommendations

The indicator is: fulfilled

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

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

IOSUD-USVT manages the professional activity of doctoral students through a clear institutional framework based on the [USVT Charter](#), the Regulation on the Professional Activity of Students ([USVT-R040](#)), the Regulation on Doctoral Studies ([USVT-R075](#)), and related operational procedures. These documents define the rights and responsibilities of doctoral students, the stages of the doctoral programme, and the

procedures for monitoring progress and completing doctoral studies. The doctoral pathway includes admission, enrolment, signing the doctoral study contract, defining the research topic, completing the advanced training programme and the individual research programme, and periodic evaluation of research progress. The institutional framework also allows doctoral co-supervision ([USVT-M115](#)) and the temporary interruption of studies, in accordance with national legislation and institutional regulations, ensuring flexibility and continuity throughout the doctoral programme.

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

The evidence demonstrates that IOSUD-USVT applies clear and consistent regulations governing the academic and professional activity of doctoral students. The structured monitoring of doctoral progress, together with flexible arrangements such as co-supervision and temporary interruption of studies, provides an effective framework that supports individual learning pathways while ensuring compliance with the applicable ARACIS requirements.

- ✓ Aspects that constitute best practice examples
 - ✓ Recommendations
- The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral School of Animal Science has a strong international profile supported by the scientific performance and international engagement of its doctoral supervisors. The seven doctoral supervisors have a cumulative Web of Science Hirsch index of 55 (average 7.86, range 4–19), exceeding the minimum CNATDCU requirements. They are members of numerous national and international scientific societies, editorial boards, and scientific committees, act as reviewers for international journals and doctoral theses, and deliver invited lectures at international scientific events. Internationalisation is further promoted through Erasmus+ mobilities, international research projects, bilateral agreements, co-supervision arrangements, and participation in international conferences and training schools. Doctoral students regularly participate in scientific events and research internships abroad, while international experts contribute to doctoral supervision, thesis evaluation, and scientific events organised by IOSUD-USVT. The Doctoral School also attracts international doctoral students and supports doctoral theses written and defended in English.

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

The evidence demonstrates a well-developed strategy for the internationalisation of doctoral education. The strong scientific profile of doctoral supervisors, extensive international collaborations, active participation in mobility programmes, research networks, and international scientific events provide doctoral students with valuable international learning and research opportunities. These activities enhance the quality, visibility, and competitiveness of the doctoral programme.

- ✓ Aspects that constitute best practice examples
 - ✓ Recommendations
- The indicator is: fulfilled

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Scientific research is the core component of the Doctoral School of Animal Science and is fully integrated into the doctoral training process. Doctoral students actively participate in the design, implementation, and dissemination of original research under the supervision of doctoral supervisors and within institutional research teams and projects. They benefit from modern research infrastructure, advanced laboratory facilities, and digital training provided through the PNRR-funded "Open Digital Learning Campus in Life Sciences" project. Research results are disseminated through scientific publications, conference presentations, and their integration into teaching activities. During the evaluation period, doctoral students participated in national and international research projects, while research outcomes also supported innovation and technology transfer through the USVT Technology Transfer Centre (CTT-USVT). Research activities are carried out within the University's research platforms, the Didactic and Experimental Station, and partner research institutions and companies.

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

The evidence demonstrates that scientific research is effectively integrated into the doctoral educational process and directly supports the achievement of the programme's learning outcomes. Doctoral students benefit from high-quality supervision, modern research infrastructure, participation in research projects, and opportunities to disseminate research results, fostering advanced research skills, scientific autonomy, and innovation.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme
The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The scientific research conducted within the Doctoral School of Animal Science is aligned with the research directions of the accredited doctoral field and is supported by the active involvement of doctoral supervisors and doctoral students in national and international research projects. Research results are disseminated through publications in journals indexed in Web of Science and Scopus, conference presentations, and participation in national and international scientific events. Research outcomes are closely linked to doctoral thesis topics and are further valorised through technology transfer, consultancy activities, patent applications, scientific awards, and collaborations with international research institutions, including research internships abroad. These activities contribute to strengthening the national and international visibility and impact of the doctoral programme.

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

The evidence demonstrates that the scientific research carried out within the Doctoral School achieves a high level of quality, relevance, and visibility. The consistent publication of research results, participation in

scientific events, involvement in competitive research projects, and international collaborations confirm the strong integration of research into doctoral education.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

It is recommended to enhance the national and international visibility of doctoral research through publications in Web of Science and Scopus-indexed journals and participation in international research activities.

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

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](#)). The system is complemented by the Code of Ethics and University Deontology, integrated into the [USVT Charter](#), and the Ethics Commission, ensuring compliance with academic integrity and quality standards in doctoral education and research.

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

The consistent application of quality assurance procedures has strengthened the institutional quality culture, improved the monitoring and continuous enhancement of doctoral programs, increased transparency in decision-making, and supported alignment with European quality assurance standards, including the principles of the European Charter for Researchers.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-USVT ensures the active involvement of stakeholders in quality assurance through the Commission for Evaluation and Quality Assurance (CEAC), whose composition includes academic staff, doctoral school representatives, students, employers, and administrative personnel, in accordance with national legislation. In addition to CEAC, students, graduates, employers, and socio-economic partners contribute to quality enhancement through participation in university governance, consultative meetings, questionnaires, focus groups, and analyses of graduate employability, ensuring that stakeholder feedback is systematically integrated into quality assurance processes.

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

The participation of a broad range of internal and external stakeholders demonstrates the effectiveness of IOSUD–USVT’s participatory quality assurance system. The systematic collection and integration of stakeholder feedback support evidence-based decision-making, strengthen collaboration with the socio-economic environment, and contribute to the continuous improvement of doctoral education, ensuring that study programs remain relevant to academic, professional, and societal needs.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

It is recommended to strengthen the systematic involvement of stakeholders in the periodic review and continuous improvement of doctoral study programmes.

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

The University Ethics Commission within IOSUD–USVT operates independently under the Ethics Commission Regulation ([USVT - R021](#)), approved by the University Senate and fully compliant with national legislation. The Code of University Ethics and Deontology, included in the [USVT Charter](#), provides the ethical framework governing academic activities. The Commission’s composition and annual activity reports are publicly available on the university website, ensuring transparency. Its responsibilities include examining ethical complaints, promoting academic integrity, issuing recommendations, and reporting annually on its activities.

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

The University Ethics Commission operates within a well-defined regulatory framework that guarantees its independence, transparency, and compliance with legal requirements. By publishing its composition and annual reports and by actively promoting ethical standards, the Commission strengthens academic integrity, institutional accountability, and professional responsibility, while effectively preventing and addressing breaches of university ethics.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-USVT consistently applies a comprehensive regulatory framework for the initiation, approval, monitoring, and periodic evaluation of study programmes, ensuring compliance with legal requirements and quality standards. Quality assurance is coordinated through the University Senate's specialized commission, faculty study programme committees, and CEAC, with the active involvement of students, graduates, and employers. Regular monitoring of programmes, supported by institutional procedures, ensures their continuous alignment with labour market needs and developments in science and technology.

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

The systematic implementation of quality assurance procedures provides a robust mechanism for the continuous improvement of study programmes. The active participation of stakeholders and the regular review of curricula enhance the relevance, quality, and competitiveness of doctoral education, ensuring that academic programmes remain responsive to evolving professional, scientific, and societal demands.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-USVT actively involves members of the academic community and relevant stakeholders in the implementation of institutional procedures through participation in quality assurance structures, consultation processes, and regular feedback mechanisms. Their contributions support the effective application and continuous improvement of institutional procedures.

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

The participatory approach adopted by IOSUD-USVT strengthens stakeholder engagement, enhances ownership of institutional procedures, and ensures their continuous adaptation to institutional and beneficiary needs. This systematic involvement improves the effectiveness of quality assurance mechanisms, reinforces the institutional quality culture, and supports the ongoing enhancement of academic and administrative processes.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

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

IOSUD-USVT conducts regular electronic evaluations of teaching performance through standardized procedures and institutional IT platforms (INTRANET/SUMS). Students, including doctoral candidates, provide feedback on teaching quality, assessment methods, and the learning environment through online questionnaires. The resulting reports, generated at multiple organizational levels, are analyzed by CEAC

and other institutional bodies to support the evaluation and continuous improvement of teaching, research, and academic performance.

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

The systematic analysis of student evaluation results demonstrates the effectiveness of IOSUD–USVT's quality assurance system. The use of standardized electronic tools enables continuous monitoring of teaching quality, identification of strengths and areas for improvement, and evidence-based decision-making. Evaluation results indicate a consistently high level of teaching performance and student satisfaction, supporting the ongoing enhancement of educational quality, including within doctoral programmes.

- ✓ Aspects that constitute best practice examples
 - ✓ Recommendations
- The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD–USVT systematically collects and manages data relevant to teaching, research, and quality assurance through integrated institutional information systems. SUMS–USVT supports student records, ACADEMICS manages research activities, while the SUMS–USVT and INTRANET platforms facilitate the collection, centralization, and analysis of quality assurance data. Institutional educational platforms further support the delivery and monitoring of teaching and learning activities.

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

The integrated use of institutional databases enables IOSUD–USVT to systematically monitor doctoral education, research performance, and quality assurance indicators. The regular analysis and reporting of these data provide a reliable evidence base for managerial decision-making, performance monitoring, and the continuous improvement of doctoral programmes and institutional processes.

- ✓ Aspects that constitute best practice examples
 - ✓ Recommendations
- The indicator is: fulfilled

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

Standard S.C.6.1. Transparency

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

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD–USVT ensures public access to comprehensive and up-to-date information through the official university [website](#), including institutional regulations, strategic documents, doctoral study programmes, admission procedures, curricula, research activities, student services, and other relevant academic

information. Additional communication channels, including social media, further support institutional transparency and public outreach.

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

IOSUD–USVT maintains a high level of transparency by providing accessible, structured, and regularly updated information on doctoral education and institutional activities. The effective use of the official website and complementary communication platforms enhances stakeholder access to information, strengthens engagement with the academic community, and increases the visibility of the university's educational and research activities.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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

IOSUD–USVT promotes transparent decision-making through clear information and consultation mechanisms that ensure stakeholders have access to relevant institutional information. Decisions of the University Senate and Board of Directors, together with regulations, methodologies, strategic documents, and annual reports, are publicly available on the [university website](#). Transparency is further enhanced through regular consultations with doctoral students and supervisors within the CSUD and Doctoral School Councils.

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

The systematic publication of institutional documents and the active involvement of the academic community in consultative and decision-making processes demonstrate IOSUD–USVT's commitment to transparency and accountability. These practices strengthen stakeholder trust, encourage participatory governance, and support informed and evidence-based institutional decision-making.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

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

IOSUD–USVT regularly undergoes external quality assurance procedures in compliance with national legislation. Following the [2021](#) institutional evaluation by ARACIS, the university received the qualification “High Degree of Confidence”, while [DSUD–Animal Husbandry](#) successfully completed its periodic accreditation evaluation. In 2025, a Progress Report documented the implementation of all recommendations resulting from the previous external evaluation.

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

The successful completion of institutional and programme-level ARACIS evaluations, together with the implementation of all recommended improvement measures, demonstrates IOSUD–USVT’s commitment to continuous quality enhancement and full compliance with external quality assurance standards governing doctoral education.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled

IV. SWOT Analysis

Strengths: ✓ DSUD Animal Husbandry benefits from a solid academic and institutional framework, demonstrated by ARACIS accreditation and the successful implementation of quality assurance recommendations. ✓ Integrated within SD-IRVA, it operates in a stable organizational environment supported by experienced doctoral supervisors and well-established quality assurance procedures. ✓ The program ensures continuity of academic training through strong bachelor–master–doctorate integration within the Faculty of Bioengineering of Animal Resources, facilitating the recruitment of doctoral candidates. ✓ It also provides access to modern research infrastructure and aligns doctoral research with the university’s strategic priorities and national and European objectives in animal husbandry, sustainability, and the bioeconomy.	INTERNAL FACTORS ↑	Weaknesses: ✓ The participation of PhD students in competitive international projects is still limited, mainly due to limited access to dedicated funding. ✓ Low number of international doctoral students, compared to the academic offer and the existing research capacity.
SWOT analysis		
Opportunities: ✓ DSUD – Animal Husbandry has significant opportunities through access to national and European research funding and the increasing demand for specialists in sustainable livestock production, animal welfare, nutrition, genetics, and environmental protection. ✓ European policies promoting the Green Deal and the bioeconomy further support research and innovation in the field. ✓ Expanding partnerships with farms, agri-food companies, research institutes, and universities, together with the integration of digital technologies, artificial intelligence, and interdisciplinary	EXTERNAL FACTORS ↓	Threats: ✓ Frequent changes in the legislative framework governing doctoral studies and research funding. ✓ Increasing national and international competition for research funding, projects, and highly qualified academic staff. ✓ Declining interest in doctoral studies due to more attractive career opportunities in the private sector. ✓ Growing pressure to meet scientific performance indicators required by external evaluations and international rankings. ✓ Vulnerability of research funding in

approaches, creates favorable conditions for enhancing doctoral research, innovation, and international competitiveness.		periods of economic uncertainty.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	It is recommended to enhance the national and international visibility of doctoral research through publications in Web of Science and Scopus-indexed journals and participation in international research activities.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	It is recommended to strengthen the systematic involvement of stakeholders in the periodic review and continuous improvement of doctoral study programmes.
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	

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

Summary Table of Performance Indicators – Degree of Fulfillment

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

32 performance indicators were evaluated, and all of them were fulfilled.

VI. Conclusions

The doctoral programme in ANIMAL HUSBANDRY provides high-quality doctoral education, organized in full compliance with ARACIS standards. It benefits from a well-structured curriculum, qualified academic staff, adequate research infrastructure, effective governance and quality assurance mechanisms, and active stakeholder involvement. Academic staff demonstrate strong research performance and contribute actively to the scientific community, while doctoral students are effectively engaged in research activities and scientific dissemination. The programme ensures a solid research-oriented academic training, aligned with the principles of the European Higher Education Area and the evolving needs of the labour market, while demonstrating a strong commitment to continuous quality enhancement.

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, faculty and doctoral school websites.

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