The Romanian Agency for Quality Assurance in Higher Education

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

Higher Education Institution/Education Provider Organization:	University of Oradea
Doctoral School:	Biomedical Sciences
Doctoral Domain:	Biology
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.	Dobrotă Cristina	Expert evaluator	
2.	Krajacic Mladen	International Expert	
3.	Moldovan Radu-Anton	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.);

This report was prepared in the context of the periodic evaluation request for the doctoral field of study Biology, within IOSUD – University of Oradea. The doctoral field of study Biology is accredited by ARACIS, according to ARACIS Report IOSUD202_C1_28.12.2021 dated 28.12.2021.

The internal evaluation reflects the institutional readiness for reaccreditation of the doctoral field. The expert panel is formed by Cristina Dobrotă expert evaluator from Babes-Bolyai University, Cluj, Krajacic Mladen, international expert from University of Zagreb, Croatia and PhD Student evaluator Radu Anton Moldovan from University of Bucharest.

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

The IOSUD – University of Oradea is an accredited higher education institution with a long development in the field of doctoral education, currently authorized to organize doctoral studies in 25 doctoral fields, structured within 7 Doctoral Schools. Doctoral study programs are offered in both full-time and part-time formats and are implemented in accordance with national legislation and quality assurance requirements established by the Romanian regulatory framework. The institution's mission is to promote excellence in doctoral education and advanced scientific research by providing a sustainable, innovative, and high-quality academic environment that supports the development of highly qualified specialists capable of contributing to scientific, economic, and societal progress. Its vision is to consolidate its position as a nationally and internationally recognized center of excellence, integrating emerging technologies, fostering interdisciplinary and sustainable research, and promoting an academic culture grounded in ethics, diversity, and collaboration. The governance of IOSUD is ensured by the Council for Doctoral Studies (CSUD), while each Doctoral School is coordinated by a Council of the Doctoral School (CSD), supported administratively by the Secretariat of Doctoral Studies (SSUD), in accordance with internal regulations and national legislation. The doctoral education structure covers a wide range of fields distributed across the seven Doctoral Schools, including Biomedical Sciences, Engineering, Social Sciences, and others, reflecting the institution's interdisciplinary profile and research capacity. Within the Doctoral School of Biomedical Sciences, doctoral studies are organized in the fields of Biology, Pharmacy, Medicine, and Dentistry, with varying levels of consolidation and development, including well-established programs with long academic traditions. Overall, IOSUD – University of Oradea demonstrates a stable institutional evolution, a clearly defined governance structure, and a diversified portfolio of doctoral programs, aligned with national quality standards and external evaluation procedures applied in accordance with Romanian higher education legislation and quality assurance frameworks.

- general description of the doctoral study domain (why it was established - in the case of a provisional authorization 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).

The doctoral study domain of Biology within the Doctoral School of Biomedical Sciences at IOSUD – University of Oradea was established in response to major contemporary scientific and societal challenges, including the accelerated loss of biodiversity, the need to develop alternative and more efficient solutions to conventional therapeutic approaches, the requirement to increase agricultural productivity and food quality under conditions of climate change, and the overall demand for sustainable development in biomedical sciences and related applied fields. In this context, the Biology doctoral field plays a strategic role in generating scientific knowledge and innovative solutions that address both fundamental and applied problems, particularly in biodiversity conservation, biomedical research, and food technology. Since the last external quality evaluation conducted in 2021, the doctoral field has continued to evolve in line with updated methodological requirements and accreditation standards, as well as in response to dynamic socio-economic and scientific developments. This evolution has been reflected in the consolidation of research activities, strengthening of academic and supervisory capacity, and continuous adaptation of educational and research objectives to ensure alignment with international trends in higher education and research. The reaccreditation of the Biology doctoral field is justified by the increasing demand for highly qualified researchers in both academic and applied sectors, the existence of a strong and experienced academic community with recognized scientific output, and the institutional commitment to strengthening research capacity and human resource development. Overall, the doctoral study program aims to support the training of advanced researchers capable of contributing to scientific progress, innovation, and knowledge transfer, while reinforcing the strategic role of the University of Oradea in fostering sustainable regional and international development in the field of life sciences.

II. Methods used

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

  The analyzed documents are internal evaluation report and its annexes, research facilities supporting the doctoral study program, specifically an inventory of the equipment available in the laboratories and a list of research projects involving academic staff and doctoral students, Learning Plan, Secretariat documents: transcript of records student register, graduate dossier.

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

    The following laboratories have been visited

1. Laborator de cercetare -chimie si biochimie – S21
2. Laborator de biotehnologie -S11
3. Laborator de culturi de celule – 0.21
4. Sala studenti doctoranzi
5. Technology Transfer Center (CTT) (Laboratory – high-speed camera / Phantom; Laboratory – confocal microscope, SMART laboratory)

Multidisciplinary Laboratory for Pharmaceutical Analysis, 29 N. Jiga Street
Drug Analysis Laboratory
Medical-Technical Products Laboratory

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.	
Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

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

The University of Oradea, through IOSUD, has established a well-developed organisational and management framework for the implementation of doctoral studies, fully aligned with national legislation and supported by a comprehensive system of internal regulations and procedures. A particular strength of the institution is the high level of transparency, as all relevant regulations, methodologies, and operational procedures are publicly accessible through the IOSUD website, ensuring clear communication of institutional rules and responsibilities to all stakeholders.

✓ 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 institutional framework covers all major aspects of doctoral education, including the organisation and conduct of doctoral studies, admission procedures, governance structures, recognition of foreign qualifications, habilitation procedures, and doctoral supervision. The existence of clearly regulated and functional management structures, such as the Councils of Doctoral Schools and the Council for Doctoral University Studies, represents an example of good institutional governance. Their regular operation, supported by formalised procedures and documented decision-making processes, contributes to the effective coordination and quality assurance of doctoral activities.

The institutional approach to academic integrity is particularly strong and represents a significant example of best practice. Academic ethics and quality assurance are comprehensively regulated through dedicated provisions within the doctoral regulations, the Code of University Ethics and Deontology, and the procedures of the Research Ethics Committee. The mandatory use of CNATDCU-recognised antiplagiarism software for all doctoral and habilitation theses, combined with the requirement for doctoral students and supervisors to formally declare the authenticity of theses, demonstrates a proactive and systematic approach to preventing academic misconduct.

The evidence confirms that the higher education institution fully satisfies the indicator. The organisational structures, management mechanisms, and regularly updated procedures ensure the

effective delivery of the doctoral study programme, while the institution's strong emphasis on transparency, quality assurance, and academic integrity represents a clear example of good institutional practice.

A notable example of best practice is the systematic and periodic revision of regulations and methodologies through recent Senate decisions, demonstrating the institution's commitment to continuous improvement and alignment with legislative developments. The University also demonstrates good practice in defining transparent procedures for the appointment and withdrawal of doctoral supervisors, conflict mediation, and the development of doctoral training programmes.

✓ Recommendations

No recommendation

The indicator is: **fulfilled**

Standard S.A.1.2. Stakeholder engagement The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

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

The University of Oradea demonstrates a participatory governance approach that ensures the involvement of relevant stakeholders in the development and revision of methodologies, regulations, and implementation procedures related to doctoral studies. The opinions of academic staff, administrative personnel, doctoral students, and external stakeholders are considered through structured consultation mechanisms and participation in decision-making bodies.

✓ 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 collaboration with employers and representatives of the socio-economic environment represents another example of best practice, ensuring that doctoral programmes remain aligned with labour market needs. The University further promotes transparency by publishing all relevant regulations and methodologies on its official website and by periodically reviewing these documents based on stakeholder consultations.

Particularly positive is the mechanism through which doctoral students' applications and suggestions are operationalised by the CSUD Secretariat and formally discussed within the Doctoral School Council. The preparation of annual reports on doctoral students' needs and satisfaction demonstrates a systematic and responsive quality assurance approach. Overall, the evidence confirms that the institution fully satisfies the indicator and that its stakeholder involvement practices represent a clear example of good institutional governance.

A notable example of good practice is the strong representation of students in governance structures, including the CSUD, the Council of the Doctoral School, the Senate, Faculty Councils, and other committees and boards. The University also organises regular consultations and meetings with students, teachers, and administrative staff to analyse and improve academic and administrative regulations. In addition, questionnaires and surveys are systematically used to collect student feedback on teaching and administrative activities, supporting evidence-based improvements.

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

No recommendation

The indicator is: fulfilled

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

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

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

The University of Oradea has extensive educational, research, administrative and student-support facilities, including teaching spaces, laboratories, workshops, libraries, sports facilities, research centres and student accommodation. The university infrastructure comprises 45 buildings equipped to support high-quality educational and research activities.

The university library provides modern study facilities, extensive bibliographic resources and access to major international scientific databases and electronic publications. Students and staff also benefit from digital access to research resources through institutional platforms.

The university further supports student development through modern sports infrastructure, specialised teaching and research bases, university clinics and student dormitories, with ongoing investments in additional accommodation capacity. Accessibility for persons with disabilities is ensured across key university facilities.

Infrastructure modernisation is continuously supported through the SMART CAMPUS project and other development initiatives, while accredited doctoral fields benefit from dedicated and certified research laboratories.

✓ 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 of Oradea provides adequate and legally compliant facilities for educational, research, administrative and student support activities. Teaching and research spaces, including laboratories, lecture halls and library facilities, are modernly equipped and maintained. Accessibility for students with disabilities is ensured through dedicated facilities and adapted spaces.

The Internal Evaluation Report extensively describes the facilities owned by the university as a whole, indicating that IOSUD generally provides appropriate conditions for doctoral studies. The report also includes a list of research laboratories considered relevant to the Doctoral School of Biomedical Sciences. In addition, two research centres are mentioned: the Research Centre for Applied Natural Sciences (Faculty of Informatics and Sciences) and the Interdisciplinary Research Centre in Bioeconomy (Faculty of Environmental Protection).

Three laboratories directly related to the supervisors within the biology domain are listed in Annex 9, while nine laboratories are presented in Annex 12. It would be useful and informative to provide a clearer and more consistent presentation of the facilities directly supporting the biology doctoral domain, including a description of the available equipment, particularly the most important and advanced research infrastructure.

Recommendation: Research facilities directly contributing to and used within the biology doctoral domain should be presented more consistently and specified more precisely, including a description or list of the most important research equipment.

The indicator is: fulfilled

Standard S.A.2.2. Management of material resources The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.	
Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

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

As stated in the Internal Evaluation Report, the organisational structures manage the movable and immovable assets used within the evaluated doctoral domain in an optimal and sustainable manner. The University of Oradea ensures the proper maintenance of facilities used for teaching, research and doctoral activities in accordance with institutional regulations. Spaces dedicated to doctoral studies, including seminar rooms, supervisors' offices, libraries and research facilities, are regularly maintained and equipped with modern utilities, internet access and appropriate working conditions.

✓ 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

Within the Biology doctoral domain, it is stated that the available infrastructure and laboratories are adapted to the scientific needs of the programme and provide suitable conditions for research, study and academic work. In addition, facilities and infrastructure within affiliated university research centres may be allocated according to research needs, serving as supplementary resources that contribute to a supportive and functional doctoral environment.

However, additional evidence would further support the fulfilment of this indicator. In particular, information on equipment acquired during the last five years, investments in infrastructure maintenance and development, as well as funding allocated for laboratory consumables, chemicals and waste management, would provide a clearer overview of the sustainability and operational capacity of the research infrastructure.

The indicator is: fulfilled

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

Standard S.A.3.1. Human resources The HEI has the required human resources to organise and deliver the evaluated study programme/domain.	
Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

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

There are three doctoral thesis supervisors within the doctoral domain, all of which meet the CNATDCU standards in force for habilitation, two of them being permanent staff members of the University and one academic member affiliated as external associate. Beyond those habilitated supervisors, two

additional members (both being habilitated university professors) are included in the teaching staff list supporting compulsory subjects in the doctoral training programme.

The doctoral field Biology benefits from qualified and competent human resources that fulfil national requirements for the organisation of doctoral studies. The doctoral supervisors and teaching staff active within the Doctoral School of Biomedical Sciences meet the minimum CNATDCU standards, possess habilitation qualifications or recognised doctoral supervisor status, and demonstrate expertise relevant to the major research directions of the field.

✓ 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 study programme is supported by academic staff with significant scientific activity, evidenced by publications in ISI-indexed journals and continuous research output during the last five years. Courses within the advanced study programme are delivered by professors and associate professors with proven expertise in the respective disciplines, ensuring adequate academic and research supervision for doctoral students.

A notable example of good practice is the strong research profile of the teaching staff, reflected in internationally visible scientific publications and compliance with national academic standards. The involvement of experienced habilitated supervisors and researchers contributes to a research-oriented learning environment and supports the quality and sustainability of doctoral training.

The doctoral domain operates with the minimum permissible number of supervisors. While this is fully compliant with Romanian regulations, the domain may be somewhat vulnerable to future changes. A larger supervisory base than the statutory minimum would certainly be advantageous for the Biology domain and the entire Doctoral School of Biomedical Sciences.

Recommendation: The institution is encouraged to increase number of supervisors to improve sustainability and thematic diversity of the doctoral domain.

The indicator is: fulfilled

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.

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

The University of Oradea supports the professional and personal development of staff involved in doctoral studies through a range of institutional programmes and international cooperation initiatives. Academic staff benefit from career development activities, training workshops and counselling programmes focused on research management, digitalisation, academic ethics and integrity.

✓ 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 actively encourages international mobility and cooperation through Erasmus+, EU Green and bilateral agreements, contributing to the strengthening of academic competences and research partnerships. Staff members are also supported in academic career advancement, including the habilitation process, through the CSUD and Doctoral School structures.

Additional support is provided through funding opportunities for participation in national and international conferences, workshops and scientific events, as well as access to modern research infrastructure, scientific databases and digital resources.

A notable example of good practice is the university's systematic support for internationalisation, research career development and continuous academic training, which contributes to maintaining a modern, research-oriented and competitive academic environment.

The evidence presented is largely institutional in nature, and it remains unclear to what extent these support mechanisms have been specifically utilised by the academic staff involved in the Biology doctoral

domain. More domain-specific examples would facilitate a more precise assessment of the indicator and its actual impact on the professional development of doctoral supervisors.

Recommendation: To enable a more evidence-based evaluation of this indicator, it would be beneficial to provide concrete examples demonstrating how the institutional support mechanisms have been utilised by the academic staff of the Biology doctoral domain (e.g. participation in training activities, international mobility, research collaborations, habilitation support, or professional development initiatives).

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)

The University of Oradea applies transparent and legally compliant recruitment procedures for teaching and research positions. Competitions for permanent and fixed-term academic positions are organised in accordance with national legislation and institutional regulations, including dedicated methodologies and operational procedures governing recruitment and approval of staffing structures.

✓ 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

Teaching and research vacancies are publicly announced, including publication in the Official Gazette of Romania where required, and are accessible through the university's official webpages. All advertised positions are included in the approved staffing plans of the respective departments, ensuring procedural transparency and institutional accountability.

The recruitment process allows equal participation of candidates meeting the established requirements, supporting non-discrimination and fairness in academic employment procedures.

A positive aspect is the existence of clearly defined institutional procedures and publicly accessible information regarding vacancies and competition rules, which contributes to transparency and compliance with legal standards.

- No recommendation

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.

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

The University of Oradea has established digital transformation as a strategic priority through its Digitalization Strategy 2022–2027. The organisational component responsible for doctoral studies makes extensive use of digital tools and information systems to support educational, research and administrative processes, thereby improving the accessibility, efficiency and quality of services provided to doctoral students and staff.

✓ 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

A range of integrated digital platforms is employed for the management of academic records, doctoral student administration, e-learning, communication, human resources, library services and institutional data management. Doctoral students and supervisors benefit from online access to educational resources, electronic communication channels, digital administrative procedures, scientific databases and collaborative platforms. The UniWeb information system supports the management and monitoring of doctoral studies, while Moodle and Microsoft 365 facilitate teaching, learning and communication activities.

Particular attention is given to academic integrity through the systematic use of recognised plagiarism-detection systems. Doctoral theses are subject to mandatory similarity checks at several stages of the evaluation process, following clearly defined institutional procedures and responsibilities.

A notable example of good practice is the integration of multiple digital platforms into a coherent institutional system supporting the entire doctoral lifecycle, from admission and administration to research management and thesis evaluation. The comprehensive implementation of digital tools, combined with established procedures for academic integrity and access to scientific resources, demonstrates a strong commitment to modern, transparent and efficient doctoral education.

- No recommendation

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.

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

The study program is based on an educational plan that is organized based on transferable credits. The curriculum of the doctoral field Biology (Learning Plan - PhD Biology Plan de Învățământ - Doctorat Biologie) is prepared according to the provisions of the national legislation and internal

* 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.

regulations of the University of Oradea, according to the Operational Procedure on the elaboration and approval of the curricula Procedurii operaționale privind elaborarea și aprobarea planurilor de învățământ (SEAQ-PO-PrMA-01), which is online at: https://www.uoradea.ro/display12985 .

✓ 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 Education Plan (Curriculum) includes professional and transversal skills, advanced university studies, scientific research activities, thesis evaluation and defence, and learning outcomes. The advanced university preparation program (PUA) comprises compulsory subjects in research methodology, ethics, and modern biological analysis methods, together with optional courses relevant to Biology and scientific research.

Doctoral students must complete 30 credits during one semester, based on courses and activities detailed in the syllabuses. The program also includes scientific research reports, evaluation of research progress, and the defence of the doctoral thesis before the Advisory Committee and the Specialized Commission.

Research activities within the Doctoral School of Biomedical Sciences focus on areas such as Plant secondary metabolites, Green nanotechnologies and nano-biointerfaces, Zoology, and ecology.

Aspects that constitute best practice examples

Examples of best practices include the integration of compulsory and optional interdisciplinary courses, the emphasis on scientific research methodology and academic ethics, continuous monitoring of doctoral progress through research reports and evaluations, and the alignment of doctoral research activities with the faculty's strategic research directions.

✓ Recommendations

Increasing the internationalization of the doctoral program through collaborations and mobility opportunities.

The indicator is: fulfilled

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.	
Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

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

The IOSUD–University of Oradea curriculum is designed in accordance with national and internal regulations, ensuring alignment with the National Qualifications Framework (CNC) and the European Qualifications Framework (EQF), Level 8. It defines both professional and transversal competences, as well as discipline-specific skills detailed in the syllabuses.

Doctoral studies in Biology are structured in two main stages: an advanced university training program (first year) and a scientific research program (up to year four). The training program includes compulsory courses in research methodology, ethics and academic integrity, and modern methods of biological analysis, complemented by optional disciplines relevant to doctoral research preparation. (Curriculum - Doctorate Biology Plan de Învățământ - Doctorat Biologie) and (Anexa 14).

✓ 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 curriculum demonstrates strong compliance with national and European qualification frameworks, with a clear outcome-based structure and a well-integrated link between training and research activities. The criterion is therefore considered fulfilled, as the program clearly defines competences, learning outcomes, and their operational implementation across the doctoral cycle.

✓ Aspects that constitute best practice examples

Best practices include the alignment of the doctoral curriculum with CNC and EQF Level 8 standards, ensuring international comparability. The program uses an outcome-based approach, clearly defining knowledge, skills, and responsibility/autonomy.

✓ Recommendations

No recommendation

The indicator is: fulfilled

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

Standard S.B.3.1 Principles The organisational component implements the principles of student-centred learning.	
Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

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

The teaching process is student-centered, using modern interactive strategies that promote active participation and the development of cognitive, practical, and social skills. The relationship between teachers and doctoral students is based on partnership, mutual respect, and consideration of individual learning styles, with feedback from students playing an important role in improving the learning process.

Syllabuses are clearly structured, defining objectives, competences, content, teaching and evaluation methods, bibliography, and grading criteria. They ensure coherence between training activities and expected learning outcomes, in accordance with institutional procedures for quality assurance and program 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

Considering the documented practices and their alignment with quality standards, the performance indicator is fully fulfilled. The curriculum demonstrates coherent implementation of student-centered teaching, clear syllabus structure, and systematic integration of learning outcomes and evaluation methods.

✓ Aspects that constitute best practice examples

Best practice examples include the use of modern, interactive, student-centered teaching strategies that actively engage doctoral students in their own learning process and support the development of cognitive, practical, and socio-professional skills.

✓ Recommendations

Further strengthening the use of digital and blended learning tools to complement existing interactive teaching strategies and enhance flexibility in doctoral training.

Expanding training opportunities for academic staff in innovative and student-centered pedagogies would further enhance teaching quality and alignment with international best practices.

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.

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

The Biology doctoral program offers strong opportunities for academic mobility, both physical and virtual, supporting international collaboration and training. In recent years, doctoral students have participated in the Blended Intensive Programme (BIP) within the EUGREEN initiative, engaging in workshops, seminars, and advanced training activities alongside international researchers and peers.

Students also benefit from Erasmus+ mobility, enabling study, research, and teaching placements at European partner universities. In addition, institutional agreements with national and international partners facilitate short-term research internships, conferences, workshops, and individualized mobility experiences, strengthening academic and research development.

✓ 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 documented activities demonstrate that mobility is not occasional but systematically integrated into the doctoral training framework, with multiple formal mechanisms ensuring access to international academic environments. Therefore, the performance indicator can be considered fully fulfilled, as the doctoral program provides consistent, diversified, and well-structured mobility opportunities aligned with European academic standards.

✓ Aspects that constitute best practice examples

Best practice examples include the participation in Blended Intensive Programmes (BIP) within the EUGREEN initiative, which combines physical and virtual mobility and promotes direct interaction with international researchers in an interdisciplinary environment.

✓ Recommendations

Recommendations include further increasing the number and duration of international mobilities to strengthen doctoral students' exposure to diverse research environments.

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

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

The Biology doctoral program ensures equal opportunities for all doctoral students, regardless of background, experience, or learning style. It provides flexibility in choosing supervisors and research topics, aligned with individual interests and competencies, and guarantees equal access to academic and research resources.

The University promotes an inclusive and non-discriminatory academic environment, supported by its Charter, Code of Ethics, and internal regulations. Doctoral students benefit from personalized academic and administrative support, while teaching and research activities are adapted to diverse learning needs. Access to scholarships, mobility programs, research facilities, and scientific events is ensured transparently and fairly.

✓ 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 documented state of facts indicates that the Biology doctoral program is organized in a way that ensures equal opportunities, inclusiveness, and flexibility for all doctoral students. Evidence from institutional regulations (University Charter, Code of Ethics, and internal procedures) confirms that non-discrimination and equal access principles are formally embedded in the doctoral framework.

Operationally, students benefit from the possibility to choose supervisors and research topics according to their interests and competencies, as well as equal access to academic resources, scholarships, mobility programs, and scientific events. In addition, the program provides personalized academic and administrative support and adapts teaching and research activities to diverse learning needs and rhythms.

The convergence between formal regulations and practical implementation demonstrates that the principles of equity and inclusion are not only declared but effectively applied. Therefore, the performance indicator is considered fully fulfilled, as the doctoral field ensures fair access, flexibility, and individualized support within a coherent institutional framework.

✓ Aspects that constitute best practice examples

Best practice examples include the strong institutional commitment to equity and inclusion, formally embedded in the University Charter, Code of Ethics, and internal regulations, ensuring a structured and enforceable framework for non-discrimination.

Recommendations

No 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.

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

The University of Oradea demonstrates a strong commitment to inclusion and support for students with disabilities or learning difficulties through dedicated regulations and specialized infrastructure. This includes an Office for visually impaired students, adapted learning materials (e.g., Braille resources), and a well-equipped assistive technology laboratory providing tools such as screen readers, Braille devices, magnifiers, and adaptive software to ensure equal access to education.

Within the Doctoral School of Biomedical Sciences, equal opportunity is ensured through open access to research infrastructure, transparent admission and evaluation processes based on merit, and fair access to national and international mobility programs (e.g., Erasmus+, EU GREEN). These measures collectively promote inclusion, academic progress, and equitable participation regardless of personal or socio-economic conditions.

✓ 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 convergence between documented policies and their practical application provides strong evidence that the performance indicator is fully fulfilled. The institution not only guarantees accessibility and non-discrimination but also actively implements support mechanisms that enable equitable participation and academic success for all doctoral students.

✓ Aspects that constitute best practice examples

Best practice examples include the establishment of specialized institutional structures dedicated to supporting students with disabilities, such as the Office for visually impaired students and the assistive technology laboratory

✓ Recommendations

No 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.

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

Learning outcomes in the Biology doctoral field are clearly defined in curricula and syllabuses and aligned with field-specific competences and Level 8 descriptors of the National Qualifications Framework, ensuring clarity of expectations for both students and academic staff.

At the University of Oradea, an internal operational procedure regulates the continuous evaluation and monitoring of doctoral activity. Learning outcomes are assessed by supervisors based on individual work plans, research reports, presentations, publications, and participation in conferences and projects.

The evaluation process is transparent, systematically documented, and reviewed annually at doctoral field level, ensuring coherence between expected outcomes, training activities, and research 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 documented state of facts shows that learning outcomes in the Biology doctoral field are clearly defined in curricula and syllabuses, and are explicitly aligned with Level 8 descriptors of the National Qualifications Framework. This ensures a coherent reference framework for both doctoral students and academic staff regarding expected competences and performance standards.

The University of Oradea has implemented an internal operational procedure for the continuous evaluation and monitoring of doctoral schools, which ensures systematic assessment of doctoral students' progress. Learning outcomes are evaluated by supervisors based on structured elements such as individual work plans, research reports, publications, conference participation, and scientific presentations.

The evaluation process is formally documented, transparent, and subject to annual analysis at the level of the doctoral field, ensuring traceability and consistency between planned outcomes and achieved results.

✓ Aspects that constitute best practice examples

The system stands out through its transparent and well-documented monitoring process, with annual analysis at doctoral field level, ensuring traceability, consistency, and ongoing quality assurance of learning outcomes.

✓ Recommendations

No 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.

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

The doctoral preparation program in Biology is supported by syllabuses that clearly define evaluation methods, grading criteria, and promotion requirements. Teaching is delivered by qualified academic staff, mainly doctoral supervisors and professors with proven expertise in the field.

Student assessment is continuous and diverse, including written and oral exams, project presentations, research reports, scientific lectures, and evaluation of progress within individual training plans. Final assessment is carried out through the public defence of the doctoral thesis, in accordance with institutional and national regulations, and it evaluates both research quality and achievement of Level 8 competences and learning outcomes.

Internal procedures for evaluation and monitoring of doctoral schools ensure the consistent assessment of the advanced training program and support transparent, standardized practices for progression, recognition, and certification.

✓ 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

Evidence shows that assessment is continuous and multidimensional, including written and oral examinations, research reports, project presentations, scientific lectures, and monitoring of progress through individual training plans. These mechanisms ensure that student performance is evaluated throughout the doctoral cycle, not only at the final stage.

The final assessment through the public defence of the doctoral thesis is regulated by both institutional and national legislation, and it evaluates not only the quality of scientific research but also the attainment of Level 8 learning outcomes and competences. This reinforces the alignment between training objectives and final certification.

Internal operational procedures ensure systematic monitoring of doctoral programs, contributing to coherence, standardization, and transparency in progression, recognition, and certification processes.

✓ Aspects that constitute best practice examples

Best practice examples include the final public defence of the doctoral thesis, which rigorously assesses both scientific quality and achievement of Level 8 learning outcomes, ensuring strong alignment with national qualification standards and academic excellence.

Recommendations

No 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)

The IOSUD–University of Oradea has a clearly regulated and publicly available framework for doctoral admissions. Admission to doctoral studies is governed by a formal methodology approved by the University Senate and implemented through IOSUD and the Doctoral Schools, including the Biology field.

The regulations also cover specific procedures for the admission and schooling of Romanian citizens from abroad and international candidates, integrated within the general admission methodology. All documents are approved by institutional governing bodies (Senate and CSUD) and are accessible online, ensuring transparency and consistency in application.

The admission system is standardized, regulated at institutional level, and publicly available, providing a clear and unified framework for the organization of doctoral admission 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 documented state of facts shows that the IOSUD–University of Oradea has a well-established and formally regulated framework for the admission to doctoral studies. The admission process is governed by a unified methodology approved by the University Senate and implemented at IOSUD level and within the Doctoral School of Biology, ensuring institutional coherence and legal compliance.

Evidence from the official documents indicates that the admission regulations are comprehensive, covering general admission procedures as well as specific provisions for Romanian citizens from abroad and international candidates. This demonstrates an inclusive and standardized approach to admission, applied consistently across the institution.

Furthermore, the methodologies are publicly available on the IOSUD website, ensuring transparency and accessibility of information for all potential candidates. The approval by governing bodies (Senate and CSUD) reinforces the formal legitimacy and institutional control of the process.

✓ Aspects that constitute best practice examples

Best practice examples include the existence of a unified, institution-wide admission methodology for doctoral studies, ensuring coherence and standardization across all doctoral schools and fields.

✓ Recommendations

No 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.

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

Admission to doctoral studies at the University of Oradea is based on transparent selection criteria grounded in equity and equal opportunities. Candidates are evaluated primarily on the quality of their proposed doctoral research project, including its scientific relevance, objectives, methodology, and expected results, as well as on the clarity of presentation and responses during the admission interview.

Additional consideration is given to candidates' professional performance, such as published articles and relevant academic achievements. Evaluation is carried out by a committee, with each member assigning numerical grades for defined criteria, and the final admission grade is calculated as a weighted or arithmetic average, ensuring an objective and standardized selection process.

✓ 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

Admission to doctoral studies at the University of Oradea is governed by clearly defined, transparent, and structured criteria. The admission process is formally regulated through institutional methodologies and is consistently applied within the Doctoral School framework.

Evidence indicates that candidate evaluation is multidimensional, focusing on the quality of the doctoral research project (scientific relevance, objectives, methodology, and expected outcomes), the candidate's ability to present and defend the proposal during the admission colloquium, and their previous academic performance, including publications and scientific activities. This ensures that both potential research capacity and prior achievements are taken into account.

The evaluation process is carried out by a committee using standardized numerical grading for each criterion, followed by the calculation of an overall average score. This structured and quantifiable approach ensures objectivity, comparability, and transparency in candidate selection.

✓ Aspects that constitute best practice examples

✓ Recommendations

No rcommandations

T 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)

The Doctoral School of Biomedical Sciences at the University of Oradea ensures the rigorous application of national legislation and internal regulations governing doctoral studies. Doctoral activity is formally structured through doctoral study contracts and individualized training programs, developed jointly by the doctoral student and supervisor, and periodically evaluated by academic and doctoral school bodies.

The professional and scientific conduct of doctoral students is regulated by the University Code of Ethics and Deontology, with strict measures against academic misconduct such as plagiarism or data falsification. Integrity is further ensured through mandatory plagiarism checks using certified anti-plagiarism software recognized at national level.

Each doctoral thesis is accompanied by a signed declaration of authenticity from both the student and supervisor, reinforcing accountability and academic responsibility throughout the doctoral process.

✓ 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 Doctoral School of Biomedical Sciences has a clearly structured and strictly regulated framework for governing the professional activity of doctoral students. This framework is based on

national legislation, institutional regulations, and formal contractual arrangements, ensuring legal and procedural coherence in the organization of doctoral studies.

Evidence shows that each doctoral student operates under a formal doctoral study contract and an individualized training and research plan developed together with the supervisor. These plans are systematically monitored and evaluated annually by relevant academic bodies, which ensures continuous oversight of progress and accountability.

Academic integrity is strongly emphasized through the enforcement of the University Code of Ethics and Deontology, which explicitly defines and sanctions academic misconduct such as plagiarism, data falsification, and conflicts of interest. This is complemented by mandatory plagiarism screening of doctoral theses using nationally recognized software, in line with legal requirements and institutional procedures.

✓ Aspects that constitute best practice examples

The program demonstrates best practice through its robust academic integrity system, including mandatory plagiarism detection using nationally recognized software and formal signed declarations of thesis authenticity by both student and supervisor, reinforcing responsibility and research ethics.

✓ Recommendations

No 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.

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

The Biology doctoral field actively promotes internationalization as a means of improving the quality of education and research. It supports academic mobility for teachers, doctoral supervisors, and doctoral students through Erasmus+ programs, bilateral agreements, and academic visits, while also inviting international experts to contribute to teaching, mentoring, and workshops. Doctoral students are further involved in research internships abroad.

International collaboration is strengthened through participation in European projects, research consortia, academic networks, conferences, summer schools, and Blended Intensive Programmes (BIP). These activities enhance interdisciplinary cooperation and research exposure.

Internationalization is also reflected in the curriculum, which integrates internationally recognized literature and databases and encourages publication in high-visibility journals and conferences. Overall, these measures contribute to integrating the Biology doctoral field into the international academic community and improving the quality of its educational and 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 Biology doctoral field actively supports internationalization through academic mobility, research collaboration, and participation in international projects and networks. Teachers and doctoral students benefit from Erasmus+ programmes, bilateral agreements, research internships abroad, conferences, BIP activities, and collaboration with international experts.

The integration of international scientific literature and the encouragement of publications in internationally visible journals further support the quality and visibility of doctoral education and research.

The performance indicator is considered fully fulfilled, as the organizational component demonstrates consistent and effective implementation of international cooperation and mobility activities.

✓ Aspects that constitute best practice examples

Best practice examples include the involvement in international research projects, Blended Intensive Programmes (BIP), conferences, and interdisciplinary academic networks, which enhance international collaboration and research visibility.

✓ Recommendations

No 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.

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

Learning based on scientific investigation and doctoral research activities supports the acquisition of learning outcomes by enabling the practical application of theoretical and methodological knowledge in research projects, simulations, data analysis, and the development of scientific solutions.

Learning based on scientific investigation and doctoral research activities supports the acquisition of learning outcomes through the practical application of theoretical and methodological knowledge in research projects, simulations, data analysis, and solution development. It also develops complex and original problem-solving skills in Biology and related fields, integrates interdisciplinary competences through modern methods and technologies, and strengthens autonomy and responsibility in scientific work, including project coordination and adherence to ethical principles.

The valorisation of research results are promoted through dissemination within the scientific community and the industrial environment, contributing to technological progress and the professional development of 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

There are evidences that shows that learning outcomes in the Biology doctoral program are primarily achieved through scientific research activities, including projects, simulations, data analysis, and applied problem-solving. These activities ensure the practical use of theoretical and methodological knowledge.

Doctoral research also develops advanced competences such as interdisciplinary integration, autonomy, responsibility, and adherence to ethical principles, while promoting dissemination of results through publications and conferences.

The strong integration of research-based learning and competence development demonstrates that the performance indicator is fully fulfilled, as learning outcomes are effectively achieved through structured doctoral research.

✓ Aspects that constitute best practice examples

Best practice examples include the development of advanced transversal skills, such as interdisciplinary integration, autonomy, responsibility, and ethical conduct, which are systematically embedded in research activities.

✓ Recommendations

Developement of further strengthening structured support for publishing in high-impact international journals and increasing opportunities for doctoral students to engage in collaborative, interdisciplinary research projects.

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.

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

The University of Oradea ensures that doctoral research in Biology is closely integrated with training and directly supports learning outcomes. Research results are disseminated through indexed publications and conferences, strengthening academic communication and scientific quality.

Research is further valorised through national and international collaborations and participation in funded projects, enhancing interdisciplinarity, project management skills, and international exposure. Its impact is continuously monitored through performance indicators and annual reporting, supporting program improvement.

✓ 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 scientific research is fully integrated into the doctoral training process in Biology at the University of Oradea and constitutes the main mechanism for achieving learning outcomes. Evidence from institutional documents shows that doctoral students actively disseminate research results through indexed journals (Web of Science, Scopus) and participation in national and international conferences, which enhances scientific visibility and academic communication skills.

Research results are valorised through collaborations with national and international partners and participation in competitive funded projects (e.g., MSCA), contributing to interdisciplinarity, project management skills, and international cooperation. These activities confirm that doctoral research is not only academic but also has practical and socio-economic relevance.

The continuous monitoring of research outputs through performance indicators and annual reporting at doctoral school and CSUD level ensures systematic evaluation and alignment with learning outcomes, allowing for ongoing improvement of the program.

✓ Aspects that constitute best practice examples

✓ Recommendations

No recommendations

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

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

The doctoral field of Biology applies institutional quality assurance procedures in accordance with the university's quality management framework and the regulations governing doctoral studies. These procedures cover key aspects of the doctoral process, including admission, the implementation of the advanced training program, the annual evaluation of doctoral students, and the supervision and monitoring of doctoral research activities. Their implementation is monitored by the quality assurance structures at faculty and institutional level, while the results are periodically analyzed within the governing bodies of the doctoral school and faculty. Based on these evaluations, measures are adopted to improve curricula, update research topics, optimize individual research plans, and strengthen scientific dissemination activities. Feedback collected from doctoral students through questionnaires and meetings with the doctoral school management is also incorporated into the continuous review of educational and administrative 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 evidence demonstrates the existence of a systematic and operational quality assurance framework that supports the continuous improvement of doctoral education and research activities. The regular monitoring of academic processes, combined with the analysis of performance indicators and stakeholder feedback, enables the identification of improvement areas and the implementation of corrective measures. The reported outcomes, including enhanced research performance, increased participation in scientific dissemination activities, greater internationalization, and improved administrative efficiency, indicate that quality assurance procedures are consistently applied and produce measurable effects. These results confirm the effective functioning of the quality management system and support a high level of achievement of the performance indicator analyzed.

✓ Aspects that constitute best practice examples

✓ Recommendations

No recommandations

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.

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

The doctoral field of Biology incorporates the views of internal and external stakeholders into the implementation and improvement of its academic and quality assurance procedures. Feedback is collected through the periodic evaluation of teaching staff and study disciplines by doctoral students, as well as through consultations conducted within the Doctoral School Council and the Council for Doctoral University Studies. Additional input is obtained from external collaborators, research partners, and employers through consultative meetings, collaborative projects, and international partnerships. The information gathered through these mechanisms is systematically analyzed and considered in the revision of course descriptions,

internal regulations, individual research plans, and the strategic development directions of the doctoral school.

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

The existence of multiple feedback channels demonstrates an active and participatory approach to quality assurance, ensuring that the perspectives of doctoral students, academic staff, and external stakeholders are integrated into decision-making processes. The systematic use of collected feedback to update educational content, research activities, and institutional procedures supports evidence-based improvements and enhances the responsiveness of the doctoral program to academic and societal needs. These practices indicate that stakeholder opinions are effectively incorporated into the implementation of procedures, contributing to the continuous improvement of educational quality and supporting a high level of fulfilment of the analyzed performance indicator.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

No recommandations

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.

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

The Ethics and University Deontology Commission operates within University of Oradea on the basis of regulations approved by the University Senate and functions independently from any other institutional structure. The commission is responsible for monitoring compliance with ethical and deontological standards across all study programs, including the doctoral field of Biology, and for addressing complaints and appeals concerning academic conduct. Its activity is guided by the University's Code of Ethics and University Deontology and aims to ensure compliance with the legal and ethical standards governing academic activity. Within its structure, the commission includes a Research Ethics Subcommittee, composed of academic staff and student representatives, which oversees the implementation of research ethics policies and monitors compliance with standards related to scientific integrity, publication practices, research involving human participants or animals, data management, conflicts of interest, collaboration, fraud prevention, and the creation of responsible research environments.

- ✓ 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 existence of an independent ethics commission and a dedicated research ethics subcommittee demonstrates the establishment of a comprehensive institutional framework for promoting academic integrity and ethical conduct. The clearly defined responsibilities, operational procedures, and broad scope of ethical oversight contribute to ensuring compliance with national regulations and internationally recognized principles of responsible research. Furthermore, the monitoring of ethical standards in both educational and research activities, together with mechanisms for addressing complaints and potential misconduct, supports transparency, accountability, and trust within the academic community. These

elements indicate the effective functioning of the university's ethics structures and support a high level of fulfilment of the analyzed performance indicator.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

No recommandations

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.

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

The University of Oradea applies institutional procedures for the initiation, monitoring, and periodic review of study programs in order to ensure and improve the quality of educational activities. These processes are coordinated through the faculty structures responsible for academic management and quality assurance, under the supervision of the Department for Quality Assurance, the Administrative Council, and the University Senate. At the doctoral level, IOSUD has established and periodically implements a dedicated procedure for the evaluation and monitoring of doctoral schools and doctoral fields, including the doctoral field of Biology.

- ✓ 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 implementation of procedures for program monitoring, review, and evaluation demonstrates the existence of an operational quality assurance framework focused on continuous improvement. The involvement of specialized quality assurance structures and the regular assessment of doctoral schools and doctoral fields provide the basis for identifying development needs and implementing corrective measures when necessary. These mechanisms contribute to maintaining academic standards, improving educational processes, and ensuring the effective functioning of doctoral programs, indicating a high level of fulfilment of the analyzed performance indicator.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

No recommandations

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.

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

The University of Oradea involves members of the academic community and external stakeholders in the implementation and continuous improvement of educational procedures through a range of participatory mechanisms. Students are represented in decision-making and quality assurance structures, including the Council for Doctoral University Studies, the Doctoral School Council, the University Senate, the Administrative Council, and quality assurance committees. The university also maintains regular consultation with employers, graduates, and international academic partners through meetings, surveys,

collaborative projects, and institutional partnerships aimed at identifying educational needs and aligning study programs with labor market and academic requirements. Within the Doctoral School of Biomedical Sciences, doctoral supervisors, members of mentoring committees, and doctoral student representatives actively participate in the meetings of the Doctoral School Council, where decisions regarding the organization and development of doctoral programs are discussed and approved. Additional stakeholder involvement is ensured through collaboration agreements that support research activities, access to resources, and the validation of strategic development directions.

✓ 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 involvement of students, academic staff, graduates, employers, and external partners in institutional decision-making demonstrates the existence of a participatory quality assurance culture. The use of multiple consultation mechanisms enables the systematic collection of feedback and facilitates the incorporation of stakeholder perspectives into educational planning, program development, and strategic decision-making. Furthermore, the active participation of doctoral students and academic staff in governance structures, together with the contribution of external partners to research and development activities, supports the relevance, transparency, and continuous improvement of doctoral education. These practices indicate that stakeholder input is effectively integrated into the implementation of procedures and contributes significantly to the achievement of the analyzed performance indicator.

✓ Aspects that constitute best practice examples

✓ Recommendations

No recommandations

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)

The doctoral field systematically evaluates the performance of academic and administrative activities through annual feedback collected from doctoral students using a satisfaction questionnaire. The instrument covers multiple dimensions of the doctoral experience, including access to information, communication with administrative structures and supervisors, organization of doctoral school activities, quality of scientific events, participation in international projects, research facilities, and involvement in teaching activities. The questionnaire is administered online and allows respondents to indicate situations where specific aspects are not applicable or unknown. The results are processed and analyzed by the Doctoral School Council, which formulates conclusions and, where necessary, proposes improvement measures that are subsequently communicated to the Council for Doctoral Studies.

✓ 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 collection and analysis of doctoral students' feedback demonstrate the existence of an operational mechanism for monitoring the quality of educational and administrative services. By evaluating multiple aspects of the doctoral experience and integrating the results into institutional decision-making processes, the doctoral school is able to identify areas requiring improvement and implement corrective measures. The annual use of questionnaire results within the broader framework of quality assurance and program monitoring supports evidence-based management and contributes to the continuous

enhancement of the doctoral study program, indicating a high level of fulfilment of the analyzed performance indicator.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

No recommandations

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.

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

The doctoral field systematically collects and monitors data relevant to quality assurance, including information on study programs, teaching activities, doctoral students' academic progress, research outputs, participation in scientific events and research projects, academic mobility, and involvement in international activities. An important component of this process is the annual collection of feedback from doctoral students through satisfaction questionnaires, which assess aspects such as program organization, access to academic resources, the quality of educational and administrative services, and the support provided by doctoral supervisors and the doctoral school. The collected data are centralized and transmitted to the Council for Doctoral Studies, where they are integrated into the institutional Quality Assurance and Assessment System for monitoring, reporting, and evaluation purposes.

- ✓ 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 collection, centralization, and analysis of quantitative and qualitative data demonstrate the existence of an evidence-based approach to quality assurance within the doctoral program. By monitoring educational outcomes, research performance, student satisfaction, and participation in academic activities, the doctoral school is able to identify strengths, detect areas requiring improvement, and support informed decision-making. The integration of these data into the institutional quality assurance system contributes to transparency, accountability, and the continuous enhancement of the educational and research environment, indicating a high level of fulfilment of the analyzed performance indicator.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

No recommandations

The indicator is: fulfilled.

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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.

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

The organizational component ensures public access to information regarding the doctoral program through the institutional structures responsible for doctoral studies and dedicated online platforms. Information covering the entire doctoral trajectory, from admission to the award of the doctoral degree, is made available to doctoral students and the general public in compliance with data protection regulations. The published information includes doctoral school regulations, admission procedures, doctoral study contracts, regulations governing the completion of studies and thesis defence, study program content, academic and scientific profiles of doctoral supervisors, research topics, information on enrolled doctoral students, standards for doctoral thesis preparation, and announcements regarding public thesis defences, including summaries, schedules, and locations.

- ✓ 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 academic, administrative, and regulatory information demonstrates a strong commitment to transparency and public accountability. By ensuring easy access to comprehensive and updated information concerning doctoral studies, the organizational component supports informed participation, facilitates communication with stakeholders, and enhances the visibility of the doctoral program. The availability of information related to admission, supervision, research activities, and thesis defence procedures contributes to the transparency of academic processes and reflects the effective implementation of mechanisms designed to ensure public access to information of interest, supporting a high level of fulfilment of the analyzed performance indicator.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

No recommandations

The indicator is: fulfilled.

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

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

The University of Oradea ensures the transparency of decision-making processes through the systematic publication and communication of decisions adopted by its governing bodies. Decisions issued by the University Senate, the Administrative Council, and the Council for Doctoral University Studies are documented and made publicly available through official institutional channels, including dedicated sections of the university website. This approach enables members of the academic community and other stakeholders to access information regarding institutional decisions and governance 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 public dissemination of decisions adopted by the university's governing structures demonstrates a commitment to transparency, accountability, and open institutional governance. By providing stakeholders with direct access to information regarding decision-making processes, the university promotes trust, facilitates informed participation in academic life, and ensures the visibility of actions affecting educational and research activities. These practices support the effective implementation of transparent governance principles and indicate a high level of fulfilment of the analyzed performance indicator.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

No recommandations

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)

For the reaccreditation of the doctoral program in Biology, the organizational component of IOSUD–University of Oradea, through the Doctoral School of Biomedical Sciences, carried out all activities required by the ARACIS methodology for external quality evaluation. The process involved the preparation and submission of the Internal Evaluation Report, developed in accordance with current ARACIS standards, together with the supporting documentation required to demonstrate compliance with national quality requirements. The documentation included information regarding academic staff, infrastructure, educational and research activities, institutional partnerships, quality assurance mechanisms, and study program organization. The entire process was coordinated by the Doctoral School Council and the Council for Doctoral University Studies, in collaboration with the university's quality assurance structures.

✓ 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 completion of the external quality evaluation procedures demonstrates the existence of an institutional framework capable of ensuring compliance with national standards governing doctoral education. The preparation of the self-evaluation documentation, the systematic collection of evidence, and the involvement of the relevant academic and quality assurance structures reflect a structured approach to quality management and regulatory compliance. These actions confirm the institution's capacity to organize and administer the doctoral program in accordance with legal and quality assurance requirements, supporting a high level of fulfilment of the performance indicator analyzed.

✓ Aspects that constitute best practice examples

✓ Recommendations

No recommandations

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Well-structured doctoral curriculum aligned with CNC and EQF Level 8 standards. ✓ Strong integration of research-based learning and learning outcomes. ✓ Clear and transparent evaluation and monitoring procedures for doctoral	INTERNAL FACTORS ⬆	✓ Uneven participation of doctoral students in international mobility programs. ✓ Limited structured feedback mechanisms from students and stakeholders in some areas. ✓ Need for further

students. ✓ Qualified academic staff with expertise in research and doctoral supervision. ✓ Robust academic integrity system, including plagiarism detection and ethical regulations. ✓ Good access to research infrastructure, laboratories, and scientific databases. ✓ Active participation in international mobility programs (Erasmus+, BIP, research internships). ✓ Increasing visibility of research outputs through indexed publications and conferences.		digitalization of monitoring and administrative processes. ✓ Limited technology transfer of research results
SWOT analysis		
Opportunities: ✓ Expansion of international partnerships and cotutelle doctoral programs. ✓ Increased participation in EU-funded research projects (e.g., Horizon Europe, MSCA). ✓ Development of interdisciplinary and industry-oriented research projects. ✓ Strengthening digital learning, data management, and research tracking systems. ✓ Enhancing visibility through high-impact international publications. ✓ Improved collaboration	EXTERNAL FACTORS	**Threats:** ✓ Competition from more internationally visible doctoral schools in Europe. ✓ Dependence on external funding for mobility and research projects. ✓ Possible administrative or bureaucratic constraints affecting flexibility.

with industry and research institutes for innovation transfer.		

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	No recommendation
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	No recommendation
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	Research facilities directly contributing to and used within the biology doctoral domain should be presented more consistently and specified more precisely, including a description or list of the most important research equipment.
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	No recommendation
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	The institution is encouraged to increase number of supervisors to improve sustainability and thematic diversity of the doctoral domain.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Recommendations include further increasing the number and duration of international mobilities to strengthen doctoral students' exposure to diverse research environments.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
7.	**I.P.A.3.2.1** Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	No recommendation
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	No recommendation
DOMAIN B. Educational efficacy			
9.	**I.P.B.1.1.1** The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	Increasing the internationalization of the doctoral program through collaborations and mobility opportunities.
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	No recommendation
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	Further strengthening the use of digital and blended learning tools to complement existing interactive teaching strategies and enhance flexibility in doctoral training. Expanding training opportunities for academic staff in innovative and student-centered pedagogies would further enhance teaching quality and alignment with international best practices
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**	Recommendations include further increasing the number and duration of international mobilities to strengthen doctoral students' exposure to diverse research environments.
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**	No recommendations
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**	No recommendations
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of	**F**	No recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	the students' and teachers' expectations regarding the content of the subject matters in the curriculum.		
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	No recommendations
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	No recommendations
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	No recommendations
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	No 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	No recommendations
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	Developement of further strengthening structured support for publishing in high-impact international journals and increasing opportunities for doctoral students to engage in collaborative, interdisciplinary research projects.
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	No recommendations
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	No recommendations
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	No recommendations
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	No recommendations
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	No recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	No recommendations
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	No recommendations
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	No recommendations
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	No recommendations
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	No 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	No recommendations

Summary Table of Performance Indicators – Degree of Fulfillment

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

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

1. *It is recommended to further strengthen the systematic integration of feedback collected from doctoral students, graduates, and employers into the continuous improvement of the doctoral study programme.*
2. *The institution should consider enhancing the visibility and accessibility of research outputs, including the consolidation of publication databases and improved dissemination of scientific results at institutional level.*
3. *It is recommended to continue strengthening the alignment between doctoral training activities and labour market needs, including the involvement of external stakeholders in programme development and evaluation.*
4. *The institution should further consolidate the documentation and centralisation of research infrastructure and laboratory equipment, ensuring transparent and up-to-date information is available for internal and external stakeholders.*
5. *It is recommended to enhance the strategic planning of doctoral education by defining clearer long-term development objectives and measurable targets for research performance and internationalisation.*

6. *It is recommended to consider the inclusion of dedicated training modules on national and international legislation within the doctoral program. Such courses would provide doctoral candidates with a clearer understanding of the legal and regulatory frameworks governing research activities, including ethics, intellectual property, data protection, and compliance with national and European research standards.*
7. *It is recommended to improve the university-level procurement process for materials by reducing the procurement timeframe in order to provide greater support for the research activities of the doctoral school.*

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

A total of 32 performance indicators were analysed during the evaluation process. Out of these, 32 indicators were assessed as fulfilled, 0 were assessed as partially fulfilled, and 0 were assessed as unfulfilled.

VI. Conclusions

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

- *Strong integration of doctoral research with learning outcomes, ensuring research is the core training mechanism.*
- *High visibility of research through publication in indexed international journals (Web of Science, Scopus).*
- *Active participation in national and international conferences, supporting dissemination and academic feedback.*
- *Effective valorisation of research through national and international collaborations and competitive funded projects*
- *Development of transversal skills (interdisciplinarity, project management, international cooperation) through research involvement.*
- *Continuous monitoring of research performance through indicators and annual reporting at doctoral school and CSUD level.*
- *Systematic alignment of research activities with educational objectives, ensuring coherence between training, outcomes, and evaluation.*

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

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

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

Annex 1. The timetable for the evaluation of the external quality evaluation visit for the doctoral university study domain

Annex 2.1_Minute _Representatives of the management

Annex 2.2 Minute_ Team elaborating the IER

Annex 2.3 Minute_Doctoral Students

Annex 2.4 Minute_Alumni

Annex 2.5 Minute_Employers

Annex 2.6 Minute_ Research staff

Annex 2.7 Minute_ Academic staff

Annex 2.8 Minute_Quality assurance staff_faculty

Annex 2.6.1Minute_ Quality assurance staff_CEAC

Annex 2.9 Minute_ Ethics Comitee

Annex 2.10 Minute_ Final Conclusions