



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:	Engineering Sciences
Doctoral Domain:	Agronomy
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	<i>PhD Prof. Florin IMBREA</i>	Expert evaluator	
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I. Introduction

This External Evaluation Report was prepared within the procedure for maintaining accreditation (MAC) of the [field of doctoral studies Agronomy](#) within [IOSUD – University of Oradea](#). The external evaluation took place between July 15–17, 2026 and aimed to verify the degree of compliance with the standards and performance indicators provided by the ARACIS methodology for ensuring and evaluating the quality of doctoral studies.

The evaluation panel was made up of:

Prof. Florin IMBREA- Ph.D., expert evaluator;

Prof. dr. Judith OLAH – international expert;

Drd. Adriana Valentina TRANDAF – evaluator for doctoral students.

[The University of Oradea](#) is a higher education institution with a tradition in the Romanian academic space, having roots in higher education in Oradea since 1780. In its current form, the institution was established in 1990 under the name of the Technical University of Oradea, becoming, starting with 1991, the University of Oradea. Currently, the university represents an important regional center of education, research, innovation and entrepreneurship, with a significant role in the economic and social development of the local, regional, national and European community.

[The University of Oradea](#) carries out its activity in accordance with the national legislation in force, with the principles of the European Higher Education Area and with its own institutional regulations. Its organization and functioning are based on the [Charter of the University of Oradea](#) and by all the internal regulations – regulations, methodologies, procedures and other guiding documents – available on the institution's website at the link: [Internal regulations of the OU](#). [The Charter of the University of Oradea](#), developed in accordance with the legal regulations and national and European policies in the field of higher education, is the fundamental document that establishes the academic principles, the way of exercising university autonomy, the management and execution structures, their competences, as well as the rules on representativeness, eligibility and university ethics. After the entry into force of the Higher Education Law no. 199/2023, the Charter was updated according to the provisions of art. 261 para. (1), including as an annex [the Code of Ethics and University Deontology of the University of Oradea](#).

From an organizational point of view, the University of Oradea is structured in 15 faculties, 47 teaching departments, functional structures dedicated to scientific research and an [IOSUD](#) that coordinates 7 doctoral schools and 25 doctoral fields (links added). The professional activity of students is regulated by specific internal documents, including the [Regulation on the professional activity of students based on the European system of transferable credits](#).

The quality of the academic and research activity carried out within the University of Oradea is reflected both by external and internal evaluations, as well as by the institution's positioning in national and international rankings and rankings. The university's constant presence in general and thematic international rankings confirms the institutional concern for increasing academic visibility and competitiveness at global level.

In [the National Metaranking](#) for 2024, which includes 32 universities with international visibility, in 2024, the University of Oradea ranks **11th**, with a score of 11.1109 points, obtained following the evaluation process, registering an improvement compared to the 13th position occupied in 2023. In [the University Metaranking](#) for 2024, out of the total of 33 Romanian universities with international visibility, the University of Oradea is ranked 9th, with a score of 10 points, thus climbing two positions compared to 2023.

Within [IOSUD – University of Oradea](#), doctoral studies are organized in 7 doctoral schools, coordinated by the [Council for Doctoral University Studies \(CSUD\)](#), in accordance with the national legislation and the applicable institutional regulations. The doctoral field of [Agronomy](#) operates within [the Doctoral School of Engineering Sciences](#). It was established by the Minister's Order no. 5677/19.11.2010, and the doctoral activity became operational starting with the academic year 2015–2016, with the affiliation of doctoral supervisors and the enrollment of the first doctoral students.

Currently, there [are 5 doctoral supervisors in the field of Agronomy](#), and in the academic year 2025–2026, 15 doctoral students are enrolled. Between 2021 and 2025, 12 doctoral theses were publicly defended, all of which were confirmed by ministerial order. The maintenance of the accreditation of the field is supported by the significant developments recorded in the field of agronomic sciences after the last external evaluation, as well as by the need to continuously align doctoral training with the new requirements of research, innovation and sustainable development.

The current development directions of the field reflect the major transformations produced in agriculture and related sciences, in particular through the expansion of precision agriculture, the digitalization and automation of agricultural processes, the use of smart technologies to monitor crops and natural resources, as well as the promotion of sustainable agricultural practices. Research on soil protection and conservation, assessment and improvement of soil quality, prevention of degradation and pollution, and analysis of the impact of climate change on agricultural systems also occupies an important place.

[The doctoral study program Agronomy](#) aims to deepen and expand fundamental and applied scientific knowledge in the field of agronomic sciences, to train researchers capable of generating innovative solutions for the optimization of modern agricultural systems and to contribute to increasing the competitiveness of agriculture, environmental protection and the sustainable use of natural resources. Through its educational and research objectives, the [field of Agronomy](#) directly contributes to the achievement of the institutional mission of the University of Oradea and to supporting the sustainable development of the agricultural sector at regional and national level.

II. Methods used

The external evaluation process in order to maintain the accreditation [of the field of doctoral studies Agronomy](#) within [IOSUD – University of Oradea](#) consisted of studying and analyzing the Internal Evaluation Report of the field, as well as its annexes, corroborated with the documents, data and information available in electronic format on the website [of the University of Oradea](#), IOSUD and the [Doctoral School of Engineering Sciences](#). At the same time, additional documents and information sent to the evaluation commission before and during the visit were analyzed, in order to clarify some aspects related to the organization of doctoral studies, human resources, research activity, available infrastructure and quality assurance mechanisms.

The analyzed documentation included, mainly, the Internal Evaluation Report for the field of doctoral studies Agronomy and its annexes, [the Charter of the University of Oradea](#), [the Institutional Regulation for the organization and conduct of doctoral studies](#), the regulations and methodologies applicable to the activity [of IOSUD](#) and [the Doctoral School of Engineering Sciences](#), the strategic and operational plans of the university and of the structures involved in the organization of doctoral studies, documents regarding the research activity, human resources, educational and research infrastructure, internationalization and quality assurance, as well as the statistical situations regarding doctoral supervisors, doctoral students, doctoral theses defended and the results of scientific research.

Within the evaluation process, meetings and discussions were held with the representatives of the relevant structures involved in the organization and conduct of doctoral studies. Thus, meetings were organized with the contact person designated for the evaluation, with the manager/person in charge of the doctoral study program, with the team that elaborated the Internal Evaluation Report, with representatives of the quality management structures and CEAC, with the management of the University of Oradea, with the representatives of [IOSUD](#) and [CSUD](#), with the management [of the Doctoral School of Engineering Sciences](#), with [doctoral supervisors in the field of Agronomy](#), with professors involved in doctoral activities, with doctoral students and graduates of the field, as well as with representatives of the socio-economic environment and other relevant institutional partners.

The evaluation visit took place between **15–17 July 2026** and included the on-site verification of the teaching, research and administrative infrastructure made available [to the doctoral field Agronomy](#). During

the visit, the spaces intended for teaching and research activities, the laboratories used in doctoral training and research activity, the research infrastructure available to doctoral supervisors and doctoral students, the [university library](#) and the available information resources, as well as the administrative spaces of [IOSUD](#) were analyzed and of the doctoral school. Also, [laboratories](#) and facilities relevant to the specifics of the field of Agronomy, respectively laboratories for teaching and research activities in the area of agronomic sciences, as well as other support spaces for carrying out doctoral activities, were visited.

The evaluation also included the analysis of the public information available on the websites of [the University of Oradea](#), [IOSUD](#) and [the Doctoral School of Engineering Sciences](#), with a focus on the transparency of information of public interest regarding the organization of doctoral studies, human resources, research results, admission and completion procedures, as well as quality assurance mechanisms. Statistical data and institutional indicators were analysed and the information obtained from the documents made available to the committee was corroborated with the observations resulting from the visit and with the information provided during the meetings with all relevant categories of stakeholders.

The findings and conclusions made in this report are based on the integrated analysis of the internal evaluation documents and their annexes, on the verifications carried out during the on-site visit, as well as on the information obtained during the meetings and discussions held with representatives of the university, [IOSUD](#) [C:\Users\User\AppData\Local\Packages\5319275A.WhatsAppDesktop_cvlg1gvanyigm\LocalState\sessions\A4FDC2802F95DDBD44972FF810EC918D6257A254\transfers\2026-29\uoradea.ro\en\about-us\quality-management\documents\internal-regulations-of-uo\](#), the doctoral school, doctoral supervisors, doctoral students, graduates and external partners relevant to the [field of doctoral studies Agronomy](#).

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: [The field of doctoral studies Agronomy](#) operates within [the Doctoral School of Engineering Sciences](#) of [IOSUD](#) – [University of Oradea](#). The organization and functioning of doctoral studies is carried out in accordance with the national legislation in force, [the Charter of the University of Oradea](#), [the Institutional Regulation for the Organization and Conduct of Doctoral University Studies](#), as well as with the other internal regulations and methodologies applicable <https://doctorat.uoradea.ro/ro/documente/reglementari>.

[The University of Oradea](#) has adequate organizational and managerial structures for carrying out the activities specific to doctoral studies. The activity of [IOSUD](#) is coordinated by the [Council for Doctoral Studies \(CSUD\)](#) and at the level of [the Doctoral School of Engineering Sciences](#) there are management and coordination structures in accordance with the legal and institutional provisions.

[The doctoral field of Agronomy](#) was established in 2010, and the doctoral activity became operational starting with the academic year 2015–2016. Currently, there are 5 doctoral supervisors in the field and 15 doctoral students are enrolled. The organization of academic and research activities is

carried out on the basis of methodologies, regulations and institutional procedures that are regularly updated and publicly available.

Analysis of the state of affairs

From the analysis of the institutional documents and the information made available to the evaluation committee, it results that the [University of Oradea](#) has adequate organizational components and an efficient management system for the organization and conduct [of doctoral studies in the field of Agronomy](#).

The institutional structures involved in the coordination and administration of doctoral programs have clearly defined attributions and operate based on regulations in accordance with the provisions of national legislation. The applicable regulations and procedures are regularly updated, providing the necessary framework for academic, research, administrative and quality assurance activities.

The management system implemented at the level of [IOSUD](#) and the [Doctoral School of Engineering Sciences](#) allows the permanent monitoring of doctoral activities and contributes to achieving the educational and research objectives of the field evaluated.

Examples of good practice

The existence of a clearly defined managerial structure at the level of the University, [IOSUD](#), [CSUD](#) and the [Doctoral School of Engineering Sciences](#) ;

Transparent publication of relevant regulations, methodologies and procedures on institutional platforms;

Periodically updating the internal regulations in accordance with legislative changes;
Integration of the doctoral field of [Agronomy](#) into the institutional management and quality assurance system.

Recommendations: this is not the case.

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator
I.P.A.1.2.1

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

Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) has institutional mechanisms that ensure the consultation and involvement of stakeholders in the process of developing, adopting and revising the methodologies, regulations and procedures applicable to doctoral studies. These mechanisms operate at the level of the University, [IOSUD](#), [CSUD](#) and [the Doctoral School of Engineering Sciences](#).

The process of developing and updating the regulations involves doctoral supervisors, teaching staff, members of the management structures of [IOSUD](#) and the doctoral school, doctoral students, as well as representatives of quality assurance structures. The institutional regulations and methodologies are subject to the consultation and approval processes provided by the legislation in force and by the internal regulations of the University of Oradea.

The participation of doctoral students in decision-making processes is ensured by representing them in management and advisory structures, and the opinions expressed during meetings, consultations and periodic evaluations are analyzed and capitalized in institutional improvement processes. At the same time, the University maintains collaborative relations with partners from the

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

socio-economic and professional environment, whose observations are taken into account in the process of developing and updating academic and research activities.

Analysis of the state of affairs

From the analysis of the institutional documents, regulations and information provided during the evaluation, it results that [the University of Oradea](#) has functional procedures for consulting the interested parties and integrating their opinions into the processes of elaboration and revision of the regulations applicable to doctoral studies.

Management structures and advisory bodies allow the participation of teachers, doctoral supervisors, doctoral students and other relevant categories of institutional actors in decision-making processes. The existence of formal consultation mechanisms and the representation of different categories of beneficiaries demonstrates the institution's concern for the participatory development of the regulatory and procedural framework.

The process of periodic review of regulations and methodologies is carried out in accordance with the legislative changes and the needs identified at institutional level, contributing to the continuous improvement of the organization and functioning of doctoral studies.

Examples of good practice

Representation of doctoral students in the relevant consultative and decision-making structures;

Periodic consultation of the academic community in the processes of updating regulations and methodologies;

Integration of consultation activities into the institutional quality assurance system;

Collaborating with external partners and capitalizing on feedback from the socio-economic environment.

Recommendations: this is not the case.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) has adequate spaces and infrastructure for carrying out teaching, research and administrative activities related [to the field of doctoral studies Agronomy](#). PhD students have access to lecture halls, [research laboratories](#), library, computer resources and scientific databases necessary for academic and research activity.

During the evaluation visit, the spaces used by the [Agronomy field](#) were checked, finding that they are functional, properly equipped and adequate to the objectives of the doctoral program. The university also provides access conditions for people with disabilities.

Analysis of the state of affairs

From the analysis of the documents made available and from the observations made during the visit, it results that [the University of Oradea](#) has sufficient and adequate material resources for the organization and conduct [of doctoral studies in the field of Agronomy](#). The existing infrastructure adequately supports the educational and research activities of doctoral students and doctoral supervisors.

Examples of good practice

Access of doctoral students to the university's research infrastructure;

Access to electronic resources and scientific databases;

Integration of research infrastructure in doctoral activity.

Recommendations: this is not the case.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) applies specific procedures and measures for the administration, maintenance and modernization of the heritage used in teaching, research and administrative activities. The spaces and equipment used [within the field of doctoral studies in Agronomy](#) are periodically maintained, ensuring appropriate conditions for carrying out academic and research activities.

During the evaluation visit, it was found that the [laboratories](#), research spaces, rooms for teaching activities and administrative spaces are functional, well maintained and adequate for carrying out the activities specific to the doctoral program.

Analysis of the state of affairs

The analysis of the institutional documents and the observations made during the visit demonstrate the existence of a functional system of administration and maintenance of the infrastructure used within [the field of Agronomy](#). The University ensures the efficient use of material resources and carries out maintenance and modernization activities that contribute to maintaining adequate conditions for study, research and work.

Examples of good practice

Permanent maintenance of the infrastructure used in the doctoral activity;

Periodic updating and modernization of research equipment and resources;

Ensuring an appropriate environment for academic and research activities.

Recommendations: this is not the case.

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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Presentation of the state of facts, supported by documents and data: [The field of doctoral studies Agronomy](#) has adequate human resources for carrying out teaching, research and doctoral coordination activities. Within the field, there are 5 doctoral supervisors, affiliated [to the Doctoral School of Engineering Sciences](#), who hold habilitation certificates and meet the conditions provided by the legislation in force for the coordination of doctoral studies.

[The professors and doctoral supervisors](#) involved in the program have professional and scientific competences relevant to the [field of Agronomy](#), carry out research and scientific publication activities and contribute to the training and professional development of doctoral students. The activities in the preparation plan based on advanced university studies are supported by teachers who have the necessary qualifications for the subjects taught.

[Analysis of the state of affairs](#)

From the analysis of the documents made available and the information presented during the evaluation, it follows that the existing human resources are adequate for the organization and conduct of doctoral studies in the field of [Agronomy](#). PhD supervisors and teaching staff involved in the activities of the programme have the academic and professional skills necessary to support teaching and research activities.

The professional experience and scientific activity of the academic staff contribute to achieving the objectives of the doctoral program and ensuring a quality educational and research process.

[Examples of good practice](#)

The existence of a body of doctoral supervisors with relevant academic and research experience;
Involvement of doctoral supervisors in research and scientific publication activities;
Correlation of teachers' competences with the disciplines and research themes in the field.

[Recommendations: this is not the case.](#)

[The indicator is: fulfilled.](#)

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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[Presentation of the state of facts, supported by documents and data:](#)[The University of Oradea](#) promotes the professional and personal development of academic and research staff by participating in continuing education programs, scientific events, research projects, academic mobilities and other professional development activities. [Professors and PhD supervisors in the field of Agronomy](#) benefit from opportunities to improve and update their professional and scientific skills.

The institution supports the participation of staff in national and international conferences, research activities and academic collaborations, thus contributing to the development of the skills necessary to carry out teaching and research activities at high quality standards.

[Analysis of the state of affairs](#)

From the analysis of the documents and information made available to the evaluation committee, it follows that the [University of Oradea](#) ensures adequate conditions for the professional and personal development of the staff involved in the development of doctoral studies. Participation in training and research activities contributes to the continuous updating of professional skills and to the increase of academic and scientific performance.

The institutional measures implemented support the continuous development of staff and contribute to maintaining a high level of quality of educational and research processes.

[Examples of good practice](#)

Supporting staff participation in conferences and scientific events;
Involvement of professors and doctoral supervisors in research projects and academic collaborations;
Promoting mobilities and exchanges of good practices at national and international level.

[Recommendations: this is not the case.](#)

[The indicator is: fulfilled.](#)

Standard S.A.3.2. Recruitment procedures
Teaching staff recruitment procedures compliant with the provisions of the law.

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) applies procedures for recruitment, selection and promotion of teaching and research staff in accordance with the provisions of the national legislation in force and institutional regulations. The occupation of teaching and research positions is carried out through [a public competition](#), under conditions of transparency and equal opportunities, based on the criteria and standards established by law and by the university's own methodologies.

Information on the open positions, the conditions for participation, the calendar of competitions and their results are published on [institutional platforms](#), ensuring public access to relevant information on the recruitment process.

Analysis of the state of affairs

The analysis of institutional documents and publicly available information highlights the existence of clear and transparent procedures for the recruitment and promotion of teaching and research staff. These procedures are in line with the applicable legislative framework and allow the selection of staff on the basis of professional competence and academic performance.

[The recruitment process](#) is regulated and monitored at institutional level, ensuring compliance with the principles of transparency, objectivity and non-discrimination.

Examples of good practice

Transparent publication of information on competitions for positions;

Clear institutional procedures for the recruitment and promotion of staff;

Respect for the principles of equal opportunities and non-discrimination in the selection process.

Recommendations: this is not the case

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) uses IT tools and platforms to manage academic, administrative and research activities related to [doctoral studies](#). Relevant information on the organization and conduct of doctoral studies is available on the websites of the University, [IOSUD](#) and [the Doctoral School of Engineering Sciences](#).

PhD students and teachers benefit from access to electronic resources, scientific databases, IT services and digital tools that facilitate communication, access to information and academic and research activities. Administrative processes are supported by the use of applications and IT platforms available at institutional level.

Analysis of the state of affairs

From the analysis of the documents and available information, it results that [the University of Oradea](#) efficiently uses IT tools to support the activities specific to doctoral studies. Digital platforms and services contribute to increasing the accessibility of information, streamlining administrative processes and improving communication between doctoral students, doctoral supervisors and institutional structures.

The use of existing digital resources and IT infrastructure supports the conduct of educational and research activities and contributes to increasing the quality of services provided to the academic community.

Examples of good practice

Transparent publication of information on doctoral studies on institutional platforms;
Access of doctoral students to scientific databases and electronic resources;
Use of digital tools for communication and management of academic activities;
Integration of IT services into administrative and educational processes.

Recommendations: this is not the case.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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Presentation of the state of facts, supported by documents and data: [The doctoral degree program in the field of Agronomy](#) is organized in accordance with the provisions of the national legislation and institutional regulations on doctoral studies. The structure of the program includes [the training program based on advanced university studies and the individual scientific research program](#), being organized on the basis of the system of transferable study credits (ECTS).

The disciplines included in the training program contribute to the development of research skills and skills specific [to the field of Agronomy](#), being correlated with the doctoral research topics and the learning outcomes pursued. The doctoral activity is completed by the participation of doctoral students in research activities, the elaboration of scientific papers, participation in scientific events and the support of the research stages provided in the individual training plans.

Analysis of the state of affairs

[The analysis of the curriculum](#), the discipline sheets and the documents specific to the doctoral program highlights the fact that the structure of the program is coherent and oriented towards the formation of the skills necessary to carry out the advanced scientific research [activity in the field of Agronomy](#).

Learning outcomes are supported by the integration of academic training and research activities, and the use of the transferable credit system ensures transparency and monitoring of the academic progress of doctoral students. The programme provides the necessary framework for the acquisition of professional and research skills specific to the level of doctoral studies.

Examples of good practice

Correlation of the disciplines in the training program with the research directions of the field;
Integration of research activities in the doctoral training process;
Use of the ECTS system for recording and monitoring doctoral training activities.

Recommendations: this is not the case.

* 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.

The indicator is: fulfilled.

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

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

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

Indicator
I.P.B.2.1.2

The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

Presentation of the state of facts, supported by documents and data: [The doctoral degree program in the field of Agronomy](#) is designed so that the learning outcomes and skills acquired by doctoral students are in line with level 8 of qualification in the National Qualifications Framework and with the specific requirements of occupations in the field of agronomy, research and higher education.

The competencies developed through the program are aimed at conducting original scientific research, developing and implementing innovative solutions for agricultural systems, using modern methods of analysis and research, managing research projects and transferring research results to the socio-economic environment. [The learning outcomes are reflected in the doctoral training plan](#), in the research topics and in the activities carried out by the doctoral students during their studies.

Analysis of the state of affairs

The analysis of the doctoral program documents highlights the existence of an adequate correlation between the learning outcomes, the skills pursued and the occupational requirements specific [to the field of Agronomy](#). The competencies developed within the program enable graduates to carry out research, innovation, expertise and academic activities at an advanced level.

The structure of the program and the doctoral research activities contribute to the formation of the necessary skills for the integration of graduates in research institutions, higher education, consultancy organizations and structures in the agricultural and agri-food sector, in accordance with the current requirements of the field.

Examples of good practice

Correlation of research topics with the current challenges of modern agriculture;

Development of advanced research and innovation skills;

Integration of research activities in the doctoral training process;

Orientation of the programme towards the transfer of research results and their practical applicability.

Recommendations: this is not the case.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator
I.P.B.3.1.1

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

Presentation of the state of facts, supported by documents and data: Within [the doctoral field of Agronomy](#), student-centered learning principles are applied, by adapting training and research activities to the individual needs and objectives of doctoral students. [The doctoral program includes a training program based on advanced university studies and an individual scientific research program](#), developed in collaboration with the doctoral supervisor.

PhD students benefit from permanent guidance and academic support from PhD supervisors and have access to research infrastructure, information resources and training activities relevant to the development of professional and research skills. The activities carried out are adapted to the specificity of the research topics and aim to develop academic autonomy and independent research capacity.

Analysis of the state of affairs

[The analysis of the doctoral program documents](#) and the information obtained during the evaluation highlights the fact that the principles of student-centered learning are integrated into the organization and conduct of doctoral studies. PhD students actively participate in defining and developing their own research path, benefiting from academic guidance and the necessary conditions to achieve individual training and research objectives.

The way of organizing doctoral activities favors the development of advanced research skills, critical thinking and professional autonomy, contributing to the achievement of the learning outcomes specific to the doctoral level.

Examples of good practice

Elaboration and monitoring of individual research plans;

Permanent guidance of doctoral students by doctoral supervisors;

Adapting training activities to the specifics of research topics;

Access of doctoral students to the infrastructure and resources necessary for the development of scientific activity.

Recommendations: this is not the case.

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) offers [PhD students opportunities to participate in academic mobility programs through national and international cooperation agreements](#), Erasmus+ programs and other institutional partnerships. [PhD students in the field of Agronomy](#) have access to information on mobility opportunities and can participate in study and research internships, scientific events, summer schools and other academic activities carried out in collaboration with partner institutions.

At the same time, the university facilitates the participation of doctoral students in academic and scientific activities carried out in physical or online format, contributing to the development of professional and research skills and to increasing the degree of internationalization of doctoral studies.

Analysis of the state of affairs

From the analysis of the institutional documents and the information made available to the evaluation committee, it results that the [University of Oradea](#) has mechanisms and instruments that allow doctoral students access to academic [mobility programs](#) and international cooperation activities.

Mobility opportunities contribute to the development of research skills, the exchange of good practices and the integration of doctoral students into the national and international academic community. The existence of agreements and collaboration programs supports the achievement of the internationalization objectives of [the field of doctoral studies in Agronomy](#).

Examples of good practice

Participation of doctoral students in [mobility programs](#) and international academic activities;

Access to research and collaboration opportunities within institutional partnerships;

Promoting the internationalization of doctoral studies by participating in conferences, workshops and summer schools.

Recommendations: this is not the case.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) promotes the principles of equal opportunities, non-discrimination and inclusion in the organization and conduct [of doctoral studies](#). [PhD students in the field of Agronomy](#) benefit from equal access to academic and research activities, to the educational and research infrastructure, as well as to the services offered by the university <https://doctorat.uoradea.ro/ro/documente/reglementari/reglementari-interne>.

The organization of doctoral activities allows the adaptation of the training and research path to the individual interests and objectives of doctoral students, through individual research plans and guidance provided by doctoral supervisors. PhD students benefit from academic support and access to resources relevant to the development of professional and research skills.

Analysis of the state of affairs

The analysis of the institutional documents and information obtained during the evaluation highlights the fact that [the University of Oradea](#) ensures fair conditions for carrying out doctoral studies. Existing institutional mechanisms allow non-discriminatory access to academic resources and opportunities and support the individual development of doctoral students according to their potential and objectives.

Through the flexibility of doctoral research activities and the direct relationship between the doctoral student and the doctoral supervisor, the doctoral program contributes to capitalizing on the diversity of scientific interests and individual training needs.

Examples of good practice

- Ensuring equal access to educational and research resources;
- Elaboration and monitoring of individual research plans;
- Academic support permanently offered by doctoral supervisors;
- Promoting the principles of equal opportunities and non-discrimination.

Recommendations: this is not the case.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) provides doctoral students in the [field of Agronomy with](#) resources and support services necessary for carrying out study and research activities. PhD students benefit from access to research infrastructure, library, scientific databases, electronic resources and IT services relevant to the field of study.

At the same time, the university provides access to administrative and academic support services through [IOSUD](#) and the [Doctoral School of Engineering Sciences](#). The infrastructure and services

available are accessible to all doctoral students, including people with special educational needs or disabilities, in accordance with institutional regulations and legislation in force.

Analysis of the state of affairs

The analysis of the institutional documents and the information obtained during the evaluation highlights the fact that the [University of Oradea](#) offers doctoral students access to resources and services appropriate to the doctoral level and the specificity of the field of Agronomy. The available educational and research resources support the learning process and scientific research activity, contributing to the achievement of the objectives of the doctoral program.

The services offered meet the needs of doctoral students and facilitate equitable access to training and research opportunities, including for students with special educational needs.

Examples of good practice

Access of doctoral students to research infrastructure and specialized electronic resources;

Access to scientific databases and IT services dedicated to academic activities;

Collaboration between IOSUD, [the doctoral school](#) and the administrative structures to support doctoral students;

Ensuring the accessibility of infrastructure and services for all categories of beneficiaries.

Recommendations: this is not the case.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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Presentation of the state of facts, supported by documents and data: The learning outcomes related to the doctoral study program in the field of Agronomy are defined in the program documents and are reflected [in the curriculum, the discipline sheets and the doctoral research activities](#). They aim to develop advanced research skills, analysis and synthesis capacity, development and implementation skills of research projects and skills necessary to generate original scientific knowledge.

The learning outcomes and the skills pursued are communicated to the doctoral students through the documents of the doctoral program and through the activities carried out within the training program based on advanced university studies and the individual research program.

Analysis of the state of affairs

The analysis of the documents of the doctoral program highlights the fact that the learning outcomes are clearly formulated and are correlated with the objectives of the program and with the specific competences of the level of doctoral studies. They allow doctoral students and doctoral supervisors to understand the academic and research requirements associated with the program and to track progress against the set objectives.

The correlation between learning outcomes, training activities and research activities contributes to the development of the skills necessary to obtain the doctoral qualification in the field of Agronomy.

Examples of good practice

Clear definition of learning outcomes and competencies pursued;

Correlation of learning outcomes with doctoral research activities;

Transparent communication of academic requirements through program documents.

Recommendations: this is not the case.

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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Presentation of the state of facts, supported by documents and data: The verification of the learning outcomes within [the field of doctoral studies Agronomy](#) is carried out by evaluating the activities provided in the training program based on advanced university studies, as well as by monitoring and evaluating the doctoral research activities. The evaluation methods are provided in the discipline sheets, in the regulations of doctoral studies and in the individual research plans.

During the doctoral studies, doctoral students take exams and evaluations [related to the disciplines in the training program](#), present research reports and intermediate results of scientific activity, and the completion of the studies is achieved through the public defense of the doctoral thesis, in accordance with the applicable legal and institutional provisions.

Analysis of the state of affairs

The analysis of the doctoral program documents highlights the existence of clear and transparent mechanisms for evaluating learning outcomes. The evaluation methods used allow the verification of the academic and scientific progress of doctoral students and provide relevant information on the level of achievement of the competences and objectives of the doctoral program.

The evaluations carried out during the studies and the public defense of the doctoral thesis ensure the verification of the acquisition of advanced research skills and the ability of doctoral students to carry out original scientific research in the field of Agronomy.

Examples of good practice

Periodic monitoring of the progress of doctoral students through research reports and evaluations;
Correlation of assessment methods with learning outcomes and competencies pursued;
Use of public advocacy and continuous assessment to verify academic and scientific progress.

Recommendations: this is not the case.

The indicator is: fulfilled.

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

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

Presentation of the state of facts, supported by documents and data: [Admission to doctoral studies in the field of Agronomy](#) is carried out in accordance with the national legislation in force and with the University of Oradea's own admission methodology. [The admission procedures are public and are available on the university's website and IOSUD](#), being communicated in advance to all interested candidates

[The admission process includes the registration conditions, the selection criteria, the competition calendar and the methods of evaluating the candidates](#). Information on available places, research topics and doctoral supervisors is published before the admission competition, ensuring the transparency of the process and equal access for candidates.

Analysis of the state of affairs

From the analysis of the institutional documents and published information, it follows that the University of Oradea consistently applies the admission procedures for doctoral studies. The process is regulated by clear methodologies and procedures, which comply with the legal provisions and ensure the selection of candidates on relevant academic and professional criteria.

The publication of admission information, the existence of transparent evaluation criteria and the uniform application of procedures demonstrate compliance with the principles of fair access and transparency in the organisation of the admission competition.

Examples of good practice

Transparent publication of information on doctoral admission;
Informing candidates about available places and research topics;
Application of clear and non-discriminatory selection criteria;
Correlation of the admission process with the research directions of doctoral supervisors.

Recommendations: Strengthen efforts to attract international PhD students

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) organizes [admission to doctoral studies](#) in compliance with the principles of equal opportunities, non-discrimination and equitable access to education. The admission methodology and the applicable institutional regulations provide for transparent and non-discriminatory conditions of participation in the admission competition for all candidates.

The institution promotes access to education for all categories of [candidates and ensures the necessary conditions for participation in the admission process](#), including for people with disabilities or special educational needs, in accordance with the legal provisions and internal regulations. Admission information is published and accessible to all candidates through institutional platforms.

Analysis of the state of affairs

The analysis of the institutional documents highlights the fact that the admission procedures applied at the level of [IOSUD – University of Oradea](#) comply with the principles of equity, transparency and equal opportunities. The conditions of participation and selection criteria shall be clearly formulated and applied uniformly to all candidates.

Existing institutional measures contribute to removing any barriers to access and ensuring a non-discriminatory framework for conducting the admission competition, including for candidates belonging to vulnerable groups or persons with disabilities.

Examples of good practice

Transparent publication of admission conditions and criteria;
Compliance with the principles of equal opportunities and non-discrimination in the selection process;
Ensuring access to information for all categories of candidates;
The existence of institutional measures that facilitate the participation of people with disabilities in the educational process.

Recommendations: this is not the case.

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: The professional activity of doctoral students in the field of Agronomy is organized and carried out in accordance with the

national legislation in force, [the Institutional Regulation for the Organization and Conduct of Doctoral Studies](#) and the specific regulations of [IOSUD – University of Oradea](#). The academic path of doctoral students is monitored throughout the period of study through [the doctoral supervisors and the management structures of the doctoral school](#).

PhD students carry out their work on the basis of individual research plans and the [training program based on advanced university studies](#). Academic and scientific progress is periodically evaluated by supporting research reports and meeting the requirements set out in the doctoral program documents.

Analysis of the state of affairs

The analysis of the institutional documents and information provided during the evaluation highlights the fact that the regulations regarding the professional activity of doctoral students are properly applied. There are clear procedures for conducting doctoral studies, monitoring progress, evaluating research activities and completing studies.

The institutional mechanisms implemented contribute to the monitoring of the academic path of doctoral students and to ensuring the necessary conditions to achieve the objectives of the doctoral program and to complete the studies under the conditions provided by the applicable regulations.

Examples of good practice

Periodic monitoring of the progress of doctoral students through research reports;

The existence of individual research plans and follow-up mechanisms;

Active involvement of doctoral supervisors in coordinating the academic path of doctoral students;

Unitary application of the regulations and procedures specific to doctoral studies.

Recommendations: this is not the case.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) promotes the internationalization of academic and research activities by developing partnerships and collaboration agreements with higher education and research institutions abroad. PhD students and PhD supervisors in the [field of Agronomy](#) have the opportunity to participate in [academic mobility programs](#), international scientific events, research projects and activities carried out in collaboration with international partners.

Internationalization activities are supported through [mobility programs](#), participation in international conferences and workshops, publication of research results in journals and volumes of international circulation and development of academic and scientific collaborations at European and international level.

Analysis of the state of affairs

The analysis of the institutional documents and information presented during the evaluation highlights the existence of functional mechanisms of international cooperation that contribute to increasing the academic and scientific visibility of [the field of Agronomy](#). These activities facilitate the exchange of experience, the development of research skills and the integration of doctoral students and teachers into the international academic community.

Participation in international cooperation activities contributes to improving the quality of doctoral research and strengthening the international dimension of the doctoral degree program.

Examples of good practice

Participation of doctoral students and doctoral supervisors in international scientific mobilities and events;

Developing collaborations with higher education and research institutions abroad;

Publication of research results in journals and volumes with international visibility;

Integration of internationalization activities in the development strategy of the doctoral field.

Recommendations: Encouraging the implementation of doctoral theses under co-supervision and defending the theses in foreign languages.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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Presentation of the state of facts, supported by documents and data: [The doctoral degree program in the field of Agronomy](#) is based on scientific research activity, the doctoral students being involved throughout the duration of their studies in investigation, analysis and development of innovative solutions in the agronomic field. The research activity is carried out within the research infrastructure of [the University of Oradea](#) and is coordinated by the doctoral supervisors, in accordance with the research directions of the field.

PhD students participate in the elaboration and presentation of research reports, in the publication of research results in scientific journals and volumes, as well as in national and international scientific events. The results of the research are integrated into the doctoral training activities and contribute to the development of skills specific to the level of doctoral studies.

Analysis of the state of affairs

The analysis of the documents and activities carried out within the field highlights the fact that the learning process is closely correlated with the scientific research activity. PhD students develop their professional and research skills by directly participating in research projects and activities, by capitalizing on the results obtained and by integrating them into the doctoral path.

Scientific research is the main tool through which the learning outcomes pursued by the doctoral program are achieved, contributing to the development of the capacity for critical analysis, innovation and production of original scientific knowledge.

Examples of good practice

Integration of research activities in all stages of doctoral training;

Involvement of doctoral students in publication and dissemination activities of research results;

Participation of doctoral students in national and international scientific events;

Correlation of research topics with the current development directions of the [Agronomy field](#).

Recommendations: It is recommended to support and further expand internship opportunities at renowned universities and research institutes abroad.

The indicator is: fulfilled.

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

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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Presentation of the state of facts, supported by documents and data: The research activity carried out within [the field of doctoral studies Agronomy](#) is oriented towards research directions relevant to the field of agronomic sciences and is supported by doctoral supervisors and doctoral students by publishing research results, participating in scientific events and involvement in research projects. The results of the research are capitalized by publishing scientific articles in specialized journals, presenting the papers at national and international conferences, participating in research projects and developing doctoral theses. The scientific activity carried out contributes to increasing the visibility of [the field of Agronomy](#) and to strengthening its position in the academic and research community.

Analysis of the state of affairs

The analysis of the documents made available to the evaluation commission highlights the fact that the results of the research carried out in [the field of Agronomy](#) are visible at national and international level and are capitalized through scientific publications, participation in conferences and collaborative research activities. The research activity is aligned with the objectives of the doctoral program and contributes to the development of scientific knowledge in the agronomic field.

The involvement of doctoral supervisors and doctoral students in research activities and dissemination of results ensures the transfer of knowledge to the scientific community and to the socio-economic environment and supports the development of skills specific to the doctoral level.

Examples of good practice

Publication of research results in specialized scientific journals and volumes;

Constant participation of doctoral students and doctoral supervisors in national and international scientific events;

Involvement in research projects and collaborations relevant to the field of [Agronomy](#);

Capitalization of research results in doctoral theses and scientific publications.

Recommendations: Encouraging publication in internationally recognized journals, associated with established academic publishers and solid editorial standards (Elsevier, Springer, etc.);

The indicator is: fulfilled.

DOMAIN C. Quality management

Criterion C.1. Quality assurance strategies and procedures, including in the field of academic ethics and conduct, which involve students, employers and other stakeholders and are applied in a consistent, transparent manner

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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Presentation of the state of facts, supported by documents and data: [IOSUD – The University of Oradea](#) applies institutional quality assurance procedures and mechanisms in the conduct of doctoral studies. [The field of doctoral studies Agronomy](#) is integrated into the institutional quality management system, the activities being monitored and evaluated periodically through the structures responsible for quality assurance, [IOSUD and the Doctoral School of Engineering Sciences](#).

The quality assurance process includes the periodic evaluation of teaching and research activities, monitoring the progress of doctoral students, analyzing academic and scientific results, collecting feedback from doctoral students and periodically updating the regulations, procedures and documents specific to the doctoral program.

Analysis of the state of affairs

The analysis of the institutional documents and information presented during the evaluation highlights the existence of a functional quality assurance system, implemented and consistently applied at the level of [the Agronomy field](#). Institutional procedures allow for permanent monitoring of academic and research activities and provide the basis for the adoption of continuous improvement measures.

The results of the periodic evaluations and monitoring processes are used to update the program documents, improve the activities carried out and adapt them to the requirements of the academic and research environment, thus contributing to increasing the quality of doctoral education.

Examples of good practice

Integration of the Agronomy field into the institutional quality assurance system;
Periodic monitoring of doctoral activities and the progress of doctoral students;
Using feedback to improve academic and administrative processes;
Periodic updating of the regulations and procedures applicable to doctoral studies.

Recommendations: this is not the case.

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

Indicator	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
I.P.C.1.2.1	

Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) uses institutional mechanisms for consultation and stakeholder involvement in the processes of ensuring and improving the quality of doctoral studies. Within [the field of Agronomy](#), the opinions of doctoral students, doctoral supervisors, teachers and other categories of beneficiaries are collected and analyzed through periodic evaluations, consultations organized at [IOSUD](#) level and the management structures of [the doctoral school](#).

The results of these consultations are used in the process of reviewing and updating regulations, procedures and academic and research activities, contributing to the continuous improvement of the quality of the doctoral program.

Analysis of the state of affairs

The analysis of the institutional documents and information provided in the evaluation highlights the existence of functional mechanisms for consultation and participation of stakeholders in quality assurance processes. The feedback collected is capitalized in decision-making processes and in the monitoring and improvement activities of the doctoral program.

The participation of doctoral students and academic staff in the evaluation and consultation processes contributes to the identification of development needs and to the adaptation of the activities carried out to the requirements of the academic community and the professional environment.

Examples of good practice

Involvement of doctoral students in institutional evaluation and consultation processes;
Using feedback to update and improve academic activities;
Periodic consultation of the academic community in quality assurance processes;
Integration of the results of evaluations into development and improvement plans.

Recommendations: this is not the case.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) has an [organized and functional University Ethics Commission in accordance with the provisions of national legislation and institutional regulations](#). The activity of the Ethics Commission is carried out based on a regulation approved by the University Senate, which establishes the attributions, competences and procedures for analyzing and solving complaints regarding academic ethics and deontology.

[The Ethics Commission](#) carries out its activity independently of the other management and administrative structures of the university and is responsible for monitoring compliance with the principles of ethics and academic integrity. At the level of doctoral studies, the regulations on research ethics and academic integrity are applied, including in terms of the elaboration and evaluation of doctoral theses.

Analysis of the state of affairs

From the analysis of the institutional documents, it results that the [University of Oradea](#) has an adequate normative and organizational framework for the functioning [of the Ethics Commission](#). [The organization and functioning regulations are approved by the University Senate](#) and are in accordance with the applicable legal provisions.

[The Ethics Commission](#) exercises its duties independently and contributes to promoting the culture of academic integrity and compliance with ethical norms in teaching and research activity. The existing institutional mechanisms provide the necessary framework for preventing and resolving situations that may affect ethics and academic conduct.

Examples of good practice

The existence of a regulation dedicated to the organization and functioning of the Ethics Commission;
Promoting the principles of academic integrity at the level of doctoral studies;
Integration of ethics and deontology aspects in doctoral research activities;
Publication of relevant information on the institutional framework of academic ethics.

Recommendations: this is not the case.

The indicator is: fulfilled.

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

Standard S.C.3.1. Procedures and implementation of procedures
The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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Presentation of the state of facts, supported by documents and data: [IOSUD – The University of Oradea](#) applies institutional procedures regarding the monitoring, evaluation and periodic review of doctoral programs and fields of study. [The field of doctoral studies Agronomy](#) is subject to periodic analysis and evaluation processes, carried out within the institutional quality assurance system and the structures responsible for the management of doctoral studies.

The monitoring of the doctoral program includes the analysis of teaching and research activities, the evaluation of the progress of doctoral students, the analysis of academic and scientific results, as well as the periodic updating of regulations, procedures and specific documents. The results of the evaluations are used to adopt measures to improve the activities carried out within the field.

Analysis of the state of affairs

The analysis of the institutional documents and information presented during the evaluation highlights the fact that the procedures for monitoring and reviewing the doctoral program are applied systematically and contribute to ensuring and continuously improving quality. The institutional mechanisms allow the identification of the aspects that need optimization and the substantiation of the measures for the development of the doctoral program.

The periodic updating of the program documents and the implementation of the measures resulting from the evaluation processes demonstrate the functionality of the quality assurance system and its impact on the organization and conduct of doctoral studies.

Examples of good practice

Periodic monitoring of academic and research activities within the doctoral field;
Using the results of the evaluations to improve the curriculum;
Periodic updating of the regulations and procedures specific to doctoral studies;
Integration of monitoring activities into the institutional quality management system.

Recommendations: this is not the case.

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) involves representatives of the academic community and other categories of stakeholders in the monitoring, evaluation and review processes of doctoral studies. Within [the field of Agronomy](#), doctoral supervisors, professors, doctoral students, [members of the management structures of IOSUD and of the doctoral school](#), as well as representatives of quality assurance structures participate in these processes.

Their involvement is achieved by participating in the evaluation and consultation processes, by formulating proposals for improvement and by contributing to the updating of the regulations, procedures and documents of the doctoral program. The feedback collected is analyzed and used in the decision-making process and in the development activities of the study program.

Analysis of the state of affairs

The analysis of the institutional documents highlights the existence of functional mechanisms for the involvement of stakeholders in the implementation of quality assurance procedures. The participation of doctoral students, doctoral supervisors and other relevant actors contributes to the monitoring of the activities carried out and to the identification of the necessary measures for the continuous improvement of the doctoral program.

The use of the results of consultations and evaluations demonstrates that stakeholder engagement is not formal in nature, but effectively contributes to the development and optimisation of academic and research activities.

Examples of good practice

Participation of doctoral students in relevant consultative and decision-making structures;
Involvement of doctoral supervisors in the evaluation and review processes of the program;
Use feedback to update documents and procedures;
Collaboration between management structures, PhD students and quality assurance bodies.

Recommendations: this is not the case.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures

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

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) applies institutional procedures for the periodic evaluation of the activity of the teaching staff by the students, including by the doctoral students involved in the training program based on advanced university studies. Evaluations are carried out on the basis of approved institutional tools and methodologies and are integrated into the quality management system.

The results of the evaluations are centralized and analyzed at the level of the structures responsible for quality assurance, IOSUD and the [doctoral school](#), being used to monitor the quality of teaching activities and to identify measures to improve the educational process.

Analysis of the state of affairs

From the analysis of the institutional documents and the information made available to the evaluation committee, it results that the [University of Oradea](#) systematically applies the procedures regarding the evaluation of teaching staff by students. The results obtained are analyzed and capitalized in the process of monitoring and improving teaching and doctoral training activities.

The use of the feedback provided by doctoral students contributes to the continuous development of the quality of the educational process and to the adaptation of teaching activities to the requirements and needs of the beneficiaries of the doctoral program.

Examples of good practice

Periodic application of the evaluation of teaching staff by doctoral students;
Integration of evaluation results into the institutional quality assurance system;
Using feedback to improve teaching and doctoral training activities;
Continuous monitoring of the quality of the educational process.

Recommendations: this is not the case.

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) uses databases and information systems to collect, manage and analyze the information necessary for quality assurance processes. At the level of [IOSUD](#) and the [field of doctoral studies Agronomy](#), data regarding admission, the academic situation of doctoral students, the progress of research activities, the results of evaluations, scientific activity, academic mobility and other relevant information for the monitoring of the doctoral program are collected and regularly updated.

The data collected are used in the preparation of internal evaluation reports, institutional analyses and measures to improve academic and research activities.

Analysis of the state of affairs

The analysis of institutional documents highlights the fact that the [University of Oradea](#) systematically collects and uses relevant data for quality assurance processes. The available information allows the monitoring of the main indicators of the doctoral activity and the substantiation of decisions regarding the development and improvement of the study program.

The existence of data collection, updating and analysis mechanisms contributes to the efficient functioning of the internal quality management system and to the support of evidence-based decision-making.

Examples of good practice

Systematic collection of data on the academic and research activity of doctoral students;
Use of databases and IT tools for monitoring quality indicators;
Periodic elaboration of analysis and evaluation reports based on the collected data;
Integration of relevant information in the process of continuous improvement of the doctoral program.

Recommendations are not the case.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) ensures the transparency of information of public interest regarding doctoral studies by publishing them on the institution's website, on the [IOSUD page](#) and on the page [of the Doctoral School of Engineering Sciences](#). Information is available on the organization of doctoral studies, admission, applicable regulations and methodologies, doctoral supervisors, doctoral fields, curricula, academic activities and specific procedures.

Also, information regarding the admission competition, the rights and obligations of doctoral students, the procedures for defending doctoral theses, as well as other documents relevant to the conduct of doctoral studies are published. Access to this information is ensured on a permanent basis through institutional electronic platforms.

Analysis of the state of affairs

The analysis of publicly available information and institutional documents highlights the fact that the [University of Oradea](#) complies with the principles of transparency and access to information of public interest. Relevant information for candidates, PhD students, faculty and other categories of beneficiaries shall be published in an accessible and up-to-date manner.

The transparency of information contributes to increasing the visibility of the doctoral program, to the correct information of the beneficiaries and to strengthening trust in the academic and administrative processes carried out [within the field of Agronomy](#).

Examples of good practice

Centralized publication of information on doctoral studies;
Accessibility of relevant regulations, methodologies and procedures;
Periodically updating the information published on institutional platforms;
Ensuring online access to documents of interest to doctoral students and candidates.

Recommendations: this is not the case.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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Presentation of the state of facts, supported by documents and data: [The University of Oradea](#) ensures the transparency of decision-making processes through the functioning of the academic leadership and management structures in accordance with the provisions of the legislation in force and institutional regulations. At the level of doctoral studies, decisions regarding the organization

and conduct of academic activities are adopted within the competent structures of [IOSUD](#), [CSUD](#) and the [Doctoral School of Engineering Sciences](#).

[The regulations, methodologies, decisions and information relevant to the academic community are published on the institution's website and are accessible to doctoral students](#), teachers and other categories of beneficiaries. PhD students are represented in the management structures and participate in the consultative and decision-making processes provided for by institutional regulations.

Analysis of the state of affairs

The analysis of institutional documents and publicly available information highlights the fact that the decision-making processes related to doctoral studies are carried out in a transparent and regulated framework. The existence of collegial management structures, the publication of relevant documents and the participation of doctoral students' representatives contribute to ensuring transparency and increasing trust in the decision-making process.

The existing institutional mechanisms allow the academic community to be informed about the decisions taken and facilitate the participation of stakeholders in the processes of consultation and improvement of the activities carried out.

Examples of good practice

Publication of regulations, methodologies and decisions with an impact on doctoral studies;

Representation of doctoral students in consultative and decision-making structures;

Functioning of collegial management structures in accordance with institutional regulations;

Ensuring the academic community's access to relevant information on decision-making processes.

Recommendations: this is not the case.

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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Presentation of the state of facts, supported by documents and data: [IOSUD – University of Oradea](#)

participates in external quality assessment processes in accordance with the provisions of national legislation and ARACIS methodologies applicable to doctoral studies. The field of doctoral studies [Agronomy](#) has gone through the external evaluation procedures provided by the normative framework in force, and for this evaluation the internal evaluation report has been prepared and the documents and information necessary for carrying out the external evaluation process have been made available to the evaluation committee.

The institution shall ensure the necessary conditions for carrying out the external evaluation procedures, including by providing the required documents, organizing the evaluation visit and collaborating with the designated expert evaluators. The recommendations made in the previous evaluations are analyzed and capitalized in the process of development and improvement of the doctoral program.

Analysis of the state of affairs

The analysis of the documents presented and the activities carried out during the evaluation process highlights the fact that the [University of Oradea](#) complies with the legal obligations regarding participation in external quality evaluations. Institutional procedures are properly applied and the documentation necessary for the evaluation process is developed and updated according to methodological requirements.

Regular participation in external evaluation processes contributes to monitoring the quality of the doctoral program and implementing the necessary measures to maintain and improve academic and research standards.

Examples of good practice

Systematic elaboration of the documentation necessary for external evaluations;

Effective collaboration with external evaluation bodies;

Capitalizing on the recommendations made in previous evaluations;

Integration of the results of external evaluations in the development process of the doctoral program.

Recommendations are not the case.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ The existence of a stable and functional institutional framework for the organization and conduct of doctoral studies in the field of Agronomy, integrated into the structure of IOSUD – University of Oradea. ✓ Efficient functioning of the academic leadership and management structures (IOSUD, CSUD and the Doctoral School of Engineering Sciences), in accordance with the legal and institutional provisions. ✓ Existence of a body of doctoral supervisors with relevant academic and scientific experience, active in research and involved in the training of doctoral students. ✓ Availability of adequate educational and research infrastructure for carrying out doctoral activities, including laboratories, research spaces, IT resources and access to scientific databases. ✓ Integration of scientific research into the doctoral training process and orientation of the program towards current and relevant topics for modern agriculture, precision agriculture, soil protection	INTERNAL FACTORS ①	✓ High dependence on public funding for budgeted places and infrastructure; ✓ Limited number of PhD students budgeted compared to the institution's potential.

and conservation, sustainable use of natural resources and adaptation to climate change. ✓ Active involvement of doctoral students in research, publication and dissemination of scientific results within national and international academic events. ✓ The existence of functional mechanisms for monitoring the progress of doctoral students and for periodic evaluation of academic and research activities. ✓ Consistent application of quality assurance procedures and integration of the doctoral field of Agronomy into the institutional quality management system. ✓ Transparent publication of relevant regulations, methodologies and information regarding the organization and conduct of doctoral studies. ✓ Respect for the principles of ethics and academic integrity and the existence of functional institutional structures for their promotion and monitoring. ✓ Development of national and international academic and scientific collaborations, as well as the existence of mobility opportunities for doctoral students and teaching staff. ✓ Involving doctoral students and other stakeholders in the processes of evaluation, consultation and improvement of the activities carried out within the doctoral field. ✓ The ability of the field to meet		
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the current requirements of the academic, research and socio-economic environment by training highly qualified specialists in the field of Agronomy.		
SWOT analysis		
Opportunities: ✓ Increasing interest at European and national level in research in the field of sustainable agriculture, precision farming and efficient management of natural resources. ✓ Access to national and international funding programs dedicated to research, innovation and development of research infrastructure in the agronomic field. ✓ Accelerated development of digital technologies, intelligent monitoring systems and artificial intelligence-based applications in agriculture, which generate new directions of doctoral research. ✓ Increasing the demand for highly qualified specialists and researchers in the field of Agronomy, both in academia and in the agricultural and agri-food sector. ✓ The possibility of expanding international collaborations through Erasmus+ programs, European research projects and partnerships with universities and research institutes abroad. ✓ Developing strategic partnerships with companies, professional organizations and research	 EXTERNAL FACTORS	Threats: ✓ Identify external factors that could pose threats to the quality of education in the field of study. ✓ Unfavorable demographic evolution and decrease in the number of graduates eligible to continue doctoral studies. ✓ The increased competition exerted by national and international universities and research centers to attract high-performing candidates and highly qualified human resources. ✓ Reduction or fluctuations in public funding for higher education and scientific research. ✓ Increasing competitiveness in accessing national and international research funds. ✓ Migration of researchers and young specialists to institutions with more developed financial resources and research infrastructure. ✓ The rapid dynamics of technological progress, which requires continuous investments in the modernization of infrastructure and the updating of professional skills. ✓ Frequent changes in the legislative framework and regulations on the organisation of doctoral

institutions in the agricultural field, in order to carry out joint projects and transfer research results. ✓ Growing interest in research on soil health and conservation, adaptation of agriculture to climate change and the sustainable use of water resources. ✓ The possibility of increasing the international visibility of the field by publishing research results in prestigious journals and by participating in international academic and scientific networks. ✓ Development of research infrastructures at regional and national level and their integration into interdisciplinary research projects. ✓ The existence of a regional ecosystem favorable to innovation and development of the agricultural and agro-industrial sector, which can support doctoral research activities and the professional insertion of graduates. ✓ Increasing interest in sustainable agricultural solutions and technologies that contribute to reducing environmental impact and increasing the resilience of agricultural systems. ✓ The possibility of attracting a larger number of doctoral students by diversifying the research topics and strengthening the international dimension of the doctoral program.		studies and research funding. ✓ Increase in costs associated with experimental activities, consumables, equipment and maintenance of research infrastructure. ✓ The impact of climate change on experimental activities in the agronomic field and on research carried out in field conditions. ✓ Possible difficulties in developing and maintaining international collaborations in the context of global economic and geopolitical changes. ✓ Increasing pressure on international scientific performance and publication in journals with high visibility and impact. ✓ Fluctuations in the labor market and changes in the requirements of the socio-economic environment, which can influence the interest in certain research directions and in the continuation of doctoral studies.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	services for the members of its own community and the indirect beneficiaries of education.		
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	<i>Strengthening efforts to attract international doctoral students internațional</i>
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	<i>Encouraging the implementation of doctoral theses under co-supervision and defending the theses in foreign languages.</i>
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	<i>It is recommended to support and further expand internship opportunities at renowned universities and research institutes abroad.</i>
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	<i>Encouraging publication in internationally recognized journals, associated with established academic publishers and solid editorial standards (Elsevier, Springer, etc.).</i>
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University	F	

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

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

Following the analysis of the documents made available by IOSUD – University of Oradea, the information obtained during the external evaluation visit carried out between July 15–17, 2026, as well as the discussions held with the representatives of the university management, IOSUD, the Doctoral School of Engineering Sciences, the doctoral supervisors and doctoral students, it is found that the field of doctoral studies Agronomy has the institutional framework, necessary for carrying out doctoral training and scientific research activities at appropriate quality standards.

The field benefits from a functional organisational structure, adequate human and material resources, relevant research infrastructure and efficient institutional mechanisms for quality management and assurance. The organization and conduct of doctoral studies are carried out in accordance with the provisions of the legislation in force and the applicable institutional regulations.

The doctoral program is oriented towards advanced scientific research and responds to the current requirements of the field of Agronomy, by addressing topics relevant to the development of modern agriculture, the sustainable use of natural resources, soil protection and conservation, precision agriculture and the adaptation of agricultural systems to climate change. The research activity carried out by doctoral supervisors and doctoral students is capitalized through scientific publications, participation in academic events and research collaborations at national and international level.

At the same time, the field demonstrates a constant concern for the continuous improvement of the quality of the educational and research process, by applying internal evaluation procedures, monitoring doctoral activities, involving stakeholders and capitalizing on the results of internal and external evaluations.

Based on the findings of the external evaluation, it is estimated that the field of doctoral studies in Agronomy within IOSUD – University of Oradea meets the standards and performance indicators provided by the ARACIS methodology for the evaluation of doctoral studies.

Recommendations:

- Strengthen efforts to attract international PhD students;
- Encouraging publication in internationally recognized journals, associated with established academic publishers and solid editorial standards (Elsevier, Springer, etc.);
- It is recommended to support and further expand internship opportunities at renowned universities and research institutes abroad;
- Encouraging the implementation of doctoral theses under co-supervision and defending the theses in foreign languages.

In conclusion, the evaluation committee considers that the field of doctoral studies Agronomy has the institutional capacity, resources and mechanisms necessary to ensure a quality doctoral process and to continue the development of doctoral research and training activities in accordance with the national and international requirements in the field.

Propose and substantiate a decision.

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

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

VII. Annexes

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

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