



HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

Având în vedere prevederile generale și specifice aferente proceselor sau procedurilor privind:

- **evaluarea externă a calității și validarea rezultatelor cuprinse în Rapoartele de evaluare externă:** art. 223-226, art. 229-230 și art. 249 alin. (1) lit. f), g) și h) din Legea nr. 199/2023 a învățământului superior nr. 199/2023, cu modificările și completările ulterioare, denumită în continuare Legea, precum și în Metodologia de evaluare externă a calității educației în învățământul superior, aprobată prin Hotărârea Guvernului nr. 962/2024, cu modificările și completările ulterioare, denumită în continuare Metodologia;
- **autorizarea de funcționare provizorie pentru programele de studii universitare din ciclul I de licență:** art. 235 alin. (1) lit. a) și lit. b) pct. (ii), alin. (2)-(5) și art. 236 alin. (1)-(2) din Lege; art. 27, art. 29 și art. 32-33, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **autorizarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 235 alin. (1) lit. a) și lit. b) pct. (iii), alin. (2)-(5) și art. 236 alin. (1)-(2) din Lege; art. 27-29 și art. 34-35, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **autorizarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 235 alin. (1) lit. b) pct. (iv), alin. (2)-(5) și art. 236 alin. (1) și (3) din Lege; art. 27-29 și art. 37-38, coroborate cu art. 59, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru programele de studii universitare din ciclul I de licență:** art. 239 alin. (1) lit. b) și alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 și art. 42, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 239 alin. (3) și alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 și art. 43-44, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **acreditarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 239 alin. (4) și alin. (6)-(7), art. 240 alin. (2) din Lege; art. 39-40 și art. 46-47, coroborate cu art. 60, art. 62 și art. 63 din Metodologie;
- **analiza și validarea în vederea verificării respectării Metodologiei, de către comisiile de experți evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare și menținerea acreditării, din Lege, precum și art. 62-63 din Metodologie.

Luând în considerare:

a. Ghidul aplicabil programelor de studii universitare de licență, aprobat prin Hotărârea Consiliului ARACIS nr. 42/06.02.2025, cu modificările și completările ulterioare;



b. Ghidul aplicabil domeniilor de studii universitare de masterat, aprobat prin Hotărârea Consiliului ARACIS nr. 83/03.04.2025;

c. Ghidul aplicabil domeniilor de studii universitare de doctorat, aprobat prin Hotărârea Consiliului ARACIS nr. 84/03.04.2025;

Întrucât Consiliul ARACIS validează, prin vot deschis și pe baza verificării respectării Metodologiei, propunerile formulate de către comisiile de experți evaluatori și poate solicita refacerea Rapoartelor de evaluare externă atunci când constată că Metodologia nu a fost respectată ori respectivele rapoarte nu cuprind suficiente date și dovezi pentru adoptarea deciziei,

Ținând seama de considerentele Consiliului aferente validării rezultatelor individualizate în procesele verbale de ședință, al căror format a fost aprobat prin Hotărârea Consiliului nr. 170/H/03.07.2025,

În temeiul art. 258 alin. (1) din Lege și al art. 62 alin. (1) și (2) din Metodologie, precum și al art. 7 alin. (1) și alin. (3) lit. b) și h), art. 11 alin. (1) și al art. 23 alin. (5) din Regulamentul de organizare și funcționare al ARACIS, aprobat prin Hotărârea Consiliului ARACIS nr. 188/H/27.06.2024 și completat prin Hotărârea nr. 116/H/02.04.2026,

Consiliul Agenției Române de Asigurare a Calității în Învățământul Superior HOTĂRĂȘTE:

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat și domeniile de studii universitare de doctorat, după caz, cuprinse în anexele 1-16, care fac parte integrantă din prezenta hotărâre.

(2) Pentru fiecare dintre programele sau domeniile de studii universitare, anexa corespunzătoare indică, conform art. 230 alin. (2) și alin. (3) lit. b), c) și d), art. 231 lit. a) și b), art. 232 lit. c), d) și e), art. 235 alin. (1) lit. b), punctele ii-iv, alin. (3)-(5), art. 239 alin. (1) lit. b), alin. (3), (4), (6) lit. a)-d) din Lege, procesul sau procedura de evaluare parcursă, rezultatele din Raportul de evaluare externă care se validează, precum și considerentele analizei de validitate și concluzia motivată a Consiliului.

(3) Rezultatele prevăzute la alin. (1) se comunică Ministerului Educației și Cercetării și instituțiilor solicitante și se publică pe site-ul ARACIS.

Art. 2. Analiza de validitate se exercită în limitele art. 235 alin. (4), respectiv ale art. 239 alin. (6) lit. d) din Lege și ale art. 62 raportat la art. 63 din Metodologie.

Art. 3. Rapoartele de evaluare externă, inclusiv numele experților, se publică integral pe site-ul ARACIS, în condițiile art. 229 alin. (2) din Lege și ale art. 62 alin. (3) din Metodologie.



Art. 4. Prezenta hotărâre intră în vigoare la data de 27.08.2026.

Art. 5. Prezenta hotărâre va fi dusă la îndeplinire de Direcția Asigurarea Calității și de Compartimentul Tehnologia Informației.

Prof. univ. dr. ing. Cristian-Vasile DOICIN
Președinte

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcția Asigurarea Calității

Cristina-Vasilica ICOCIU
Director Direcția Juridică, Cooperare, Comunicare și Formare
Consilier juridic

NR. 260/H/27.08.2026



AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR

Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - ENQA

Înscrisă în Registrul European pentru Asigurarea Calității în Învățământul Superior - EQAR

ANEXA NR. 2

la Hotărârea Consiliului ARACIS nr. 260/H/27.08.2026

Anexa 2.1

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea din București	
Școala(ile) doctorală(e)	Informatică / Interdisciplinary School of Doctoral Studies - ISDS UB	
Domeniul de studii universitare de doctorat (DSUD)	Informatică	
Procedura/procesul de evaluare externă a calității educației	Menținerea acreditării	
DECIZIA		
Descrierea pe scurt a procesului de luare a deciziei		
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Exacte și Științe ale Naturii (CPS_C1) din 17.08.2026, propunerea de decizie fiind consemnată în PV nr.4368/17.08.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr.4487/27.08.2026.		
Gradul de îndeplinire a standardelor și indicatorilor de performanță și motivarea deciziei		
Domeniul	Standarde Î / N	Indicatori de performanță Î / PÎ / N
A	Î: S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: 0	Î: I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ: 0 N: 0
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: 0	Î: I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: 0 N: 0
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: 0	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: 0 N: 0
Motivarea deciziei		
Consiliul ARACIS în ședința din 27.08.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: 32 indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit 26 standarde: 26 sunt îndeplinite, 0 neîndeplinite, și, astfel, prin aplicarea art. 63 din Metodologie decide că standardele sunt ÎNDEPLINITE.		
Decizia	Menținerea acreditării	

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	University of Bucharest
Doctoral School:	Doctoral School of Computer Science
Doctoral Domain:	Computer Science
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Chira Camelia	Expert evaluator	
2.	Perjan Andrei	International Expert	
3.	Florea Mădălin-Gabriel	PhD Student Evaluator	

I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);
- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied);
- general description of the doctoral study domain (why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

This report concerns the external evaluation for the procedure of **maintaining accreditation** of the doctoral study domain **Computer Science** within the Doctoral School of Computer Science at the **UNIVERSITY OF BUCHAREST (UB)**. The evaluation covers the period from the previous assessment in 2021 to the finalization of the **Internal Evaluation Report (IER) in 2026**. The process is conducted by the **Romanian Agency for Quality Assurance in Higher Education (ARACIS)**.

The evaluation visit took place in the period **July 20-21, 2026**, and the composition of the **External Quality Experts' Panel** was:

- **Coordinator** Prof. Dr. Camelia Chira, Universitatea Babeş-Bolyai din Cluj-Napoca
- **International expert** Prof. Dr. Andrei Perjan
- **PhD student** Florea Mădălin-Gabriel, Universitatea "A.I. Cuza" din Iaşi

In 2021, ARACIS conducted the periodic external evaluation process for doctoral study fields within institutions organizing doctoral studies (IOSUD). Following this periodic external evaluation, UB was granted 'Accreditation Maintained' by ARACIS Council Decision No. 137/28.12.2021. The interim evaluation procedure was conducted in 2025, and the conclusion of the interim progress report was that all the performance indicators subject to the progress evaluation have been met and recommendations properly implemented (in accordance with the ARACIS Council Decision No. 193/H/07.08.2025). The current report presents the results of the periodic external evaluation performed in 2026.

The **University of Bucharest**, the successor to the higher education institutions established by the Royal Academy (1694), was established by Decree No. 765 of 4/16 July 1864 of Prince Alexandru Ioan Cuza. Currently, UB offers educational programmes across numerous fields covered by **20 faculties** and manages **24 doctoral schools** covering **22 specific fields** and **one school for interdisciplinary doctoral studies**.

The **Faculty of Mathematics and Computer Science (FMI - <https://fmi.unibuc.ro/>)** is one of the oldest faculties within UB and has two doctoral schools, one in mathematics and one in computer science. Computer Science has a long tradition at UB and FMI continues the mission of training computer science specialists and developing scientific research in computer science, contributing extensively to the faculty's strategic objectives.

The field of Computer Science is part of the 22 fields covered by IOSUD UB and is managed by the **Doctoral School of Computer Science (DSCS)**. DSCS organises doctoral programmes of the scientific doctorate type in various research areas in the field of Computer Science, including Artificial Intelligence, Data Science, Computer Vision, Bioinformatics, Computational Linguistics, and Software Engineering.

DSCS had six academic supervisors at its inception (three of whom were of retirement age) and fewer than ten doctoral students. Due to the small number of members in 2011, it was decided that all members of the school would sit on the doctoral school council. The number of school members increased then to 7 and a further 7 members obtained their habilitation between 2021 and 2025.

DSCS currently has **15 full members**. Two members of DSCS are also affiliated with the Interdisciplinary School of Doctoral Studies (ISDS), which manages interdisciplinary theses. Also, a member of the ISDS is not affiliated with DSCS but supervises doctoral research in the field of Computer Science.

The number of PhD students enrolled as of 1 October 2025 is 54. The trends regarding the number of PhD students enrolled in each academic year are as follows:

- 17 PhD students enrolled in 2021
- 9 PhD students enrolled in 2022
- 10 PhD students enrolled in 2023
- 9 PhD students enrolled in 2024
- 9 PhD students enrolled in 2025

The number of theses defended in the period 2021-2025 is 15.

II. Methods used

- Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);
- On-site visit (general list of visited locations and categories of persons with whom debates have been organised);
- Other relevant methods or aspects.

The evaluation was based on a thorough review of the **Internal Evaluation Report (IER)** finalized in **2026** and its digital annexes. These documents included:

- **Academic and Regulatory Framework:** The UB Charter, IOSUD-UB and DSCS regulations, admission methodologies, and the standard doctoral study contract.
- **Human Resources Documentation:** Individual CVs, lists of papers, and verification sheets for the 15 doctoral supervisors, including Hirsch indices from Web of Science, Scopus, and Google Scholar.
- **Student Activity Records:** Data on student enrollment evolution, mobility grants, and a summary of research results for active PhD students.

- **Scientific Output:** A list of the 99 papers published by doctoral students and abstracts of the 15 theses successfully defended between 2021 and 2025.
- **Quality and Ethics Reports:** Reports from the University Ethics Committee (CEU) and the Progress Report addressing previous recommendations.

The on-site visit allowed the panel to verify the state of facts through direct observation and structured debates. The visited locations are the following:

- **Academic and Administrative Spaces:** The headquarters of the DSCS, the **Doctoral Studies Office** (IOSUD secretariat), and specific rooms used for doctoral activities like 807 (co-working), 506-509 (classes), 503 (academic amphitheater).
- **Research Infrastructure:** The **High Performance Computing Center**, laboratory 807 (computing room), 415 (robotics), 406 (meetings).
- **Support Facilities:** The **Library**, the **Counseling and Career Guidance Center**, student dormitories and the cafeteria.

Meetings and discussions were held with the following categories of stakeholders to assess the domain's quality and functionality:

- **University and IOSUD Leadership:** The Director of CSUD.
- **DSCS Management:** The Director of the Doctoral School.
- **Academic Staff:** Doctoral supervisors and teaching staff involved in the advanced training program.
- **Research Personnel:** Directors and staff in charge of research centers and laboratories.
- **Internal Quality and Ethics Structures:** Representatives from the CEAC and the University Ethics Committee.
- **Direct Beneficiaries:** Meetings were held separately with current **doctoral students** and **alumni** of the program.
- **External Stakeholders:** Representatives from IT companies and employers of graduates.

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes

The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

Indicator
I.P.A.1.1.1

For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on



methodologies, regulations and procedures that are periodically reviewed as required by law.

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

University of Bucharest (UB) is an Organising Institution for Doctoral Studies (**IOSUD-UB**) that operates in compliance with National Education Law (199/2023) and internal institutional regulations. At university level, governance is ensured by the **University Senate** which is the supreme deliberative body and the **Board of Directors** with an executive role and responsible for policy implementation.

At IOSUD level, the **Council for Doctoral Studies (CSUD)** is the organisational and administrative structure responsible for implementing the IOSUD strategy, the regulations on the organisation and delivery of doctoral programmes at UB, and the coordination of doctoral training activities. CSUD was established in 2012, in accordance with the Institutional Regulations on the Organisation and Operation of Doctoral Study Programmes. Following the elections held in 2025, the composition of the CSUD for the 2025–2030 term consists of 17 members comprising of the Director of the CSUD, appointed for the 2024–2029 term following the competition held in 2024, 11 doctoral supervisors and 5 doctoral students.

The doctoral field of **Computer Science** is integrated in the **Doctoral School of Computer Science (DSCS)**. DSCS (<https://fmi.unibuc.ro/scoli-doctorale/scoala-doctorala-de-informatica/>) manages operational activities, including the approval of curricula and doctoral supervisor affiliations. DSCS is led by the Doctoral School Council and a director, who is elected by the members of the doctoral school. The current composition of the Doctoral School Council, which includes one representative of doctoral students, was established following the election results validated by UB Senate in December 2021.

The operation of these components is based on a comprehensive set of **methodologies, regulations, and procedures**, including the **UB Charter**, the **Institutional Regulations for the Organisation and Conduct of Doctoral Studies**, which have been periodically reviewed (with editions in 2024, 2025, and 2026), the **DSCS Regulations** regarding specific standards for accreditation and affiliation within the Computer Science field. Specific methodologies for admission, doctoral study contracts, and thesis completion are in place. All these documents are publicly accessible on the university's centralized websites (<https://doctorat.unibuc.ro/> and <https://unibuc.ro/despre-ub/organizare/senat/>).

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

The **University of Bucharest (UB)** demonstrates a mature and well-defined governance structure that ensures the effective management of the **Doctoral School of Computer Science**. Responsibilities are clearly distributed among university, faculty, CSUD, and doctoral school governance bodies, allowing strategic and operational decisions to be taken through transparent and participatory processes.

The organisational components and management system of **IOSUD-UB** and **DSCS** provides an adequate framework for the delivery of the Computer Science doctoral program. The management framework is supported by **comprehensive regulations and methodologies** that are periodically updated in accordance with legislative developments. Student participation is ensured at all governance levels, including the University Senate, Faculty Council, CSUD, and the Doctoral School Council, reflecting a strong commitment to participatory governance and stakeholder involvement.

- ✓ Aspects that constitute best practice examples

- The Council of the Doctoral School includes **external members**, who are specialists from institutions abroad, enhancing the objectivity and quality of the management process.
- **High level of institutional transparency**, achieved through the public availability of regulations, methodologies, governance documents, and meeting minutes.

✓ Recommendations

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

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

The **University of Bucharest (UB)** has established participatory governance mechanisms that ensure the involvement of academic staff, doctoral students, and other relevant stakeholders in the adoption and revision of methodologies, regulations, and implementation procedures governing doctoral education, including the Doctoral School of Computer Science.

At **university level**, the adoption and revision of methodologies, regulations and implementation procedures, is carried out through decisions of the UB Senate, which includes representatives from all faculties as well as student representatives.

At **faculty level**, the adoption and revision of methodologies, regulations and implementation procedures, is carried out through decisions of the Faculty Council, which includes representatives of teaching staff from all departments and of students from all levels of study.

At **CSUD level**, the adoption and revision of methodologies take place following consultation with representatives of all doctoral schools, including doctoral students who are members of the CSUD. Draft regulations are frequently prepared within interdisciplinary working groups composed of representatives from several doctoral schools.

At the level of the **Doctoral School of Computer Science (DSCS)**, the adoption and revision of methodologies as well as the updating of the Doctoral School Regulations, is preceded by consultation with all affiliated doctoral supervisors and is approved by the Doctoral School Council, which includes representatives of doctoral students.

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

The management of the Computer Science doctoral field is well addressed at UB. Diverse consultation channels are in place, including formal council representation and student surveys. It is ensured that revisions to methodologies are informed by the practical experiences of supervisors and students.

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

Stakeholder engagement is embedded throughout the governance structure. Academic staff contribute through department consultations and Faculty Council discussions, while doctoral supervisors participate directly in revising regulations specific to the Doctoral School. Doctoral students are represented in the University Senate, CSUD, Faculty Council, and Doctoral School Council, enabling them to actively influence decision-making processes affecting doctoral education.

The involvement of **external stakeholders** from the IT industry is relevant for the Computer Science domain and is demonstrated by the close links between the Faculty of Mathematics and Computer Science and IT companies, making the interaction between the faculty/DSCS and employers/graduates practically continuous.

A notable strength is the **collaborative approach** adopted by the CSUD, where methodological revisions are frequently developed within interdisciplinary working groups involving representatives from several doctoral schools. In addition, organizing consultations in hybrid format enhances accessibility and encourages broader participation among doctoral supervisors.

✓ Aspects that constitute best practice examples

- Inclusion of **external members** from international institutions in the Doctoral School Council providing an objective, external perspective on the school's regulations and quality standards.
- **Strong representation of doctoral students** in all major governance bodies, ensuring that beneficiaries actively contribute to institutional decision-making.
- Continuous interaction with **IT companies** to identify applied research topics and strategies to ensure that the doctoral program remains relevant to the industry market.

✓ Recommendations

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

The **University of Bucharest (UB)** provides the **Doctoral School of Computer Science** with adequate educational, research, administrative, and student support infrastructure. The facilities are legally owned by the University and are continuously maintained and modernized to support doctoral education and research activities.

The principal material resources include:

- **Teaching and research facilities.** During the 2024–2025 academic year, the Faculty of Mathematics and Computer Science operated in its building located at 14 Academiei Street, with **3,268 m²** dedicated to teaching and research activities. The infrastructure includes **18 multimedia rooms, 7 lecture halls, 15 seminar rooms, 16 laboratories (14 computer science laboratories and 2 robotics laboratories), a Planetarium, storage facilities, and collaborative spaces for academic staff.** All

laboratories are equipped with licensed specialized software. Starting from the 2025-2026 academic year, the Faculty of Mathematics and Computer Science operates temporarily from the rented building **Politehnica Business Tower** located in Bd. Iuliu Maniu 15G as the main faculty building undergoes a comprehensive renovation process. The new rented location provides the necessary infrastructure and resources for teaching and research activities with an area of **1018.45 m²**.

- **Library and documentation resources.** The Faculty provides a library with reading facilities and an extensive collection of approximately **78,844 volumes**, while doctoral students also benefit from a dedicated study room equipped with desks and computers. Access is provided to major international scientific databases through the University, including **ProQuest, Springer, EBSCO**, and other electronic resources via the E-nformation platform.
 - **Research infrastructure.** Doctoral students have access to modern research facilities including the **Google Laboratory, Robotics Laboratory, and Database Laboratory**, all developed and modernized during the last five years. In addition, research centres within the Faculty are available to doctoral students according to their research area, while international collaborations established through research grants provide access to additional international research infrastructures.
 - **Student support services.** Doctoral students benefit from preferential access to university accommodation (<https://fmi.unibuc.ro/cazare/>), sports facilities (<https://unibuc.ro/despre-ub/recreere-si-timp-liber/activitati-sportive/>), the UB Learning Centre (<https://learningcenter.unibuc.ro/>), the Inclusion, Equity and Diversity Service, the Psychological and Educational Assistance and Intervention Clinic (<https://unibuc.ro/despre-ub/organizare/administratie/directia-orientare-strategica-evalua-re-monitorizare-si-politici-publice/serviciul-incluziune-echitate-si-diversitate/>), Career Counselling and Guidance Department (<https://ciocp.unibuc.ro/>), and free medical services through the University Medical Centre (<https://unibuc.ro/student-ub/campus/asistenta-medicala-gratuita/>). These services support both academic success and student wellbeing, including students with disabilities or from disadvantaged backgrounds.
 - **Infrastructure maintenance and accessibility.** The University continuously updates its infrastructure through annual procurement plans and investments. Teaching staff and students benefit from permanent Internet access, multimedia-equipped classrooms, mobile teaching equipment, and access to research centres and laboratories that support interdisciplinary collaboration.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The material resources provided by the **University of Bucharest (UB)** for the **Computer Science** domain meet the evolving needs of the field. The **infrastructure is regularly updated** in line with the annual development plans of the Faculty of Mathematics and Computer Science.

A particular strength is the diversity of **specialized laboratories**, including dedicated computer science, robotics, database, and Google laboratories, which provide doctoral students with access to modern technologies directly relevant to their research activities. The continuous modernization of these facilities, together with access to international research infrastructures through collaborative projects, creates a highly competitive research environment.

UB also demonstrates a comprehensive approach to **supporting doctoral students beyond research activities**. Accommodation, counselling, inclusion services, psychological assistance, career guidance, medical care, and sports facilities contribute to an inclusive academic environment that promotes both academic performance and student wellbeing.

- ✓ Aspects that constitute best practice examples

- **Extensive specialized infrastructure**, including modern computer science, robotics, database, and Google laboratories equipped with licensed software and continuously updated technologies.
- **Comprehensive student support ecosystem**, combining academic facilities with accommodation, counselling, psychological services, career guidance, medical services, and inclusion programmes.

✓ Recommendations

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

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

The **University of Bucharest (UB)** ensures the proper maintenance of spaces (seminar rooms, teaching and research laboratories, the library), sports facilities, student halls of residence, digital services, and support services. UB is further investing in the **digitisation of resources**, for example through the EDIS project (<https://edis.unibuc.ro/>).

The **Faculty of Mathematics and Computer Science** regularly updates its educational and research facilities through annual procurement plans. The infrastructure comprises multimedia classrooms, seminar rooms, specialized computer science and robotics laboratories, research centres, and collaborative spaces equipped with modern hardware, licensed software, and audiovisual equipment. All computer laboratories are equipped with licensed software, permanent Internet connectivity, and modern computing equipment that supports both educational activities and advanced doctoral research. During the last five years, several specialized laboratories, including the Google Laboratory, Robotics Laboratory, and Database Laboratory, have been modernized to support current research needs.

The **Faculty Library** continuously maintains its physical collections and electronic documentation resources, providing access to approximately 78,844 volumes together with subscriptions to major international scientific databases available through the University and the national **E-nformation** platform.

UB continuously develops and maintains its **digital infrastructure** through platforms such as Moodle, Microsoft 365, MOPAS (formerly UMS), and the HelpDesk platform, ensuring reliable support for educational, research, and administrative activities. The EDIS project further supports the maintenance and development of digital educational platforms and access to advanced computing facilities.

The management and maintenance of the IT infrastructure and software applications is ensured by the **IT&C Department** (<https://unibuc.ro/despre-ub/organizare/administratie/directia-itc/>). The halls of residence, canteens and student activities are administered by the Halls of Residence, Canteens and Student Activities Department (<https://unibuc.ro/despre-ub/organizare/administratie/directia-camine-cantine/>).

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

UB demonstrates an **effective and sustainable approach** to the management of its material resources. Infrastructure maintenance is not limited to preserving existing facilities but also includes continuous modernization of laboratories, teaching spaces, computing equipment, and digital platforms in response to evolving educational and research requirements.

The digitisation of resources through the **EDIS project** contributes to the expanding of internet access and increasing computing power, which is essential for Computer Science doctoral students and directly benefits the study and research conditions.

- ✓ Aspects that constitute best practice examples
 - **Continuous infrastructure modernization**, supported through annual procurement plans and periodic upgrades of laboratories, teaching spaces, and research facilities.
 - Investment in the **digitisation of resources** through the EDIS project, expanding internet access and increasing computing power.

- ✓ Recommendations

The indicator is fulfilled.

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

Standard S.A.3.1. Human resources

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

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

The doctoral field of Computer Science within the **Doctoral School of Computer Science (DSCS)** is supported by a team of **15 doctoral supervisors**, an increase from the 11 supervisors active during the 2021 evaluation. This team includes:

- **11 tenured professors** at University of Bucharest (UB) Faculty of Mathematics and Computer Science.
- **4 retired professors** (V. Mitrana, D. Enachescu, G. Stefanescu and I. Tomescu).

All doctoral supervisors are active researchers in the field of Computer Science and meet the mandatory **CNATDCU standards**.

The supervisors have high international visibility, as evidenced by their **Hirsch factors** (ranging up to 44 on Google Scholar) and their participation in over **23 national and international research projects** as project director during the review period. Several members of the DSCS participate in two of the four **Centre of Excellence** projects coordinated by the University of Bucharest.

The advanced university study programme consists of modular courses delivered by doctoral supervisors whose research expertise corresponds directly to the course content. Course descriptions are updated annually and structured around the expected learning outcomes, ensuring alignment between teaching activities and current scientific developments.

Doctoral supervisors participate in numerous research grants and interdisciplinary research centres, providing doctoral students with opportunities to engage in cutting-edge research projects and international collaborations.

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

The **Doctoral School of Computer Science** benefits from a highly qualified academic community that fully satisfies the requirements for delivering doctoral education and supervising advanced scientific research. The **CNATDCU minimum standards** are met by all members of DSCS, emphasizing high scientific excellence. The extensive publication record, participation in competitive research projects, prestigious scientific awards, and international recognition confirm the **scientific excellence of the doctoral supervisors** and their ability to provide research supervision at an international level.

The **distribution of doctoral students** is well-managed, with only 2 DSCS members supervising more than 8 but no more than 12 PhD students. According to the feedback from PhD students collected by DSCS, over 85% of them are very satisfied with the supervision received from their supervising professor, which confirms the professional qualifications and competences of DSCS members.

- ✓ Aspects that constitute best practice examples
 - The scientific performance of DSCS members, demonstrating high scientific excellence.
 - There is an excellent alignment of course offerings with the specific research expertise and ongoing projects of the supervisors ensuring that doctoral students are exposed to the latest developments in the field.
- ✓ Recommendations
 - **Attract young researchers** to obtain habilitation to ensure the long-term sustainability and renewal of the doctoral supervisor community.

The indicator is: fulfilled.

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

The **University of Bucharest (UB)** has established a structured framework for the professional and personal development of its academic staff, researchers, and personnel involved in doctoral education, including members of the Doctoral School of Computer Science.

The main mechanisms supporting staff development include:

- **Continuous professional development and international mobility.** UB organizes continuous professional development and peer-learning activities for academic staff and researchers and

actively supports participation in Erasmus mobility programmes, promoting international collaboration and the exchange of teaching and research experience.

- **Support for research dissemination.** The university provides financial support for participation in international conferences and workshops, covers publication fees for papers published in Q1 journals, and rewards high-quality scientific publications through merit-based incentives and performance awards.
 - **Merit-based recognition system.** UB applies transparent criteria for awarding merit-based salary bonuses and annually recognizes outstanding academic achievements through the UB Senate Awards in the fields of Humanities, Social Sciences, Life and Earth Sciences, Exact Sciences, and Engineering.
 - **Research support infrastructure.** The University Research Institute (ICUB) provides an interdisciplinary research environment for early-career and established researchers. Since 2023, ICUB has organized the Annual Conference on the Communication of Research Results, which from 2025 includes a dedicated section for doctoral students, fostering collaboration between supervisors and young researchers.
 - **Research funding opportunities.** Academic staff involved in the doctoral school participate in national and international research projects, providing doctoral supervisors and researchers with opportunities to strengthen scientific collaboration and access advanced research facilities.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

UB demonstrates a comprehensive institutional commitment to the **continuous professional and personal development of staff** involved in doctoral education. Professional development is supported through complementary mechanisms that address teaching excellence, research performance, internationalization, and academic recognition.

Particularly relevant for the **Computer Science** doctoral field is the university's strong emphasis on research excellence. Financial support for conference participation, publication in high-impact journals, and merit-based incentives encourages supervisors to remain scientifically competitive and internationally visible. The high scientific activity of doctoral supervisors, evidenced by their internationally recognized publications and research grants, confirms the effectiveness of these institutional support measures.

The integration of ICUB as an **interdisciplinary research platform** further strengthens opportunities for collaboration across scientific domains, while Erasmus mobility programmes facilitate international academic exchange and networking. All these factors contribute to maintaining a highly qualified academic staff capable of supervising doctoral research at an international standard.

- ✓ Aspects that constitute best practice examples
- **Comprehensive research support** combining financial support for conference participation, publication fees in Q1 journals, merit-based rewards, and institutional recognition through the UB Senate Awards.
 - **Integration of ICUB as an interdisciplinary research hub**, providing opportunities for collaboration between experienced researchers and early-career academics while promoting excellence across scientific domains.

- ✓ Recommendations

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The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

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

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The **University of Bucharest (UB)** has established transparent and legally compliant procedures for the recruitment and affiliation of doctoral supervisors within its doctoral schools, including the **Doctoral School of Computer Science**. These procedures are regulated by national legislation, institutional regulations, and additional quality criteria established at university and doctoral school levels.

The main elements of the recruitment framework include:

- **Legal framework for habilitation.** Candidates wishing to become doctoral supervisors must first obtain or have recognized the habilitation certificate. UB applies its own Methodology for organizing the habilitation process, developed in accordance with the Higher Education Act No. 199/2023 and the relevant ministerial orders governing doctoral studies and habilitation.
- **Recognition of doctoral supervisor status.** In 2025, UB has adopted a methodology for the automatic recognition of the doctoral supervisor status obtained at accredited higher education or research institutions abroad, facilitating the recruitment of internationally qualified academics while complying with national legislation.
- **Transparent affiliation procedure.** Following habilitation or recognition, affiliation with a doctoral school requires approval by the Doctoral School Council, the Faculty Council, the Council for Doctoral Studies (CSUD), and ultimately the University Senate. The decision is based on an evaluation of the applicant's scientific achievements, supervisory capacity, the strategic needs of the doctoral school, and compliance with academic ethics.
- **Additional quality requirements.** Beyond the national CNATDCU minimum standards, DSCS applies more demanding internal scientific criteria. Candidates must demonstrate research performance exceeding the minimum habilitation requirements, including publication scores in Category A and A* journals calculated according to stricter institutional rules.
- **Public availability of procedures.** The accreditation procedures, affiliation criteria, regulations, and methodological documents are publicly available on the University and Doctoral School websites, ensuring transparency throughout the recruitment process.

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

The **recruitment procedures** implemented by UB fully comply with the applicable legal framework and demonstrate a high degree of transparency and quality assurance. The recruitment of doctoral supervisors follows a clearly defined, multi-stage approval process involving several institutional governance bodies, ensuring both academic rigor and institutional accountability.

An important strength of the Doctoral School of Computer Science is the application of **internal recruitment standards** that exceed the national minimum criteria. By requiring higher publication performance and evaluating applicants' research activity, supervisory experience, strategic contribution, and ethical record, the doctoral school prioritizes scientific excellence rather than merely formal compliance with legislation.

The public availability of regulations and methodologies enhances **transparency**, allowing potential applicants to clearly understand the eligibility requirements and evaluation process. In addition, the

recognition procedure for doctoral supervisors qualified abroad supports internationalization while maintaining consistent quality standards.

✓ Aspects that constitute best practice examples

- **Quality criteria** exceeding national standards, with the Doctoral School requiring publication performance above the minimum CNATDCU habilitation requirements for affiliation.
- **Transparent publication of regulations and methodologies**, allowing applicants and stakeholders full access to recruitment procedures and evaluation criteria.

✓ Recommendations

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The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

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

The **University of Bucharest (UB)** has implemented an extensive digital ecosystem supporting the educational, research, and administrative activities of the **Doctoral School of Computer Science**. Digital transformation is embedded in both academic and administrative processes, facilitating communication, resource management, and efficient service delivery.

The main components of the digital infrastructure include:

- **Digital learning platforms.** Beginning with the 2025–2026 academic year, UB exclusively uses the **Moodle** platform for course delivery, distribution of educational resources, and formative and summative assessment. Academic staff and doctoral students also benefit from **Microsoft 365** services, including Word, Excel, PowerPoint, Outlook institutional email, OneDrive cloud storage, OneNote, and SharePoint collaboration spaces. User guides are provided to facilitate access to these digital services.
- **Digital infrastructure through the EDIS project.** The **EDIS** project has significantly expanded the University's digital capabilities by providing collaborative virtual workspaces, digital educational platforms, laboratories connected to the **Advanced Computing Centre (ACC)**, and training opportunities for academic and administrative staff.
- **Digital management of doctoral studies.** Since the 2018–2019 academic year, UB has implemented the **MOPAS** (formerly UMS) information system for the complete management of doctoral studies. The platform supports doctoral admissions, management of the Advanced University Studies Programme, scientific research activities, progress reports, thesis pre-defence and defence procedures, issuance of doctoral degrees, and reporting functions. The system complies with GDPR requirements regarding personal data protection.
- **Digital communication and information dissemination.** The Doctoral School maintains its own **website** where doctoral regulations, timetables, scholarship announcements, public thesis

defences, and other relevant academic information are regularly published, ensuring transparent communication with doctoral students and stakeholders.

- **Digital administrative services.** UB has implemented digital solutions for **human resources management**, allowing staff to submit requests electronically, manage leave periods, and access employment-related information. The **HelpDesk** platform enables students, teaching staff, and administrative personnel to submit and monitor technical support requests related to the University's digital infrastructure.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

UB demonstrates a **high level of institutional digitalisation** by integrating digital technologies into virtually all educational and administrative processes supporting doctoral education. The dedicated platforms for teaching, research management, communication, student administration, and human resources contribute significantly to administrative simplification and improved service quality.

The use of Moodle, together with the Microsoft 365 ecosystem, provides an **integrated digital learning environment** that supports collaboration between doctoral students and supervisors while facilitating access to educational resources regardless of location. The **EDIS** project further strengthens this infrastructure by expanding computing resources and collaborative digital environments, particularly important for advanced research in Computer Science.

The implementation of the **MOPAS information system** represents a valuable administrative tool, covering the complete doctoral lifecycle from admission to graduation while ensuring GDPR compliance. In parallel, digital administrative platforms for staff management and technical support improve operational efficiency and reduce administrative burden.

- ✓ Aspects that constitute best practice examples
- **Comprehensive digital management of doctoral studies**, with the MOPAS platform covering all stages of the doctoral programme, from admission through thesis defence and degree issuance.
 - **Integrated digital learning ecosystem**, combining Moodle with Microsoft 365 applications to support teaching, collaboration, communication, and resource sharing across the doctoral community.
 - **Strategic investment through the EDIS project**, providing advanced computing infrastructure, collaborative virtual environments, and digital training opportunities for both academic and administrative staff.
- ✓ Recommendations
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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 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 study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.

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

The doctoral programme in **Computer Science** at UB is structured in accordance with the national qualifications framework and the **European Qualifications Framework (EQF Level 8)**. The programme is organized on the basis of transferable study credits (ECTS) and is designed to ensure the acquisition of advanced scientific knowledge, research competences, and transferable skills required for doctoral graduates.

The curriculum comprises a total of **240 ECTS credits**, distributed evenly across the four years of doctoral studies. Credits are assigned to all educational, research, practical training, and assessment activities included in both the advanced university studies programme and the scientific research programme.

Curricula and course descriptions are updated annually and are publicly available on the **DSCS** website (<https://fmi.unibuc.ro/scoli-doctorale/scoala-doctorala-de-informatica/>). Each course description explicitly specifies the expected learning outcomes, assessment methods, teaching activities, and independent study requirements, ensuring that all components of the curriculum contribute to the acquisition of competencies corresponding to an EQF Level 8 qualification.

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

The doctoral programme is coherently designed around **clearly defined learning outcomes** that integrate advanced academic training with independent scientific research. The balanced distribution of 240 ECTS credits across the four years of study provides a transparent and structured framework for monitoring doctoral students' academic progression. The explicit integration of expected learning outcomes into every course description ensures coherence between educational activities, assessment methods, and the competencies expected upon graduation.

The curriculum successfully combines formal learning activities with **research-based education**. While the advanced university studies programme develops disciplinary and transferable competences through modular courses, the scientific research programme emphasizes the development of independent research skills through continuous scientific activity, preparation of publications, dissemination of research results, and progressive thesis development.

- ✓ Aspects that constitute best practice examples
 - **Integrated curriculum structure**, combining advanced university studies with a comprehensive four-year scientific research programme leading progressively to the doctoral thesis.
 - **Explicit alignment of all courses with learning outcomes**, including detailed descriptions of teaching activities, assessment methods, and independent study workload.
 - **Balanced integration of research and education**, where research reports, scientific publications, dissemination activities, and thesis development constitute essential components of the learning process.

- ✓ Recommendations

- Encourage the inclusion of **additional transferable skills** modules addressing research leadership, innovation management, entrepreneurship, and responsible use of artificial intelligence in scientific research.

The indicator is: fulfilled.

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

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

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

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

The **Doctoral School of Computer Science** at the University of Bucharest has designed its doctoral programme to ensure that the expected learning outcomes are fully aligned with the competences required for highly qualified professional careers and correspond to the descriptors of the **European Qualifications Framework (EQF Level 8)**.

The programme establishes this alignment through several mechanisms:

- **Alignment with EQF Level 8 qualifications.** The curriculum is structured around expected learning outcomes integrated into all course descriptions, enabling the acquisition of competences corresponding to Level 8 of the European Qualifications Framework (EQF/CEC) and the Romanian National Qualifications Framework (CNC). Each module specifies learning outcomes, assessment methods, teaching activities, and independent study requirements.
 - **Correlation with labour market requirements.** The expected learning outcomes are explicitly correlated with the competences required by the occupations targeted by programme graduates, in accordance with occupational standards and the European Skills, Competences, Qualifications and Occupations (ESCO) framework. The Internal Evaluation Report highlights the continuous development of the Romanian IT sector and the strong demand for highly qualified Computer Science specialists.
 - **Career opportunities.** Graduates are prepared for careers in higher education, academic and industrial research, financial and banking institutions, information technology companies, consultancy, and public administration. The programme develops advanced competences in designing and implementing modern IT applications and solving complex interdisciplinary problems.
 - **Transferable skills development.** To complement scientific competences, the University annually offers interdisciplinary courses dedicated to transferable skills through the Council for Doctoral Studies (CSUD) and the **SciResCareer** programme (<https://scirescareer.unibuc.ro/>). These activities are open to all doctoral students and support their integration into both the national and international labour markets.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The **Doctoral School of Computer Science** demonstrates a coherent and systematic approach to aligning its curriculum with the competences required by advanced professional and research careers.

The programme is designed around learning outcomes that correspond to EQF Level 8 descriptors and are correlated with occupational standards and the ESCO framework.

A major strength of the programme is its **close relationship with the labour market**. The curriculum equips graduates with advanced competences required across academia, research institutes and industry. The programme combines disciplinary expertise with transferable competences, enabling graduates to adapt successfully to diverse professional environments.

✓ Aspects that constitute best practice examples

- **Explicit alignment with EQF Level 8 and ESCO**, ensuring that expected learning outcomes are internationally comparable and relevant for highly qualified occupations.
- **Strong labour market orientation**, supported by continuous consideration of the evolving needs of the rapidly expanding IT sector and the excellent employability of graduates.
- **Integration of transferable skills development** through interdisciplinary training offered by CSUD and the SciResCareer programme, complementing advanced scientific competences.

✓ Recommendations

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The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

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

DSCS implements the principles of student-centred learning through a flexible curriculum, individualized research planning, continuous academic mentoring, and diversified educational support services. The doctoral programme emphasizes the active role of doctoral students in shaping their learning experience while ensuring continuous guidance throughout their research activities.

The implementation of student-centred learning is supported through several mechanisms:

- **Flexible curriculum and individualized learning pathways.** The advanced university studies programme consists of modular courses that are updated annually according to the research interests of newly enrolled doctoral students. In addition, doctoral candidates may attend courses and seminars offered by other doctoral schools whenever these contribute to their research objectives, allowing the curriculum to be adapted to individual scientific needs.
- **Individual research supervision.** Each doctoral student carries out an individual scientific research programme under the guidance of a doctoral supervisor and a guidance committee. The research programme includes periodic evaluations, scientific reports, publication activities, and continuous feedback that supports the student's academic and professional development.
- **Academic support services.** UB provides a comprehensive support ecosystem including the Learning Centre, the Career Counselling and Guidance Department, the Inclusion, Equity and Diversity Service, and the Psychological and Educational Assistance and Intervention Clinic. These services promote equal opportunities, academic success, and personal wellbeing throughout the doctoral programme.

- **Digital learning environment.** Student-centred learning is further supported through digital platforms such as Moodle, Microsoft 365, MOPAS, and the HelpDesk system, which facilitate communication, access to educational resources, course management, and administrative support.
 - **Research integration.** Doctoral students are actively involved in research centres, national and international research projects, scientific publications, conferences, and interdisciplinary collaborations, enabling experiential learning and the development of independent research competences.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

DSCS effectively implements the principles of **student-centred learning** by combining individualized supervision, curricular flexibility, continuous mentoring, and comprehensive institutional support. The possibility of annually adapting the advanced training programme, together with access to courses offered by other doctoral schools, provides considerable flexibility and encourages interdisciplinary learning. Continuous supervision through doctoral supervisors and guidance committees ensures that assessment is primarily formative, supporting research development through regular feedback rather than relying solely on final evaluation.

The University's **extensive academic support services** further reinforce the student-centred approach by addressing not only educational needs but also career development, psychological wellbeing, inclusion, and equal opportunities. In addition, the integration of **digital learning platforms** enhances accessibility and facilitates effective communication between doctoral students and academic staff.

- ✓ Aspects that constitute best practice examples
- **Highly individualized doctoral education**, combining flexible curricular choices with personalized scientific research programmes adapted to each doctoral student's research interests.
 - **Comprehensive mentoring system**, based on continuous supervision, guidance committees, and periodic formative feedback throughout the doctoral programme.
 - **Integrated student support ecosystem**, providing academic, psychological, career, and inclusion services that address the diverse needs of doctoral students.
- ✓ Recommendations
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The indicator is: fulfilled.

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

The **University of Bucharest (UB)** provides doctoral students in Computer Science with extensive opportunities to participate in national and international academic mobility programmes through institutional partnerships, European programmes, research projects, and international scientific collaborations.

The main mechanisms supporting academic mobility include:

- **International mobility programmes.** Doctoral students benefit from mobility opportunities through the **Erasmus+ programme**, bilateral agreements, and numerous international partnerships

maintained by the University. Currently, UB manages bilateral agreements with 126 higher education institutions abroad and is a member of 12 international networks.

- **Participation in international research projects and collaborations.** Doctoral supervisors are actively involved in national and international research projects, providing doctoral students with opportunities to participate in collaborative research activities, short-term research visits, and scientific exchanges with partner institutions.
 - **Financial support for mobility.** UB supports participation in conferences, workshops, scientific schools, and international research activities through institutional funds, doctoral research grants, and externally funded research projects, facilitating both physical and virtual participation.
 - **International research environment.** Doctoral students benefit from the international visibility of the doctoral supervisors, many of whom collaborate with prestigious universities and research institutions worldwide, facilitating international networking and access to joint research activities.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

UB provides a comprehensive institutional framework that **effectively supports the international mobility** of doctoral students. Academic mobility is promoted not only through formal Erasmus+ exchanges but also through participation in international research projects, scientific conferences, collaborative research activities, and virtual international events.

A strength of the programme is the close integration between doctoral education and internationally active research groups. An example comes from the mobility opportunities offered by **CIVIS**, which is an international project aimed at creating an integrated academic environment in which students, teaching staff, researchers and support staff from UB can enjoy mobility and collaborate with 11 other European universities.

- ✓ Aspects that constitute best practice examples
- **Integration of mobility with research activities**, enabling doctoral students to participate in international collaborations through competitive research projects supervised by internationally recognized researchers.
 - **Strong international research networks**, allowing doctoral students to benefit from the extensive collaborations established by doctoral supervisors with leading universities and research institutions.
 - **Multiple funding sources** supporting participation in conferences, scientific schools, workshops, and international research activities throughout the doctoral programme.
- ✓ Recommendations
- Expand the number of **long-term international research internships** and **joint supervision arrangements** with leading European and international universities.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UB promotes fairness, equal opportunities, and inclusion throughout the doctoral studies in **Computer Science** by implementing institutional policies and support mechanisms that address the diverse educational, professional, and personal needs of doctoral students. **DSCS** ensures that students benefit from individualized academic guidance while having access to comprehensive support services designed to foster academic success and wellbeing.

The principal mechanisms supporting fairness include:

- **Individualized doctoral education.** Each doctoral student follows an individual scientific research programme developed together with the doctoral supervisor and guidance committee. The programme allows research activities to be adapted to the student's scientific interests, previous experience, and professional aspirations while ensuring continuous monitoring and personalized academic guidance.
 - **Flexible educational pathways.** The advanced university studies programme is updated annually according to the research interests of doctoral students. Students may also attend courses and seminars organized by other doctoral schools whenever these contribute to achieving their individual research objectives, providing flexibility in learning according to personal needs and interests.
 - **Comprehensive student support services.** UB provides access to the Career Counselling and Guidance Department, the Learning Centre, the Inclusion, Equity and Diversity Service, the Psychological and Educational Assistance and Intervention Clinic, and medical and social support services. These structures offer educational counselling, career guidance, psychological assistance, and support for students with diverse educational backgrounds and individual needs.
 - **Equal opportunities and inclusion.** UB implements institutional policies promoting inclusion, diversity, and equal treatment. Dedicated services support students with disabilities and other vulnerable groups by ensuring equitable access to educational resources, academic activities, and university facilities.
 - **Research and professional development opportunities.** All doctoral students are encouraged to participate in research projects, scientific conferences, publications, international collaborations, and transferable skills training programmes, allowing them to develop according to their individual potential and career aspirations.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The **Doctoral School of Computer Science** demonstrates a strong commitment to providing fair opportunities for all doctoral students through individualized academic pathways, comprehensive support services, and institutional policies promoting inclusion and equal opportunities.

The availability of multiple counselling, inclusion, and learning support services is a strength. Furthermore, the **flexibility of the curriculum** enables doctoral students to broaden their expertise by selecting courses aligned with their research interests, including those offered by other doctoral schools. The evidence confirms that the organisational component provides **equitable learning opportunities** and appropriate support mechanisms that enable doctoral students to achieve their academic and professional potential.

- ✓ Aspects that constitute best practice examples

- **Comprehensive student support ecosystem**, integrating academic counselling, psychological assistance, career guidance, inclusion services, and learning support within a coordinated institutional framework.
- **Flexible curriculum design**, enabling doctoral students to customize their educational experience through interdisciplinary course selection and personalized learning opportunities.

✓ Recommendations

The indicator is: fulfilled.

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

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

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

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

UB provides doctoral students in **Computer Science** with comprehensive access to educational resources, research infrastructure, digital services, and student support facilities that address the specific requirements of doctoral education while ensuring equal opportunities for students with diverse educational needs.

The support ecosystem includes:

- **Access to educational and research infrastructure.** Doctoral students have access to modern classrooms, specialized computer laboratories, robotics laboratories, research centres, collaborative workspaces, and high-performance computing facilities equipped with up-to-date hardware and licensed software necessary for advanced research activities. In addition, doctoral students may access research laboratories and centres through their supervisors or by requesting access to other research facilities according to institutional regulations. Doctoral supervisors are explicitly responsible for supporting students' scientific research activities and facilitating access to research infrastructure.
- **Access to specialist scientific literature.** Since 2013, UB has ensured access to electronic scientific resources through the **ANELIS Plus** programme. Doctoral students benefit from free institutional access to major international databases relevant to Computer Science via the **E-nformation** portal, both from the University network and remotely using institutional credentials. The recently introduced **myEnf** mobile application further facilitates access to subscribed resources. In addition to subscription-based databases, students are encouraged to use freely available scientific resources specific to their research areas, such as ACL Anthology for natural language processing.
- **Faculty library resources.** The Library of the Faculty of Mathematics and Computer Science contains **59,957 titles**, **905 periodical titles**, and a total of **86,408 volumes**, together with a reading room accommodating **47 users**. The library also provides electronic access to numerous international databases, including ProQuest and SpringerLink, as well as its own digital catalogue.
- **Participation in scientific debates.** The Faculty of Mathematics and Computer Science, its research centres, the University Research Institute (ICUB), the SciResCareer Regional Centre, and ISDS regularly organize seminars, conferences, invited lectures, and interdisciplinary scientific events

featuring internationally recognized researchers. Doctoral students are encouraged not only to attend these events but also to present their own research results and receive feedback from the scientific community through seminars such as the **Logic Seminar** and the **AI Seminar**.

- **Support for students with special educational needs.** UB provides specialized support through the **Inclusion, Equity and Diversity Service**, which assists students with disabilities, chronic illnesses, disadvantaged backgrounds, or other vulnerable situations. Additional psychological, educational, and career support is available through the **Clinic for Psychological and Educational Assistance and Intervention (CAIPE)** and the **Department of Career Counselling and Guidance (DCOC)**.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

UB provides doctoral students with a **comprehensive support environment** specifically tailored to the requirements of doctoral research in Computer Science. A particular emphasis is placed on access to high-quality scientific literature, advanced research infrastructure, and an active scientific community, all of which are essential for doctoral-level education.

Through the **ANELIS Plus** programme, the **E-nformation** portal, and the **myEnf** mobile application, doctoral students can consult international scientific literature regardless of their physical location, thereby supporting continuous research activity.

Research support extends beyond infrastructure to include **active participation** in scientific seminars, invited lectures, and research debates. These activities create an intellectually stimulating environment where doctoral students can discuss their work with experienced researchers and receive constructive scientific feedback, thereby strengthening both research quality and academic integration.

It is well demonstrated that the organisational component provides resources and services fully appropriate to the needs of doctoral students and effectively supports both academic excellence and equal opportunities.

- ✓ Aspects that constitute best practice examples
- **Comprehensive electronic access to scientific literature**, combining ANELIS Plus subscriptions, remote authentication through the E-nformation portal, and mobile access via the myEnf application.
 - **Research-oriented learning environment**, where doctoral students regularly participate in scientific seminars, international lectures, and faculty research discussions while presenting and receiving feedback on their own research.

- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The doctoral programme in **Computer Science** at UB ensures that learning outcomes are clearly defined, documented, and communicated to students and teaching staff through the curriculum, course descriptions, and institutional regulations. The formulation of learning outcomes follows the requirements of doctoral education and is aligned with the qualification level corresponding to **doctoral studies (EQF/NQF Level 8)**.

The definition and communication of learning outcomes are supported through the following mechanisms:

- **DSCS Curriculum.** The curriculum specifies the expected competences acquired by doctoral students, including advanced knowledge in Computer Science, the ability to conduct independent scientific research, critical analysis of existing knowledge, development of innovative solutions, scientific communication, and autonomous management of research activities. Each discipline included in the advanced university training programme is accompanied by a course description that specifies the objectives, competences, topics covered, teaching methods, evaluation methods, and expected learning outcomes.
 - **Alignment with qualification requirements.** The learning outcomes are correlated with the competences expected from doctoral graduates, including research, innovation, academic, and professional competences required for careers in universities, research institutions, and R&D departments in the IT sector.
 - **Individual research outcomes.** The doctoral research programme is based on an individual research plan developed together with the doctoral supervisor and monitored through periodic research reports. These activities allow the achievement of research-related learning outcomes to be continuously evaluated and adjusted according to the student's progress.
 - **Public availability of information.** Curricula, course descriptions, and relevant doctoral regulations are made available through institutional websites, ensuring transparency regarding expectations, activities, and evaluation criteria.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The doctoral programme in **Computer Science** demonstrates a coherent approach to defining and evaluating learning outcomes. The expected outcomes are appropriately formulated for doctoral-level education and reflect the specific requirements of a research-oriented qualification, emphasizing advanced knowledge, independent investigation, innovation, and scientific communication.

The **integration of learning outcomes with the individual research plan** represents a strong feature of the programme. Since doctoral education is primarily research-based, the continuous monitoring of research progress through reports and evaluations by supervisors and guidance committees ensures that students progressively acquire the competences expected at doctoral level.

- ✓ Aspects that constitute best practice examples
- **Research-oriented definition of learning outcomes**, focusing not only on theoretical knowledge but also on scientific autonomy, innovation capacity, and independent research competences.
 - **Integration of individualized research planning with learning outcomes**, ensuring that doctoral students can achieve the expected competences through personalized research trajectories.
- ✓ Recommendations
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The indicator is: fulfilled.

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

The **Doctoral School of Computer Science (DSCS)** has established a comprehensive assessment system that verifies the achievement of learning outcomes throughout the entire doctoral programme, from enrolment to the public defence of the doctoral thesis.

The assessment system comprises two complementary components:

- **Advanced University Studies Training Programme (Year I):** Learning outcomes associated with the taught modules are assessed on a semester basis through examinations, colloquia and other assessment methods defined in the course descriptions. Each course description specifies the intended learning outcomes, assessment methods, workload and independent study activities, ensuring alignment with the Level 8 qualification framework (EQF/CNC).
- **Scientific Research Programme (Years I–IV):** Research competences are assessed continuously through semester scientific reports, colloquia, research activities and scientific publications. Throughout the doctoral programme, students periodically present the progress of their research, with the assessment contributing to the allocation of the 240 ECTS credits defined in the curriculum.
- **Progression and Monitoring:** The scientific research programme includes mandatory semester evaluations that monitor the doctoral student's progress towards achieving the research objectives and preparing the doctoral thesis. The activities are carried out under the supervision of the doctoral supervisor and in accordance with the curriculum and the Regulations on the Organisation and Conduct of Doctoral Studies.
- **Study Completion:** During the final semester, doctoral students undergo a final assessment of the completed doctoral thesis. Following a positive evaluation, the thesis enters the completion procedure regulated by the **Procedure for the Completion of Doctoral Studies at UB** (https://doctorat.unibuc.ro/wp-content/uploads/2025/05/Procedura_finalizare_doctorat_OME-3020_completat_OME-3741_2025-05-22_F.pdf), culminating in the public defence before the doctoral examination committee.
- **Academic Integrity Verification:** Prior to the public defence, every doctoral thesis undergoes mandatory similarity analysis using institutional software (**Turnitin** and **SistemAntiPlagiat**). In addition, first-year doctoral students complete mandatory training in **Academic Ethics and Integrity**, while institutional procedures allow students to use similarity-checking software throughout their doctoral studies.
- **Evidence of Effectiveness:** During the reference period (2021–2025), all doctoral theses defended within the Doctoral School were validated by CNATDCU, with the majority receiving the qualification **Excellent**, demonstrating that the intended learning outcomes are effectively achieved and appropriately assessed.

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

The assessment framework implemented by the **Doctoral School of Computer Science** provides a **coherent and comprehensive mechanism** for verifying the achievement of doctoral learning outcomes throughout the entire study cycle. The assessment system appropriately combines the evaluation of theoretical knowledge acquired during the Advanced University Studies Training Programme with the continuous assessment of research competences developed through the Scientific Research Programme. Semester examinations, colloquia and research reports ensure **continuous monitoring of student progress** rather than relying solely on the final doctoral thesis.

The **final assessment process** further strengthens quality assurance through a structured thesis completion procedure, mandatory similarity checking and a public defence conducted according to institutional regulations. The integration of academic integrity verification into the completion process represents an important quality assurance mechanism.

✓ Aspects that constitute best practice examples

- **Continuous assessment throughout the doctoral programme**, combining examinations, semester research reports, colloquia and scientific dissemination activities to monitor the progressive acquisition of research competences.
- **Integration of academic integrity into the assessment process**, through mandatory ethics training and systematic similarity checking of doctoral theses using institutional software before the public defence.
- **Research-oriented assessment**, whereby doctoral students are evaluated through authentic research outputs, including scientific publications, conference presentations and research reports, reflecting the objectives of doctoral education.

✓ Recommendations

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

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

The **Doctoral School of Computer Science (DSCS)** applies the admission procedures in accordance with the regulations established at the level of the University of Bucharest as an Institution Organising Doctoral Studies (IOSUD-UB), as well as with the specific regulations developed for the Computer Science doctoral field.

The admission process is governed by the **Regulations on the organisation and conduct of the admission competition for doctoral studies at the University of Bucharest**, approved by the University Senate and published together with the admission calendar and relevant information for candidates. Following the approval of the institutional regulations, the Doctoral School of Computer Science develops specific admission regulations adapted to the characteristics of the Computer Science field.

The admission procedure includes all relevant stages, from candidate information and registration to evaluation, ranking and confirmation of admitted candidates. The main supporting elements are:

- **Publication of admission information:** The admission calendar, regulations, application requirements, tuition fees, available places and other relevant information are made publicly available through the UB doctoral studies website and the DSCS website.
- **Field-specific admission procedure:** For doctoral studies in Computer Science, candidates participate in an oral examination during which they present a research topic selected from the portfolio of available doctoral research themes and answer questions related to the proposed topic and relevant scientific knowledge.

- **Transparent evaluation criteria:** The admission regulations clearly establish the criteria used for candidate assessment, ranking procedures and tie-breaking criteria for candidates obtaining equal scores.
- **Evaluation committees:** Admission is conducted by specialised committees established according to institutional regulations, ensuring evaluation by academic staff with expertise in the relevant research areas.
- **Equal access and procedural compliance:** Admission is open to all candidates fulfilling the legal and institutional requirements. The procedure also includes measures supporting equal opportunities and access for candidates from vulnerable groups, including candidates with disabilities and socially disadvantaged backgrounds.

The admission process is implemented annually according to the approved institutional framework.

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

The evidence provided demonstrates that the Doctoral School of Computer Science **fully applies the admission procedures established at IOSUD-UB level and ensures a transparent, fair and academically appropriate selection process.** The admission procedure is clearly regulated and consistently implemented. The existence of institutional regulations complemented by field-specific procedures ensures both compliance with national requirements and adaptation to the particularities of doctoral education in Computer Science.

The evaluation method, based on the presentation and discussion of a proposed research topic, is appropriate for doctoral studies, as it allows assessment of candidates' scientific preparation, research potential and suitability for the available doctoral themes. The involvement of qualified doctoral supervisors in the evaluation process ensures that admission decisions are based on relevant academic criteria. The transparency of the process is supported by the public availability of admission regulations, research topics, evaluation criteria and procedural information. The existence of predefined ranking and tie-breaking criteria contributes to equal treatment of candidates and reduces the possibility of subjective decisions.

- ✓ Aspects that constitute best practice examples

- **Research-oriented admission process** as the oral examination is based on proposed doctoral research topics represents an appropriate mechanism for evaluating candidates' scientific maturity, motivation and research potential.
- **Transparency and equal treatment** through the publication of admission regulations, available doctoral positions, research topics and evaluation criteria provides candidates with clear and accessible information before applying.
- **International accessibility** by the possibility of conducting admission interviews by videoconference facilitates participation of international candidates and supports the internationalisation objectives of the doctoral programme.

- ✓ Recommendations

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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
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of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.

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

The **Doctoral School of Computer Science (DSCS)** implements admission procedures based on the principles of **fairness, equal opportunities, transparency and non-discrimination**, in accordance with the regulations established at IOSUD-UB level and with the institutional policies regarding inclusion and accessibility.

Admission to the doctoral programme in Computer Science is conducted through a **transparent and merit-based process**. Candidates are assessed through an oral examination during which they present a proposed research topic selected from the portfolio of available doctoral research themes and answer questions regarding the proposed topic and relevant scientific knowledge. The evaluation criteria, ranking methodology and tie-breaking procedures are clearly specified in the admission regulations.

The main elements supporting the fulfilment of this indicator are:

- **Fair and transparent admission process:** Candidates are evaluated according to predefined criteria by specialised admission committees composed of academic staff with expertise in the relevant research areas. The procedure ensures that admission decisions are based on candidates' scientific preparation, research potential and suitability for doctoral research.
- **Equal opportunities framework:** The University of Bucharest has implemented institutional policies promoting equality, diversity and inclusion, including a **Gender Equality Plan** containing objectives, indicators, implementation measures and monitoring mechanisms aimed at supporting an inclusive academic environment.
- **Support measures for vulnerable groups:** UB provides institutional mechanisms supporting access and participation of students in vulnerable situations, including candidates with disabilities, through the Inclusion, Equity and Diversity Service, psychological and educational assistance services, and career counselling services.
- **Accessibility measures for candidates with special educational needs and/or disabilities:** The university provides support through assistive technologies, adapted infrastructure and specialised services designed to facilitate integration into the academic environment.
- **Measures supporting social inclusion:** UB applies specific measures to encourage access to higher education for underrepresented groups, including dedicated places for Roma candidates and ethnic Romanians holding citizenship other than Romanian, in accordance with national regulations.

Admission information is publicly available through UB and doctoral school websites, including specific information for Romanian candidates, EU/EEA candidates, Romanian citizens abroad, foreign candidates and candidates interested in international doctoral opportunities.

The gender distribution and participation of doctoral students in Computer Science are monitored as part of the institutional quality assurance framework. The Doctoral School also promotes an inclusive environment consistent with UB's recognition for gender equality initiatives.

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

The Doctoral School of Computer Science **applies admission procedures that respect fairness, equal opportunity and accessibility principles**. The admission methodology combines academic excellence criteria with institutional mechanisms designed to prevent discrimination and ensure equitable access. The research-oriented evaluation procedure is appropriate for doctoral education because it assesses

candidates based on their scientific potential and ability to undertake advanced research, rather than on factors unrelated to academic performance.

The institutional support framework developed by UB provides evidence that equal opportunities are addressed not only at the admission stage but throughout the academic pathway. The implementation of the **Gender Equality Plan** and the monitoring of gender representation provide additional evidence of institutional commitment to diversity and non-discrimination.

✓ Aspects that constitute best practice examples

- **Integration of equality principles into institutional governance**, the Gender Equality Plan provides a structured framework for promoting non-discrimination and inclusion across academic activities.
- **Research-focused and transparent admission methodology**, evaluation of candidates through the presentation and discussion of proposed research topics ensures that admission decisions are based on academic merit and research potential.
- **Promotion of diversity in doctoral education**, institutional monitoring of gender equality and implementation of inclusion measures demonstrate continuous attention to creating a balanced academic environment.

✓ Recommendations

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The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students

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

Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The **Doctoral School of Computer Science (DSCS)** applies a comprehensive regulatory framework governing the professional activity of doctoral students throughout the entire doctoral cycle, from admission to completion and public defence of the doctoral thesis.

The professional activity of doctoral students is regulated by the **Framework Regulations on Doctoral Studies**, approved at national level, the **Regulations on the Organisation and Conduct of Doctoral Study Programmes at the University of Bucharest**, the **Code of Student Rights and Obligations**, the doctoral study contract and the specific regulations of the Doctoral School of Computer Science.

The main elements supporting the fulfilment of this indicator are:

- **Doctoral Study Contract**: Each doctoral student enters a study contract with the University of Bucharest, which establishes the rights and obligations of the doctoral student, doctoral supervisor and institution, including provisions regarding training activities, research activities, evaluation procedures and completion of doctoral studies.
- **Individualised doctoral training and research planning**: The doctoral curriculum includes both the Advanced University Studies Training Programme and the Scientific Research Programme, organised over four years and corresponding to 240 ECTS credits. The training and research activities are structured according to the doctoral student's research topic and are carried out under the guidance of the doctoral supervisor.
- **Continuous monitoring of doctoral progress**: The Scientific Research Programme includes semester-based evaluation activities, including scientific reports, research presentations and assessments of progress towards the doctoral thesis.

- **Regulated thesis completion procedure:** The completion of doctoral studies follows the University of Bucharest Procedure for the Completion of Doctoral Studies, which establishes the stages preceding the public defence, including thesis evaluation, similarity checking and examination before the doctoral committee.
 - **Transparency of regulations and procedures:** Relevant regulations, procedures, guides and information materials for doctoral students are publicly available through the University of Bucharest doctoral studies website and the Doctoral School of Computer Science website. IOSUD-UB has also developed the **Guide for Doctoral Students at the University of Bucharest – from admission to obtaining a PhD**, providing doctoral students with information regarding their academic pathway and institutional requirements.
 - **Student participation and representation:** Doctoral students participate in institutional decision-making structures through elected representatives in the Doctoral School Council, CSUD, Faculty Council and University Senate, ensuring that student perspectives are considered in the governance of doctoral studies.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

DSCS efficiently applies the institutional regulations governing doctoral students' professional activity in a consistent, transparent and structured manner. The regulatory framework provides a clear academic pathway for doctoral students, defining their responsibilities, rights, expected outcomes and evaluation procedures. The combination of formal regulations, individual research planning and continuous monitoring ensures that doctoral students are supported throughout the entire doctoral cycle.

The **integration of research activities, progress reporting and thesis completion procedures** ensures coherence between doctoral training objectives and the expected outcomes of a Level 8 qualification. The effectiveness of the implemented framework is supported by the results presented in the evaluation report: between 2021 and 2025, **12 doctoral theses** were defended within the field of Computer Science and all were validated by the relevant national authorities. In addition, the doctoral school has implemented measures aimed at preventing dropout and monitoring doctoral progress.

- ✓ Aspects that constitute best practice examples
- **Comprehensive regulatory framework covering the entire doctoral cycle**, national regulations, IOSUD-UB regulations, doctoral school procedures and study contracts provides a clear and coherent framework for doctoral students' professional activity.
 - **Continuous monitoring of doctoral progress**, semester-based research reports, scientific presentations and evaluations ensure regular feedback and systematic tracking of student development.
 - **Individualised doctoral pathway**, the organisation of research activities according to each doctoral student's research topic allows flexibility while maintaining clear academic expectations.
- ✓ Recommendations
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The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

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

The **Doctoral School of Computer Science (DSCS)** implements a comprehensive internationalisation strategy aimed at improving the quality of doctoral education and research through international mobility, academic cooperation and participation in international research networks.

The internationalisation activities are coordinated at IOSUD-UB level by the Council for Doctoral Studies (CSUD), together with the doctoral schools and relevant university structures, particularly the Directorate of International Relations, Erasmus Service and International Cooperation and International Students Service.

The main relevant elements in support of this indicator are:

- **Promotion of international doctoral education and recruitment of international students:** UB provides English-language information regarding doctoral admission and international study opportunities. During the period 2021–2025, DSCS enrolled four doctoral students who completed their master's studies at foreign institutions, representing 7.4% of the total number of doctoral students admitted during this period.
- **Internationalisation of the doctoral curriculum:** Doctoral courses are delivered in English whenever required by the presence of international doctoral students. Within the Interdisciplinary School of Doctoral Studies (ISDS), all courses are taught in English. The Doctoral Studies Contract allows doctoral theses to be written and defended in internationally recognised languages, and the DSCS actively encourages this practice.
- **English-language doctoral research and dissemination:** All 12 doctoral theses defended within the Computer Science field between 2021 and 2025 were written in English, demonstrating a strong orientation towards international scientific communication and visibility.
- **International mobility opportunities:** Doctoral students benefit from mobility opportunities offered through Erasmus+, bilateral agreements, CIVIS European University Alliance activities and other international cooperation frameworks. UB provides financial support for doctoral mobility through the **Methodology on encouraging performance in the research activities of doctoral students**, including support for participation in international scientific events, research placements and international training activities.
- **International partnerships and joint doctoral supervision:** UB supports international joint doctoral programmes and co-supervision agreements. During the evaluation period, two joint doctoral collaborations were developed with international institutions, one with Toulouse and one with Würzburg. In the Computer Science field, ISDS organised a joint doctoral thesis defence in co-supervision with the Polytechnic University of Valencia.
- **Participation in international networks and projects:** UB is a member of the **CIVIS European University Alliance**, which facilitates mobility and collaboration among European universities. Doctoral supervisors and doctoral students participate in international research projects and collaborations, contributing to the integration of doctoral research into international scientific networks.
- **International scientific cooperation and external expertise:** The Faculty of Mathematics and Computer Science regularly organises seminars, conferences and scientific events involving international researchers. International experts are also involved in doctoral thesis evaluation committees and scientific activities, contributing to the international dimension of doctoral training.

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

DSCS efficiently implements international cooperation activities that support mobility, academic exchange and research collaboration. The **internationalisation strategy** is integrated into multiple dimensions of doctoral education: curriculum development, research activities, student mobility, international partnerships and scientific dissemination. The extensive use of English in doctoral research activities, including the preparation of all doctoral theses defended during the reference period, significantly enhances the international accessibility and visibility of the programme.

The participation of doctoral students and supervisors in **international research projects**, conferences and mobility schemes provides opportunities for scientific exchange and integration into international research communities. The participation of UB in **European networks** such as CIVIS provides an additional framework for sustainable cooperation, mobility and the development of joint educational and research initiatives. The existence of **joint doctoral supervision arrangements** further demonstrates the capacity of the doctoral school to develop structured international collaborations.

✓ Aspects that constitute best practice examples

- **Participation in European academic networks** such as the CIVIS European University Alliance which creates opportunities for structured collaboration, mobility and joint educational initiatives beyond traditional bilateral partnerships.
- **International involvement in doctoral quality assurance** through the participation of foreign experts in doctoral committees and scientific activities, maintaining high academic standards and strengthening the international dimension of doctoral evaluation.
- **Integration of doctoral students into international research environments** as the participation in international research projects allows doctoral students to develop scientific competences within broader international teams and networks.

✓ Recommendations

- Encourage participation in **larger European doctoral training initiatives** and **longer-term international research mobility**, particularly research internships and doctoral exchanges lasting several months, to complement participation in conferences and short-term scientific events.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

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

The Doctoral School of Computer Science (DSCS) integrates scientific research as a central component of doctoral education, ensuring the achievement of the competencies required for an EQF/CEC Level 8 qualification. The main mechanisms supporting this approach are:

- **Research-based doctoral curriculum:** The Scientific Research Programme includes research activities, scientific reports, preparation of papers and dissemination of results throughout the four years of doctoral study. The learning outcomes associated with these activities explicitly

reflect the development of scientific inquiry, independent research capacity and preparation for a research career.

- **Continuous monitoring of research progress:** Doctoral students are evaluated through periodic scientific reports, presentations and assessments, allowing the development of research skills and progress towards the doctoral thesis to be monitored.
- **Integration into scientific communities:** Doctoral students are encouraged to present and discuss their research results within academic events organised by the Faculty of Mathematics and Computer Science and its research centres. Between 2021 and 2025, doctoral students delivered 30 presentations at the Faculty's annual scientific conference.
- **Research outcomes:** Between 2021 and 2025, all doctoral theses defended in Computer Science were validated by CNATDCU. Of these, 83.33% (10 out of 12 theses) received the grade *Excellent*, while the remaining theses received the grades *Very Good* and *Good*. In 2025, the doctoral thesis *Novel approaches for weakly supervised and self-supervised learning*, authored by Antonio Bărbălău under the supervision of Prof. Radu Tudor Ionescu, received the University of Bucharest Senate Award for the Best Doctoral Thesis in Exact Sciences and Engineering.

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

Scientific research is effectively integrated into the educational process of the doctoral programme in Computer Science. The structure of the Scientific Research Programme ensures that students progressively develop the ability to formulate research questions, apply appropriate methodologies, generate original results and communicate scientific findings.

The combination of regular research reports, scientific presentations, participation in research projects and dissemination activities provides continuous evidence that learning outcomes are achieved through active scientific investigation. The **strong performance of doctoral graduates**, confirmed by CNATDCU validation and the high proportion of theses receiving the highest evaluation grade, demonstrates the effectiveness of this research-based educational model.

- ✓ Aspects that constitute best practice examples

- **Research integrated into the entire doctoral cycle** from the first year through structured research activities and periodic scientific reports.
- **Strong link between education and research practice** through the involvement of doctoral students in research centres and funded projects provides authentic research experience and supports professional development.
- **Evidence-based recognition of outcomes:** high rate of CNATDCU validation, the large proportion of excellent thesis evaluations, and institutional awards demonstrate the quality and impact of doctoral research.

- ✓ Recommendations

- Enhance **the opportunities for scientific dissemination** through regular conferences and presentations providing doctoral students with platforms to communicate results and receive feedback from the academic community.

The indicator is: fulfilled.

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

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

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

The **Doctoral School of Computer Science (DSCS)** conducts scientific research activities aligned with the objectives of the doctoral programme and contributes to the visibility of the University of Bucharest at national and international level. The main evidence elements includes:

- **Research activity of doctoral supervisors:** Members of the DSCS contribute actively to international scientific research through publications indexed in major databases, participation in research projects and collaborations with recognised academic institutions. Their scientific activity supports the development of research directions available to doctoral students.
- **Scientific output of doctoral students:** During the period 2021–2025, doctoral students produced 99 scientific publications and participated in national and international scientific conferences, demonstrating the ability to disseminate research results within the scientific community.
- **Participation in research projects and collaborations:** Doctoral students and supervisors are involved in research projects and international scientific collaborations, providing opportunities for conducting research connected to current challenges in Computer Science and for integrating results into wider scientific networks.
- **Recognition of research results:** The quality of doctoral research is demonstrated by the successful validation of all doctoral theses defended between 2021 and 2025 by CNATDCU, with a significant proportion receiving the highest evaluation grade. Outstanding research achievements have also received institutional recognition, including the University of Bucharest Senate Award for the Best Doctoral Thesis in Exact Sciences and Engineering in 2025. Several publications of doctoral students at international conferences such as EMNLP 2025 (The 2025 Conference on Empirical Methods in Natural Language Processing) or ICCV 2026 (17th The International Conference on Computational Creativity) have received best paper / poster awards.

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

The available evidence demonstrates that the scientific research activities carried out within the DSCS are strongly aligned with the objectives of the Computer Science doctoral programme and generate visible results at national and international level.

The publications of research results, participation in scientific events, involvement in funded research projects and international collaborations ensures that doctoral research contributes to the advancement of knowledge in the field. The research environment created by the doctoral school supports both supervisors and students in producing and disseminating results according to international academic standards.

The visibility and recognition of research outcomes, reflected in scientific publications, conference participation, successful doctoral thesis evaluations and institutional awards, confirm that research results are adequately capitalised upon within the academic community.

- ✓ Aspects that constitute best practice examples

- The integration of doctoral students into **active research groups** and **projects** provides opportunities to contribute to current scientific developments in Computer Science.

- **Effective valorisation of doctoral research** through scientific publications, conference presentations, doctoral theses and institutional recognition.

✓ Recommendations

- Increase the participation of doctoral students in **international research collaborations** and competitive European research projects.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The **University of Bucharest (UB)** applies a comprehensive quality assurance framework aimed at the continuous improvement of educational, research and administrative activities. At the institutional level, quality assurance activities are coordinated by the **Quality Assessment and Assurance Committee (CEAC-UB)**, supported by the **Quality Management Department (DMC)**, according to the **Quality Assurance Strategy** and the relevant internal regulations.

At the level of the **Faculty of Mathematics and Computer Science** and the **Doctoral School of Computer Science (DSCS)**, quality assurance procedures are implemented through the **Faculty Quality Assessment and Assurance Committee (CEAC-FMI)**, the Doctoral School Council and the Council for Doctoral Studies (CSUD). These structures are responsible for monitoring, evaluating and improving doctoral education through systematic procedures and action plans.

The main quality assurance actions applied within the Computer Science doctoral programme include:

- **Periodic monitoring and evaluation of doctoral activities:** The CSUD and the doctoral school apply procedures for monitoring doctoral programmes, evaluating doctoral supervisors, analysing research activity and identifying improvement measures.
- **Continuous improvement of the curriculum:** The content of courses within the advanced doctoral training programme is periodically reviewed and updated by course coordinators in consultation with doctoral supervisors, ensuring alignment with current research directions and doctoral students' needs.
- **Student involvement and feedback mechanisms:** Doctoral students participate in quality assurance processes through representation in decision-making bodies, completion of satisfaction questionnaires and feedback regarding the organisation of doctoral studies, training activities and administrative support. Results of these consultations are used to identify areas for improvement.
- **Evaluation of teaching and research staff:** Teaching and research staff involved in doctoral education are periodically evaluated through self-evaluation, management evaluation, peer review

and student evaluation mechanisms. The results are analysed by CEAC-FMI and used to improve teaching practices.

- **Monitoring of research quality and academic ethics:** Research outputs of doctoral supervisors and students are systematically monitored, while academic integrity is ensured through the procedures established by UB, including the verification of doctoral theses and research activities according to the Code of Ethics and institutional regulations.

Relevant evidence is provided through the UB Quality Assurance Reports, CEAC-UB annual reports, Faculty self-evaluation reports, CSUD monitoring documents and doctoral school evaluation reports.

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

The Computer Science doctoral programme applies a **coherent and functional quality assurance system** that contributes to the continuous improvement of educational and research activities. The involvement of institutional, faculty and doctoral school structures ensures that quality monitoring is performed at multiple levels, allowing both strategic oversight and programme-specific improvements. The regular review of curricula, analysis of doctoral students' feedback and monitoring of research performance demonstrate that decisions concerning the doctoral programme are based on systematic evaluation processes.

- ✓ Aspects that constitute best practice examples

- The coordination between UB-level structures (CEAC-UB and DMC), faculty-level structures (CEAC-FMI) and doctoral school structures (CSUD and DSCS Council) ensures a **comprehensive and consistent approach to quality management**.
- **Research-oriented quality monitoring**, considering scientific performance, international visibility and doctoral students' research achievements.

- ✓ Recommendations

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

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

The **University of Bucharest (UB)** applies a participatory approach to quality assurance, involving members of the academic community and relevant external stakeholders in the development, implementation and revision of procedures related to doctoral education.

At institutional level, stakeholders are involved through their representation in quality assurance and decision-making structures, including the **University Senate**, the **Council for Doctoral Studies (CSUD)**, faculty councils and quality assurance committees. Students, academic staff and other relevant stakeholders contribute to the evaluation and improvement of educational activities through consultations, surveys and participation in institutional bodies.

At the level of the Faculty of Mathematics and Computer Science and the Doctoral School of Computer Science (DSCS), stakeholder involvement is ensured through the **Faculty Quality Assessment and Assurance Committee (CEAC-FMI)**, and the **Doctoral School Council**. Doctoral students have representatives in these structures and participate in decisions concerning doctoral education, regulations, study programmes and quality improvement measures.

The main mechanisms for collecting and integrating stakeholder feedback include:

- **Doctoral student feedback:** PhD students provide feedback through dedicated questionnaires assessing the quality of training activities, supervision, administrative support and the overall doctoral experience. The results are analysed to identify improvement measures. For example, recent surveys showed that more than 85% of responding doctoral students were satisfied with the quality of doctoral training, while 75% considered the courses appropriate for their knowledge level and training needs.
 - **Curriculum improvement through consultation:** The content of doctoral courses is reviewed annually by course coordinators in consultation with doctoral supervisors, particularly those supervising first-year doctoral students, in order to ensure alignment with current research topics and professional requirements.
 - **Academic staff involvement:** Doctoral supervisors and teaching staff participate in the revision of procedures, curricula and doctoral regulations through the relevant academic structures.
 - **Employer and research community input:** The Faculty maintains strong links with the IT industry and research organisations. The perspectives of employers and graduates are considered when updating educational activities and ensuring the relevance of doctoral training to labour market needs.
 - **Student participation in quality assurance procedures:** Doctoral students contribute to institutional initiatives such as the development of procedures for monitoring academic progress and preventing dropout, ensuring that student perspectives are incorporated into quality improvement actions.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Stakeholder involvement is an integrated component of the quality assurance system of the Computer Science doctoral programme. Feedback from students, academic staff, employers and research partners is used as input for improving procedures, curricula and doctoral activities.

The **active participation of doctoral students** in decision-making structures and evaluation processes ensures that their experience directly contributes to the development of the programme. The **involvement of employers and external research partners** strengthens the connection between doctoral education and the requirements of the scientific community and labour market. This contributes to maintaining the relevance and competitiveness of the doctoral programme.

✓ Aspects that constitute best practice examples

- **Functional feedback mechanisms** providing structured information that is analysed and used for improving courses, supervision and administrative processes.
- **Academic-industry interaction** through a close relationship between the Faculty of Mathematics and Computer Science, research centres and IT companies providing valuable external input for maintaining the relevance of doctoral training.

✓ Recommendations

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The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The **University of Bucharest (UB)** has established a comprehensive institutional framework for ensuring academic ethics and integrity, based on the **UB Code of Ethics**, the **Regulations of the Ethics Committee**, and the provisions of the UB Charter, all approved by the University Senate in accordance with the applicable legislation.

The **University Ethics Committee** operates as an independent structure responsible for monitoring compliance with academic ethics and professional conduct. Its members are appointed according to institutional procedures and its activity is carried out independently from other academic or administrative structures. The Committee has the following main responsibilities:

- analysing and resolving potential breaches of academic ethics and professional conduct, based on complaints or on its own initiative;
- contributing to the development and updating of the Code of Ethics and related institutional regulations;
- preparing annual reports on academic ethics and research integrity, submitted to the Rector and University Senate and made publicly available.

At the level of research ethics, the Ethics Committee is supported by the **Research Ethics Sub-Committee**, which evaluates and monitors the compliance of research activities with ethical principles. Its decisions cannot be overridden by administrative or academic bodies of the university.

Academic integrity is also promoted within doctoral education through dedicated training activities. The doctoral curriculum of the Doctoral School of Computer Science (DSCS) includes courses addressing academic ethics and integrity, ensuring that doctoral students are aware of ethical standards applicable to scientific research.

The implementation of academic integrity principles is supported by the **Centre for Action, Resources and Training for Academic Integrity (CARFIA)**, which promotes awareness and prevention activities related to academic misconduct across the university community.

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

UB has a functional and independent system for **ensuring academic ethics and research integrity**. The **Ethics Committee** operates according to regulations approved by the University Senate and performs its duties within a clearly defined legal and institutional framework.

The separation of responsibilities between the Ethics Committee, Research Ethics Sub-Committee and other university structures ensures independence in handling ethical matters. The existence of formal procedures for analysing misconduct cases, together with the publication of annual activity reports, demonstrates transparency and accountability.

Within the Computer Science doctoral programme, academic integrity is linked to the educational process through specific ethics training and through the application of institutional procedures concerning research integrity and doctoral thesis evaluation. The high level of awareness among doctoral students is confirmed by satisfaction survey results, with more than 96% of responding doctoral students indicating at the beginning of 2026 that they are satisfied or very satisfied with the attention given to academic ethics within the Faculty.

✓ Aspects that constitute best practice examples

- **Institutionally guaranteed independence of the Ethics Committee** which operates according to Senate-approved regulations and independently investigates potential ethical issues.
- **Integration of ethics into doctoral training**, ensuring that ethical principles are part of researcher training.
- **Comprehensive research ethics framework** through the collaboration between the Ethics Committee, Research Ethics Sub-Committee and CARFIA.

✓ Recommendations

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The indicator is: fulfilled.

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

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

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

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

The **University of Bucharest (UB)** has established and systematically applies procedures for the initiation, monitoring and periodic review of study programmes and doctoral fields, ensuring that educational activities remain aligned with academic developments, labour market requirements and national and European qualification frameworks.

At institutional level, the procedures for initiating, approving, monitoring and evaluating study programmes are established through the **Regulations on the initiation, approval, monitoring and evaluation of study programmes**. The implementation of quality assurance procedures is coordinated by the University Quality Assessment and Assurance Committee (CEAC-UB), supported by the Quality Management Department.

At faculty level, the **Faculty of Mathematics and Computer Science** applies these procedures through the **Faculty Quality Assessment and Assurance Committee (CEAC-FMI)**. The committee includes representatives of academic staff, students, employers, alumni and administrative staff, ensuring the involvement of relevant stakeholders in monitoring and improving educational activities. CEAC-FMI

prepares annual self-evaluation reports, analyses the results of educational and research activities, and proposes improvement measures approved by the Faculty Council.

The Faculty applies a **systematic process for reviewing its study programmes**, based on:

- analyses of labour market needs;
- alignment with national and European qualification frameworks;
- comparisons with similar programmes offered by Romanian and international universities;
- consultations with academic staff, students, graduates and representatives of the socio-economic sector.

For doctoral studies, monitoring and evaluation are coordinated by the **Council for Doctoral Studies (CSUD)**, which periodically prepares internal evaluation reports concerning doctoral schools and doctoral programmes. Within the **Doctoral School of Computer Science**, the advanced training programme is continuously reviewed. The syllabi of doctoral courses are periodically updated and the content of modular subjects is reviewed annually by research area coordinators in consultation with doctoral supervisors, particularly those supervising first-year doctoral students.

The **annual review process** ensures that doctoral courses remain connected to current research developments and are adapted to the research topics of doctoral candidates. Feedback provided by doctoral students through questionnaires is also considered in the improvement of doctoral training activities.

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

The University of Bucharest and the Faculty of Mathematics and Computer Science have implemented a **functional and continuous quality assurance system** based on regular monitoring, evaluation and improvement procedures. The existence of dedicated quality assurance structures at institutional, faculty and doctoral school levels ensures a coherent approach to programme management. The involvement of students, employers, graduates and academic staff in evaluation processes strengthens the relevance and transparency of decisions regarding educational activities.

For the Computer Science doctoral programme, the **annual review of course contents** represents an effective mechanism for maintaining the scientific relevance of doctoral training. The involvement of research area coordinators and doctoral supervisors ensures that training activities are aligned with current developments in Computer Science and with the specific research directions pursued by doctoral students.

- ✓ Aspects that constitute best practice examples
 - The **annual review of doctoral course contents** by research area coordinators and supervisors ensures strong alignment between training activities and current scientific developments.
 - **Cross-faculty evaluations** and comparisons with national and international universities provide additional mechanisms for identifying improvement opportunities and sharing good practices.

- ✓ Recommendations

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The indicator is: fulfilled.



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

The **University of Bucharest (UB)** and the **Faculty of Mathematics and Computer Science** involve members of the academic community and external stakeholders in the implementation, monitoring and revision of procedures related to study programmes and doctoral activities.

Teaching and research staff, students, employers, graduates and other stakeholders participate in the development, evaluation and improvement of study programmes and related activities. Their involvement is ensured through institutional and faculty-level quality assurance structures, including the University Quality Assessment and Assurance Committee (CEAC-UB), the Faculty Quality Assessment and Assurance Committee (CEAC-FMI), the Council for Doctoral Studies (CSUD) and the Doctoral School Council.

At the Faculty of Mathematics and Computer Science, **CEAC-FMI** includes representatives of academic staff, students, employers, alumni and administrative personnel. These stakeholders contribute to the monitoring and evaluation of educational activities and to identifying measures for quality improvement. Within the **Doctoral School of Computer Science**, doctoral supervisors and students are actively involved in the periodic review of doctoral training activities. The content of the advanced training programme is reviewed annually by research area coordinators in consultation with doctoral supervisors, particularly those supervising first-year doctoral students. Student opinions collected through questionnaires are also considered when improving course content, organisation and support services.

External stakeholders, including employers and graduates, contribute to maintaining the relevance of study programmes by providing feedback regarding scientific developments, professional requirements and labour market needs. This consultation process supports the continuous adaptation of educational provision at all levels of study.

The effectiveness of stakeholder involvement is demonstrated by the continuous development of UB's educational offer. Based on consultations with internal and external stakeholders and following approval by the University Senate, UB has introduced **new educational structures and programmes**, including the establishment of the **Faculty of Interdisciplinary Studies in 2025**, new doctoral programmes such as **Administrative Sciences (2023)** and **Business Administration (2025)**, as well as new doctoral schools, including the Doctoral School of Social Work (2023) and the Doctoral School of Religious and Intercultural Studies (2023).

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

Stakeholder involvement is an integrated and effective component of the procedures for initiating, monitoring and reviewing study programmes and doctoral fields. The participation of academic staff, students, employers and graduates ensures that decisions regarding educational provision are based on both academic expertise and societal needs.

At the level of the **Doctoral School of Computer Science**, the involvement of supervisors and doctoral students in curriculum review ensures that training activities remain connected with current research directions and the specific needs of doctoral candidates. The contribution of employers and graduates

strengthens the connection between doctoral education, research activities and professional requirements in the Computer Science sector.

The **institutional practice of consulting stakeholders** before approving changes to educational structures and programmes demonstrates that feedback is effectively used in strategic decision-making. The creation of new faculties, doctoral schools and doctoral programmes during 2021–2025 provides concrete evidence of the impact of these consultation mechanisms.

✓ Aspects that constitute best practice examples

- **Comprehensive stakeholder involvement** as teaching and research staff, students, employers and graduates participate systematically in procedures related to programme development and evaluation.
- **Evidence-based institutional development** as decisions regarding the creation of new programmes and organisational structures are based on consultations and analyses of academic and societal needs.
- **Integration of external perspectives**, employer and graduate input contributes to maintaining the relevance and competitiveness of educational programmes.

✓ Recommendations

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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	The organisational component analyses the results of the students' biannual evaluation of teachers.
I.P.C.4.1.1	

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

The **University of Bucharest (UB)** has established a unified evaluation framework for the periodic evaluation of teaching and research staff, in accordance with the **Framework Methodology for the Evaluation of the Individual Professional Performance of Teaching and Research Staff**, approved by the University Senate and applied from the 2022–2023 academic year.

The evaluation process includes four complementary components:

- self-evaluation;
- evaluation by management;
- peer evaluation;
- student evaluation.

At institutional level, the **Quality Assessment and Assurance Committee (CEAC-UB)** prepares an annual report on the evaluation process of teaching staff.

Within the **Faculty of Mathematics and Computer Science**, the **Methodology for the Evaluation of the Individual Professional Performance of Teaching and Research Staff** regulates the periodic evaluation of lecturers, including those involved in doctoral education. Students evaluate teaching activities through anonymous questionnaires completed only by students enrolled in the respective course. The

questionnaires assess multiple aspects of the teaching process, including teaching quality, communication, course organisation and the effectiveness of teaching methods.

The evaluation results are analysed by the heads of departments and the **Faculty Quality Assessment and Assurance Committee (CEAC-FMI)**, communicated individually to each teacher, and used to identify measures aimed at improving teaching quality, including adapting teaching methods and strengthening the teacher–student relationship.

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

The **student evaluations** constitute an integral component of the University's quality assurance system. The systematic collection and analysis of student feedback provides management with reliable information for monitoring teaching quality and identifying areas requiring improvement.

At the **Faculty of Mathematics and Computer Science**, the analysis of evaluation results by department heads and CEAC-FMI ensures that feedback is translated into concrete actions, such as improving teaching methods and enhancing interaction with students. The integration of student evaluation within a broader framework that also includes self-evaluation, peer review and managerial assessment provides a comprehensive evaluation of academic performance.

- ✓ Aspects that constitute best practice examples
 - **Comprehensive evaluation framework** for the evaluation of teaching staff through a balanced system combining student feedback, self-evaluation, peer review and managerial evaluation.
 - **Systematic analysis of student feedback** by department management and CEAC-FMI to identify concrete improvement measures.
 - **Institutional monitoring**, annual reports prepared by CEAC-UB provide university-wide monitoring of teaching quality and support continuous quality improvement.
- ✓ Recommendations
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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	The organisational component systematically collects and analyses data required for the
I.P.C.5.1.1	internal quality assurance process.

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

The **University of Bucharest (UB)** has developed an **integrated information management infrastructure** that supports the systematic collection, processing, analysis, and reporting of data required for internal quality assurance at both institutional and doctoral programme levels. Multiple interconnected IT applications are used by the organisational structures defined in the **University organisational chart** to ensure efficient managerial and operational activities.

The main databases and information systems supporting quality assurance include:

- **Academic information management (MOPAS)**. The University Management System (MOPAS) maintains comprehensive electronic records for all students, including doctoral students, covering

enrolment, academic results, completed courses, and educational progress. The system generates statistical reports, supports monitoring of students' academic evolution, facilitates the identification of students experiencing learning difficulties, and provides students with online access to their academic records.

- **Research information system.** The **FOCUS** database systematically collects and analyses the scientific outputs of academic staff, generating reports required for internal quality assurance, institutional management, and external evaluation processes.
 - **Administrative information system (EMSYS).** Administrative processes are supported through **EMSYS**, which integrates modules for accounting, finance, scholarships, accommodation, fixed assets, cashier operations, and general administration, ensuring efficient institutional management.
 - **Statistical monitoring and quality assurance.** The Statistics, Monitoring and Evaluation Service periodically conducts sociological surveys and prepares statistical reports concerning educational quality, student and staff evaluations, graduate employability, career progression, and scientific research performance. The service also develops institutional databases and publishes analytical "barometers" that support evidence-based managerial decisions.
 - **Monitoring doctoral research performance.** The **Council for Doctoral University Studies (CSUD)** has implemented a dedicated electronic platform through which doctoral students report publications and participation in scientific conferences. Information concerning the knowledge, skills, competences, responsibility, and autonomy acquired during doctoral studies is collected through dedicated questionnaires, together with students' overall satisfaction regarding the doctoral programme.
 - **Continuous quality improvement.** The Doctoral School collaborates with the **Association of Mathematics and Computer Science Students (ASMI)** to increase doctoral student participation in quality assurance questionnaires, thereby improving the quality and representativeness of the information collected for programme evaluation and enhancement.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The **University of Bucharest** demonstrates a mature and comprehensive approach to **data-driven quality assurance**. The institution has implemented an integrated digital ecosystem that supports academic management, research monitoring, administrative processes, and institutional quality assurance.

The **MOPAS** platform enables continuous monitoring of doctoral students' academic progress while facilitating early identification of students requiring additional academic support. Simultaneously, the **FOCUS** database provides systematic information on research productivity, allowing the University to evaluate scientific performance and prepare evidence-based reports for internal and external evaluations.

Administrative and academic indicators are complemented by regular sociological studies, graduate tracking, student satisfaction surveys, and questionnaires assessing the competences acquired during doctoral education. This multidimensional approach enables the University to monitor educational processes, learning outcomes and graduate development.

The existence of a dedicated platform for monitoring doctoral publications and conference participation provides continuous evidence of research performance throughout the doctoral programme. Furthermore, the collaboration with the student association to increase participation in feedback questionnaires demonstrates the institution's commitment to improving the reliability of quality assurance data and strengthening student involvement in continuous programme improvement.

- ✓ Aspects that constitute best practice examples

- **Integrated institutional information ecosystem**, combining academic management (MOPAS), research monitoring (FOCUS), administrative management (EMSYS), and institutional statistical analysis into complementary quality assurance tools.
- **Dedicated monitoring of doctoral research outputs**, through an electronic platform that continuously records doctoral students' publications and participation in scientific conferences.
- **Comprehensive monitoring of doctoral learning outcomes**, integrating academic records, research achievements, competence assessment questionnaires, and student satisfaction surveys into a unified quality assurance framework.

✓ Recommendations

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

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

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

The **University of Bucharest (UB)**, through the **Council for Doctoral University Studies (CSUD)** and the **Doctoral School**, ensures transparency by publishing comprehensive and regularly updated information of public interest concerning the doctoral programme in Computer Science. Information is made available through dedicated institutional websites, facilitating access for prospective candidates, doctoral students, academic staff, employers, and the general public.

The main transparency mechanisms include:

- **Dedicated Doctoral School website.** DSCS maintains a dedicated website where information regarding the doctoral programme is published and updated whenever necessary. The website is organized into clearly structured sections covering regulations, methodologies, application forms, contact information, management of the Doctoral School, doctoral supervisors, admission procedures, doctoral study programmes, enrolled doctoral students, international mobility and cotutelle opportunities, habilitation procedures, public thesis and habilitation defences, and various announcements concerning conferences, doctoral schools, scholarships, and research opportunities.
- **Institutional transparency.** UB and CSUD maintain institutional websites containing information of public interest in accordance with legal requirements. These websites provide access to institutional regulations, governance documents, the university budget, public procurement information, online payment services, and other administrative information relevant to the academic community and society.
- **Publication of regulations and procedures.** Regulations governing doctoral studies, admission, doctoral programme organisation, quality assurance, and student rights and obligations are publicly available, ensuring transparency of academic and administrative processes.
- **Information regarding student support services.** UB publishes the Methodology on the organisation of social and educational support services for students with special educational needs and students with disabilities, ensuring transparent communication regarding accessibility measures and support services available to doctoral students.

- **Continuous updating of information.** DSCS regularly updates published information to ensure that stakeholders have access to current regulations, administrative procedures, academic opportunities, and announcements throughout the doctoral education process.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

UB has established an **effective framework for ensuring institutional transparency** regarding the doctoral programme in Computer Science. Information is centralized through dedicated institutional websites, allowing stakeholders to easily access accurate, relevant, and up-to-date information throughout the entire doctoral lifecycle.

The **DSCS** website covers all major aspects of doctoral education—from admission and regulations to research opportunities, international mobility, doctoral supervision, and public thesis defences. This centralized approach facilitates communication with prospective candidates, enrolled doctoral students, academic staff, and external stakeholders while reducing administrative barriers.

UB provides **public access** to governance documents, financial information, procurement procedures, and institutional regulations. Furthermore, the publication of methodologies concerning educational and social support for students with disabilities reflects compliance with legal requirements and demonstrates the institution's commitment to inclusiveness and equal access to education.

- ✓ Aspects that constitute best practice examples
 - **High level of institutional transparency**, demonstrated through the publication of governance documents, institutional regulations, financial information, public procurement, and online administrative services on the University's website.
 - **Transparent communication regarding student support services**, including publicly available regulations governing educational and social support for students with disabilities and special educational needs.
 - **Systematic updating of public information**, ensuring that academic and administrative information remains accurate, current, and easily accessible to both internal and external stakeholders.
- ✓ Recommendations
 - Continue periodically **reviewing and updating the Doctoral School website** to ensure that all published information remains complete, accurate, and aligned with current legislation and institutional regulations.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The **University of Bucharest (UB)** ensures transparent decision-making through an **institutional governance framework** based on clearly defined regulations, participatory management structures, and the systematic publication of decisions, procedures, and regulations. Transparency is recognized as a fundamental element of the University's quality assurance policy and supports the active involvement of the academic community in institutional governance.

The main mechanisms supporting transparent decision-making include:

- **Transparent institutional governance.** The governance of doctoral studies is carried out through the Council for Doctoral University Studies (CSUD), the Doctoral School Council, the University Senate, and the Board of Directors, each operating according to clearly established competences defined by the University Charter and the Regulations for Doctoral Studies.
 - **Publication of decisions and regulations.** All institutional decisions, regulations, methodologies, procedures, and official documents are discussed within the appropriate governance bodies before being published. In particular, all decisions adopted by the **University Senate** and the **Board of Directors** are publicly available on the official websites of these bodies, ensuring unrestricted access for the academic community and other stakeholders.
 - **Stakeholder involvement.** The development and revision of regulations and institutional procedures involve academic staff, doctoral supervisors, doctoral students, and external members through representative governance bodies and consultation mechanisms. Doctoral students participate in institutional governance through elected representatives within the CSUD, Doctoral School Council, Senate, and other university committees.
 - **Accessible institutional information.** The websites of the University, CSUD, and the Doctoral School provide comprehensive information regarding regulations, doctoral supervisors, admission procedures, study programmes, doctoral students, mobility opportunities, public thesis defences, announcements, and administrative procedures. The University website complies with internationally recognized standards for accessibility and information dissemination.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Transparency represents an integral component of UB internal quality assurance system. Decision-making processes are governed by clearly defined regulations, implemented through representative institutional bodies, and supported by systematic public dissemination of decisions and official documents.

UB is committed to **publishing all decisions adopted by its highest governing bodies**—the Senate and the Board of Directors. This practice promotes institutional accountability, enables members of the academic community to understand the rationale behind institutional decisions, and reinforces confidence in university governance.

Decisions, regulations, and procedures are discussed before adoption, encouraging the participation of academic staff, doctoral supervisors, doctoral students, and external stakeholders in the governance process. Such an approach strengthens institutional ownership of decisions and contributes to the continuous improvement of doctoral education.

- ✓ Aspects that constitute best practice examples
- **Systematic publication of governance decisions**, with all decisions of the University Senate and the Board of Directors made publicly available through dedicated institutional websites.
 - **Transparency integrated into quality assurance**, where the publication of decisions, regulations, methodologies, and procedures is explicitly recognised as a core element of the University's internal quality assurance policy.
 - **Participatory governance model**, involving academic staff, doctoral supervisors, doctoral students, and external representatives in the development and revision of institutional regulations and procedures.
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

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

The **University of Bucharest (UB)**, through the **Council for Doctoral University Studies (CSUD)** and the **Doctoral School of Computer Science**, fully complies with the legal framework governing the external quality assurance of doctoral programmes. All doctoral study programmes undergo periodic external evaluation by the **Romanian Agency for Quality Assurance in Higher Education (ARACIS)**, in accordance with national legislation and ARACIS evaluation methodology.

The evidence presented in the report and demonstrates continuous compliance with these obligations:

- **Institutional accreditation.** The University of Bucharest obtained the **"High Level of Confidence"** rating following the institutional external evaluation confirmed by the ARACIS Council Decision of 30 June 2021.
- **IOSUD accreditation.** The University was awarded the **"Maintenance of Accreditation as an IOSUD"** through ARACIS Council Decision of 28 December 2021, confirming the quality of its doctoral education system.
- **External evaluation of the Computer Science doctoral field.** During the most recent ARACIS evaluation in 2021, the doctoral programme in Computer Science received the qualification **"Maintenance of accreditation"** (ARACIS Council Decision No. 137/28.12.2021). All performance indicators were evaluated as fulfilled, with the exception of a single non-critical indicator that was assessed as partially fulfilled.
- **Implementation of recommendations.** The recommendations formulated during the 2021 external evaluation were systematically implemented between 2021 and 2024. Their implementation was documented through a comprehensive Progress Report submitted to ARACIS.
- **Validation of improvements.** Following the 2024 progress report, ARACIS subsequently confirmed that all recommendations had been fully implemented, as validated through **ARACIS Council Decision No. 193/H/07.08.2025**.
- **Continuous internal preparation.** The preparation of the current self-evaluation report demonstrates a mature internal quality assurance system based on systematic data collection, institutional self-assessment, documentary evidence, and continuous monitoring of educational, research, and administrative processes.

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

UB has established **effective governance and quality assurance mechanisms** that ensure full compliance with ARACIS standards throughout the evaluation cycle.

A major strength is the successful outcome of successive external evaluations. The institutional rating of **High Level of Confidence**, together with the maintenance of IOSUD accreditation and the **continued accreditation of the Computer Science doctoral programme**, provide strong external validation of the University's quality management system.

Particularly noteworthy is the systematic follow-up of the recommendations issued during the 2021 external evaluation. The University implemented a structured improvement plan over the 2021–2024 period, documenting the implemented actions through the Progress Report. The subsequent confirmation by ARACIS in 2025 that all recommendations had been fully implemented demonstrates an effective quality enhancement cycle and a strong institutional commitment to continuous improvement.

The current evaluation further confirms the existence of robust internal monitoring mechanisms, comprehensive documentation practices, and evidence-based management capable of supporting both periodic external evaluations and the continuous development of the doctoral programme.

✓ Aspects that constitute best practice examples

- **Complete implementation of external evaluation recommendations**, demonstrating an effective institutional quality improvement cycle.
- **Outstanding institutional external evaluation results**, reflected in the University's **High Level of Confidence** rating and the maintenance of IOSUD accreditation.
- **Evidence-based quality management**, where comprehensive self-evaluation, systematic monitoring, and documented improvement measures support both internal quality assurance and external accreditation processes.

✓ Recommendations

-

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Strong Institutional Reputation: The University of Bucharest holds the ARACIS rating "High Level of Confidence", while the doctoral studies institution (IOSUD) maintains its accreditation, reflecting a mature and reliable quality assurance system. ✓ Highly Qualified Academic Staff: The doctoral programme benefits from experienced supervisors with strong scientific visibility, active participation in competitive research projects, and sustained international	INTERNAL FACTORS ↑	✓ Supervisor Community Renewal: The recent retirement of several experienced professors highlights the need to attract young researchers towards habilitation to ensure the long-term renewal of the doctoral supervisor community. ✓ Limited Long-Term International Mobility: Doctoral student mobility is dominated by short-term conference participation, with relatively few long-term research internships and joint supervision

collaboration. ✓ Advanced Digitalisation: Academic and administrative processes—including admissions, student records, course management, evaluations, plagiarism detection, and online communication—are supported through integrated digital platforms. ✓ Transparent Governance and Quality Assurance: Institutional regulations, decisions, methodologies, and quality assurance procedures are publicly available and supported by systematic data collection, stakeholder consultation, and evidence-based decision-making. ✓ Student-Centred Doctoral Training: Individual research plans, guidance committees, flexible curricula, and research project participation create a supportive learning environment tailored to doctoral students' needs.		arrangements. ✓ Information Dissemination Gaps: Doctoral students are not always fully aware of the complete range of facilities, equipment, and support services available to them.
SWOT analysis		
Opportunities: ✓ European University Alliances and Mobility Programmes: Membership in the CIVIS alliance and access to Erasmus+ offer expanding opportunities	 EXTERNAL FACTORS	Threats: ✓ Competition from Industry: Highly attractive salaries in the IT industry make it difficult to attract and retain talented graduates and young

for joint doctoral training, co-supervision, and international mobility. ✓ European Research Funding: Horizon Europe, Marie Skłodowska-Curie Actions Doctoral Networks, and other competitive European programmes provide substantial funding opportunities for doctoral research and training. ✓ Rapidly Growing Research Fields: The accelerated development of Artificial Intelligence, cybersecurity, quantum computing, and data science creates strong demand for doctoral-level expertise and new research directions. ✓ Strong IT Industry Ecosystem: The dynamic national and international IT sector offers significant potential for industrial partnerships, applied research collaboration, and employer feedback on doctoral competences. ✓ Internationalisation Potential: Expanding English-language provision and promotion through international academic networks can attract talented doctoral candidates from abroad.		researchers in academic and doctoral careers. ✓ Rapid Technological Change: The fast pace of developments in Computer Science requires continuous curriculum, infrastructure, and digital resource updates, which may challenge institutional adaptation capacity. ✓ Funding and Legislative Uncertainty: Fluctuations in national research funding and changes in higher education legislation may affect the stability and predictability of doctoral education.
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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	F	✓ Attract young researchers to obtain habilitation to ensure the long-term sustainability and renewal of the doctoral supervisor community.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	subject matters assigned to them in the job list.		
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	✓ Encourage the inclusion of additional transferable skills modules addressing research leadership, innovation management, entrepreneurship, and responsible use of artificial intelligence in scientific research.
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	F	✓ Expand the number of long-term international research internships and joint supervision arrangements with leading European and international universities.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	programmes organised in person and/or virtually.		
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	✓ Encourage participation in larger European doctoral training initiatives and longer-term international research mobility, particularly research internships and doctoral exchanges lasting several months, to complement participation in conferences and short-term scientific events.
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	✓ Enhance the opportunities for scientific dissemination through regular conferences and presentations providing doctoral students with platforms to communicate results and receive feedback from the academic community.
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	✓ Increase the participation of doctoral students in international research collaborations and competitive European research projects.
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 Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	procedure implementation process.		
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	✓ Continue periodically reviewing and updating the Doctoral School website to ensure that all published information remains complete, accurate, and aligned with current legislation and institutional regulations.
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	-	-

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

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

All analysed performance indicators are assessed as fulfilled. The following **general recommendations** are made to address long-term development goals:

- Ensure the periodic review and updating of the **doctoral curriculum** to support alignment with emerging scientific developments and technological advances, providing doctoral students with opportunities to acquire **transferable skills** such as project management, public speaking and presenting, scientific writing, entrepreneurship and innovation.
- Attract and support **young researchers** in obtaining habilitation in order to ensure the long-term sustainability and renewal of the doctoral supervisor body.
- Strengthen the **internationalization strategy** by increasing opportunities for long-term research mobilities, joint doctoral supervision (cotutelle), and participation in international doctoral networks and research infrastructures. Encourage doctoral students to undertake **long-term research internships** abroad and increase the number of **joint doctoral programs**.
- Further expand **collaborations** with industry, public institutions, and international research organizations to increase opportunities for applied research, technology transfer, internships, and alternative research funding. Formalize and strengthen collaborations with **companies** to identify applied research topics specifically suited for **dual / industrial doctoral programs**.
- Encourage greater involvement of doctoral students in **national and international research projects**, scientific conferences, innovation activities, and dissemination events to strengthen their research competencies and professional development.

VI. Conclusions

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

Propose and substantiate a decision.

The evaluation of the doctoral study domain **Computer Science** within the **Doctoral School of Computer Science** at the **University of Bucharest** reveals a very high level of compliance with the ARACIS quality assurance standards and demonstrates a mature quality culture supported by effective governance, excellent research performance, modern infrastructure, and continuous institutional improvement. Key aspects noted during the evaluation include:

- **Academic Excellence and Human Resources:** The doctoral programme benefits from a highly qualified academic staff with strong scientific visibility, active involvement in national and international research projects, and extensive experience in doctoral supervision. The **Doctoral School of Computer Science** has successfully expanded its research capacity, increasing the number of doctoral supervisors by **7 new members** from 2021 to 2025, reaching **15 full members** currently. The scientific excellence of the doctoral supervisors is demonstrated by the high Hirsch indexes and active participation in over **23 national and international research projects** as project directors during the review period.
- **Research Environment and Scientific Performance:** Doctoral students are integrated into an excellent research environment supported by doctoral grants, modern laboratories, high-performance computing resources, institutional research centres, and access to

major international scientific databases. There is a robust scientific culture, evidenced by **99 publications** in indexed journals and conferences by doctoral students.

- **Digitalisation and Quality Assurance:** The University has implemented an integrated digital ecosystem supporting admissions, academic management, student records, quality assurance, evaluation, and administrative processes.
- **Internationalisation:** The doctoral programme actively promotes international cooperation through research collaborations, mobility programmes, participation in European initiatives, and international dissemination of research results, creating valuable opportunities for doctoral students to develop within an international academic environment.
- **Continuous Quality Enhancement:** The University demonstrates a strong commitment to continuous improvement. The **Computer Science doctoral programme** successfully maintained its accreditation, and all recommendations formulated during the 2021 external evaluation were fully implemented and subsequently validated by ARACIS in 2025. The only indicator assessed as "partially fulfilled" in 2021 (A.1.3.3 regarding centralized financial records for training) has been fully addressed through new procedures and has been confirmed as fulfilled by the 2025 External Progress Evaluation Report.

Although several opportunities for further development have been identified, these do not affect the programme's compliance with the evaluation standards. Overall, the evaluation confirms that the **Computer Science doctoral programme fully satisfies all analysed performance indicators**, providing doctoral students with an excellent academic environment, strong research opportunities, effective institutional support, and a high-quality educational experience.

VII. Annexes

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

- The timetable of the external quality evaluation visit for the doctoral study domain Computer Science, Doctoral School of Computer Science, University of Bucharest.
- Minutes of the mandatory meetings scheduled during the external evaluation visit.



IV. Calendarul vizitei de evaluare externă a calității

domeniului de studii universitare de doctorat/ The timetable for the evaluation of the external quality evaluation visit for the doctoral university study domain

Intervalul orar/ <i>Hour</i>	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
Luni/ <i>Monday</i> , 20.07.2026			
9:00-9:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ <i>Technical discussions within the expert committee for external quality evaluation</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala: 809 / Room/Location
9:30-10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice/ <i>Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ <i>Representatives of the management of the organisational component</i> - Persoana de contact/ <i>Contact person</i>	Sala: 803 / Room/Location Lista persoanelor care vor participa la întâlnire/
10:20-11:10	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/ <i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	Sala: 809 / Room/Location



11:10-11:20	Pauză/ <i>Break</i>		
11:20-12:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Cadre didactice conducători de doctorat/ <i>Teaching staff who are PhD supervisors</i>	Sala/809. / Room/Location
12:10 -13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabiliile centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Responsabiliile centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	Sala: 809 Room/Location
13:00 -14:30	Pauză de masă/ <i>Lunch Break</i>		
14:30 -15:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of quality assurance organisational structures</i>	Sala 809. Room/Location



15:20 -16:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității ¹ / <i>Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures</i> - Persoana de contact/ <i>Contact person</i>	Sala 809. Room/Location
16:10 -16:40	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară/ <i>Meeting of the experts panel with members of the University Ethics Committee</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Membri ai Comisiei de etică universitară/ <i>Members of the University Ethics Committee</i>	Sala 809. Room/Location
16:40-16:50	Pauză/ <i>Break</i>		
16:50 -17:40	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți ² doctoranzi din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Studenți doctoranzi/ <i>Doctoral students</i>	Sala 809 Locația/ Room/Location



17:40-18:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers³ of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Sala 809 / Room/Location
18:30-19:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ^{4,5} ai DSUD/ <i>Meeting of the external quality evaluation experts' panel with alumni⁶ of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Absolvenți ai domeniului de studii evaluat/ <i>Graduates</i>	Sala/ 809 / Room/Location
Marți/ <i>Tuesday</i> , 21.07.2026			
09:00 -11:00	Vizitarea bazei materiale/ <i>Visiting the material resources</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai instituției sau Academiei Române, după caz/ <i>Representatives of the HEI or the Romanian Academy, as applicable</i>	Secretariat 802 Laborator co-working 807 Amfiteatru C503 Laborator robotică 415 Săli de ședință – etajul 4, ex.: 406
11:00-12.00	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala/102 - Rectorat, Panduri 90



THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

Member of the European Association for Quality Assurance in Higher Education - **ENQA**

Listed in the European Quality Assurance Register for Higher Education - **EQAR**

12:00-13:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ <i>Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ <i>Representatives of the management</i> - Persoana de contact/ <i>Contact person</i>	Sala 102, Locația - Rectorat, Panduri 90
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