HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

- **evaluarea externă a calităţii şi validarea rezultatelor cuprinse în Rapoartele de evaluare externă:** art. 223-226, art. 229-230 şi art. 249 alin. (1) lit. f), g) şi h) din Legea nr. 199/2023 a învățământului superior nr. 199/2023, cu modificările şi completările ulterioare, denumită în continuare Legea, precum şi în Metodologia de evaluare externă a calității educației în învățământul superior, aprobată prin Hotărârea Guvernului nr. 962/2024, cu modificările şi completările ulterioare, denumită în continuare Metodologia;

- **autorizarea** de funcţionare provizorie **pentru programele de studii universitare din ciclul I de licenţă:** art. 235 alin. (1) lit. a) şi lit. b) pct. (ii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege;

art. 27, art. 29 şi art. 32-33, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **autorizarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 235 alin. (1) lit. a) şi lit. b) pct. (iii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege; art. 27-29 şi art. 34-35, coroborate cu art. 59, art. 62 şi 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) şi art. 236 alin. (1) şi (3) din Lege; art. 27-29 şi art. 37-38, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru programele de studii universitare din ciclul I de licenţă:** art. 239 alin. (1) lit. b) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 42, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 239 alin. (3) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 43-44, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 239 alin. (4) şi alin. (6)-(7), art. 240 alin. (2) din Lege; art. 39-40 şi art. 46-47, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **analiza şi validarea în vederea verificării respectării Metodologiei, de către comisiile de experţi evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare şi menținerea acreditării, din Lege, precum şi 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 şi 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 şi pe baza verificării respectării Metodologiei, propunerile formulate de către comisiile de experți evaluatori şi poate solicita refacerea Rapoartelor de evaluare externă atunci când constată că Metodologia nu a fost respectată ori respectivele rapoarte nu cuprind suficiente date şi dovezi pentru adoptarea deciziei,

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

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

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

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 şi de doctorat, precum şi pentru programul universitar de formare psihopedagogică pentru învăţământul preuniversitar, după caz, cuprinse în anexele nr. 1-23 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) şi alin.(3) lit. b), c) şi d), art. 231 lit. a) şi b), art. 232 lit. c), d) şi 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 şi considerentele analizei de validitate şi concluzia motivată a Consiliului.

(3) Rezultatele prevăzute la alin. (1) se comunică Ministerului Educației şi Cercetării şi instituțiilor solicitante şi 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 şi 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 şi ale art. 62 alin. (3) din Metodologie.

Art. 4. Prezenta hotărâre intră în vigoare la data de 22.10.2026.

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

Cristina-Vasilica ICOCIU
Director Direcția Juridică, Cooperare, Comunicare şi Formare

Consilier juridic

NR. 318/H/22.10.2026

ANEXA NR. 13
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 13.3

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea din Oradea
Şcoala(ile) doctorală(e)	Geografie, Știința Sportului și Kinetoterapie
Domeniul de studii universitare de doctorat (DSUD)	*Geografie*
Procedura/procesul de evaluare externă a calităţii educaţiei	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 05.10.2026, propunerea de decizie fiind consemnată în PV **nr.** 5072/05.10.2026**.**
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. **5321/20.10.2026**

Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei

Domeniul	Standarde Î / N	Indicatori de performanţă 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 22.10.2026 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	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	University of Oradea / Universitatea din Oradea
Doctoral School:	Doctoral School of Geography, Sports Science and Physiotherapy / Școala Doctorală Geografie, Știința Sportului și Kinetoterapie
Doctoral Domain:	Geography / Geografie
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.	SÎRODOEV Igor	Expert evaluator	
2.	KHOLIAVCHUK Dariia	International Expert	
3.	MALAIRĂU Victor	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.);

  The external evaluation visit for periodic evaluation for maintaining accreditation of the doctoral field of GEOGRAPHY within IOSUD University of Oradea was realized on July 9-10, 2026. The commission is constituted from: Sîrodoev Igor (teaching staff – member of the National Registry of Evaluators), Kholiavchuk Dariia (teaching staff – international member of the National Registry of Evaluators), Malairău Victor (PhD student – student member of the National Registry of Evaluators).
- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied);

  The University of Oradea, situated in western Romania, advances sustainable regional, national and international development through education, research and innovation. Its academic heritage dates to 1780, while its modern institutional development began in 1963. Renamed in 1991, the university promotes interdisciplinary learning, entrepreneurship and students' personal development. It comprises 15 faculties, offering 102 bachelor's programmes, 68 master's programmes and 23 doctoral fields. Partnerships with 620 institutions across 111 countries strengthen its global engagement. Strategic priorities include educational excellence, research quality and technology transfer. Its growing international visibility is reflected in improved rankings, including eleventh place in Romania's 2024 National Metaranking.
- 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).

  The doctoral field Geography was established in 2000 (OMEN no. 4212/20.07.2000). Currently, there are 5 doctoral supervisors within the doctoral domain of Geography.

  Maintaining and developing doctoral studies in Geography within IOSUD at the University of Oradea is supported by the discipline's scientific and socioeconomic importance, institutional expertise, and commitment to national and European quality standards.

  Geography examines interactions between natural environments and human activities, providing essential insights into environmental challenges, resource management, population mobility, and territorial development. These complex issues require researchers with advanced interdisciplinary skills.

  The university's established undergraduate, postgraduate, and doctoral provision provides a strong foundation for advanced training, supported by qualified academics, research infrastructure, and logistical resources. Its accredited master's

programmes in Tourism Management and Planning and Land Management and Planning Assisted by GIS reinforce this academic continuity.
Since the 2021 external evaluation, the doctoral programme has evolved to address revised accreditation requirements and changing societal needs. Increasing emphasis on geospatial data science, remote sensing, and GIS supports applied research, enabling doctoral candidates to develop databases and territorial models that inform strategic planning.
Reaccreditation is further justified by sustained demand for doctoral training, recognized research activity, and the programme's contribution to spatial planning, environmental protection, and tourism. Strengthening this field promotes academic excellence, innovation, employability, and participation in European research networks, consolidating the university's national and international scientific role.

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 the in-depth analysis of the Internal Evaluation Report and its annexes. During the on-site visit the information from the documents was verified through structured interviews with University and Doctoral school administration, teaching staff, PhD students, employers and employees. Finally, synthesis of the findings was made, while the SWOT analysis helped to realize a complete image about the evaluated domain, with its advantages and aspects, which require improvement. The detailed information is given below.

- Documents consulted by the evaluation team were related to the governance structure, human resources, curricula, research infrastructure and equipment, university facilities for students with special focus on accessibility for disabled students, research activity of the doctoral school members and PhD students, quality assurance procedures and institutional partnerships. All the consulted documents are accessible either as links in the Internal Evaluation Report or on the University and Doctoral School websites.
- During the on-site visit the following premises were visited: the teaching and research facilities of the Doctoral School of Geography, Sports Sciences and Physiotherapy and Faculty of Geography, Tourism and Sports (classrooms, teaching and research labs); the University library, doctoral studies management spaces at the University level, the University of Oradea Technology Transfer Center, the support and leisure infrastructure: campus and social facilities for students, including sport facilities, etc.
- According to the methodology, the following meetings were organized: meeting with the administration representatives of the Doctoral School (dean and vice-deans of the faculty and director of the School); meeting with the doctoral school members / PhD studies supervisors in the evaluated field; meetings with current doctoral

students and alumni, as well as a meeting with business and governmental institutions' representatives, which employ geography alumni of the doctoral school; meetings with representatives of the organizational structures of the IOSUD: Quality Evaluation and Assurance Commission, Ethics Commission.

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)

Doctoral studies at IOSUD, University of Oradea, follow national legislation and publicly available internal regulations governing institutional and doctoral school activities. These establish procedures for programme organisation, leadership elections, admissions, recognition of foreign qualifications and supervisory status, and doctoral study contracts.

Additional provisions address scholarships, habilitation, academic appointments and doctoral school membership. The Geography, Sports Science and Physiotherapy Doctoral School applies rules covering supervisor appointment and replacement, curriculum design, conflict mediation, access to research resources and student attendance. Its council meets at least three times annually.

Academic integrity and quality assurance are embedded in doctoral regulations and the university's ethics framework. The Research Ethics Commission oversees compliance through established procedures. All doctoral and habilitation theses undergo checks using recognized plagiarism detection software. Doctoral candidates and supervisors jointly confirm thesis authenticity through formal declarations. Together, these arrangements provide a structured framework for doctoral education, research supervision, ethical conduct and institutional accountability.

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

The institutional analysis demonstrated that IOSUD-UO has: (i) effective administrative structures with clearly assigned responsibilities and transparent decision-making processes; (ii) institutional transparency through the publication of relevant regulations, reports, procedures and documents on university platforms; (iii) a coherent management system supported by clearly defined regulations, operational procedures and oversight mechanisms; (iv) regularly updated procedures aligned with national legislation, covering doctoral regulations, admissions, evaluation, qualification, recognition of doctoral degrees and quality monitoring; (v) systematic stakeholder consultation, ensuring participation in developing and revising methodologies.

With respect to the indicator under evaluation, the institution demonstrates that appropriate organizational structures are in place and function according to periodically reviewed internal

regulations, methodologies and procedures. These arrangements support the effective delivery of doctoral studies in Geography.

✓ Aspects that constitute best practice examples

(i) Integrating sustainability, digitalization and internationalization into the strategic development of the university and its doctoral programs; (ii) maintaining a transparent, clearly documented framework of academic regulations, methodologies and procedures accessible online; (iii) investing in staff development and expanding research capacity by increasing the number of doctoral supervisors and supporting participation in international scientific activities.

✓ Recommendations

Consider extending international collaborations and academic mobilities for doctoral students.

The indicator is: fulfilled.

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

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

The University of Oradea involves students, academic and administrative staff, employers and other stakeholders in developing and reviewing institutional policies. Consultation mechanisms include student representation on governing bodies, regular meetings, surveys and collaboration with student organizations and trade unions. Employer partnerships help align study programs with labor market needs. The Doctoral School of Geography, Sports Science and Physiotherapy periodically reviews its regulations and habilitation procedures through stakeholder consultation. Doctoral students' requests are processed by the CSUD Secretariat and discussed by the school council. Annual reports assess doctoral students' needs and satisfaction, while online publication supports institutional transparency and public accessibility.

✓ 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

Available evidence confirms that the institution ensures active, documented stakeholder participation in developing and revising its regulatory framework. Formal, ongoing consultations involve academic staff, doctoral students and external representatives, with feedback informing curricula, course specifications, assessment procedures, regulations and methodologies. This structured review process demonstrates the participatory and responsive governance of CSUD and the Doctoral School. Annual reports on doctoral students' needs and satisfaction provide an evidence base for revisions, grounding decisions in students' experiences. The CSUD Registrar's involvement in processing student requests ensures that feedback is systematically recorded, considered and translated into appropriate improvements to academic and administrative practices.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

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

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

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

The University of Oradea legally owns and manages an extensive material base for the Geography doctoral field that significantly exceeds national requirements, encompassing 45 buildings with 111 classrooms, 305 laboratories, and 110 seminar rooms. Specific infrastructure for doctoral education includes a dedicated Information Centre in Room C120 and five specialized tutoring offices (C214a, C211b, C221b, C221a, and C210) provided for doctoral supervisors. Research activities are supported by six faculty laboratories, including the GIS and Spatial Planning laboratory, and the certified Centre for Territorial Studies and Analysis (CSAT). Under the DigitalUO project, which has a budget exceeding 30 million lei, the university has acquired advanced technology, including 50 ArcGIS Pro licenses, remote-sensing drones for 3D surveys, and high-precision meteorological sensors. The university provides physical accessibility via ramps and elevators alongside a specialised laboratory for persons with visual disabilities equipped with Braille printers, tablets, and assistive laptops. Student wellbeing is supported by six dormitories offering 1,835 places and a comprehensive sports base featuring seven halls and ten outdoor fields. This integrated environment aligns with the university's SMART CAMPUS master plan to optimize conditions for advanced research and living.

✓ 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 fulfilment is justified through quantified, verifiable data, specifically regarding the legal ownership of 45 buildings and material capacities that exceed national norms by up to 177%. Equipping is demonstrated through field-specific facilities, including the C120 Information Centre and the certified CSAT research center. Venues for staff activities are confirmed by the provision of five dedicated tutoring offices for supervisors. Accessibility for disabled persons is substantiated by ramps and elevators in the main buildings, specialized Laboratory for people with disabilities. This facility is equipped with itemized assistive technology, including Braille printers, Optelec electronic magnifiers, and voice-synthesizing software, providing a verifiable enabling environment. Research infrastructure is strengthened by DigitalUO project, which provides advanced drones and software. The faculty is located in the national heritage building, which limits the possibilities for reconstruction; however, the renovation is in the strategic plan for the next year.

✓ Aspects that constitute best practice examples

The doctoral students' information center (C120) was financed through a dedicated funding line (CNFIS-FDI-2023-F-0409). Rapidly advancing technologies and options for people with disabilities are confirmed. The University's specialized Laboratory for people with disabilities represents the best practice in integrating rapidly progressing technologies to ensure an inclusive research environment.

✓ 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.

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

The University of Oradea provides optimal conditions through a systematic Annual maintenance and rehabilitation program covering classrooms, laboratories, and administrative spaces. It follows internal maintenance regulations governing all teaching, research, and administrative spaces used by IOSUD-UO, including seminar rooms, doctoral supervisors' offices, the library, and research spaces, which are described as benefiting from permanent maintenance, cleanliness, internet connectivity, and modern facilities This institutional framework is complemented by the DigitalUO project, which allocates 30,275,536.76 lei specifically for the modernization of IT equipment and digital infrastructure. For the Geography doctoral field, maintenance relies on the infrastructure documented under Annex 5, reused and adapted to the field's specific needs rather than newly created for this evaluation.

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

The institution demonstrates a systematic approach to maintenance through its annual programs and the DigitalUO investment, satisfying the general requirement for asset maintenance. During the visit, it was confirmed that these assets are optimally managed. The maintenance of C120 is linked to a specific project (FDI), and the maintenance of CSAT is acknowledged in the activity reports. The engineering staff responsible for the maintenance is affiliated with the specific laboratories and centers. During the visit, it was found that doctoral students have specific timeslots to work in the afternoon, specific to Geography field spaces (C120, CSAT premises, the six research laboratories).

✓ Aspects that constitute best practice examples

Maintenance investment addresses accessibility upgrades (facilities for people with disabilities in the buildings hosting the field's activities) within the DigitalUO and Smart campus projects.

✓ 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.

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

The Geography doctoral program at IOSUD, University of Oradea, operates within the Doctoral School of Geography, Sports Science and Physiotherapy. Its academic team provides expertise across the field's principal research areas, supporting advanced teaching, doctoral supervision and scientific activity. The program has five doctoral supervisors: Alexandru Ilieș, Ovidiu Gaceu, Dorina Ilieș, Cezar Morar and Jan Wendt. Four are tenured university professors, while professor Wendt holds associate status. Their supervisory authority is documented through ministerial orders or formal recognition certificates, with qualifications and academic experience detailed in their published CVs. According to the standards assessment, four supervisors meet the applicable CNATDCU minimum requirements; Ovidiu Gaceu is recorded as not meeting them. The documentation therefore indicates majority

compliance with these national requirements. The documents report research activity, including more than 40 articles published in ISI journals during the preceding five years, supported by publication lists and research records. Advanced doctoral coursework is delivered by professors or researchers holding doctoral supervisory or habilitation status. Alexandru Ilieș teaches Methodology of Scientific Research in Geography, while Cezar Morar teaches Ethics and Academic Integrity in Geography. Course specifications are publicly available, documenting the content of compulsory training and supporting transparency regarding the program's academic provision and staffing.

✓ 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

Available evidence indicates that the Geography doctoral program fully satisfies staffing requirements. Four out of five doctoral school members meet current minimum standards, supported by validated expertise and established research records. Sustained scientific performance is demonstrated through Web of Science publications, bibliometric indicators and participation in research projects and collaborations. Overall, staffing levels, qualifications and research capacity provide the quantitative and qualitative foundations required for a mature field of doctoral study.

✓ Aspects that constitute best practice examples

Including an international PhD supervisor (professor Jan Wendt).

✓ Recommendations

Consider facilitating and supporting PhD supervisors, who do not meet current minimal standards for habilitation, to increase their research activity in order to fulfill all the requirements of current (and future) minimal standards for habilitation.

The indicator is: fulfilled.

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

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

The University of Oradea supports doctoral staff development through institutional training, mobility and career advancement opportunities. InnoScience and EU Green provide continuing education covering research management, digitalization, ethics and academic integrity. Erasmus+, EU Green and bilateral exchanges strengthen academic skills and international research partnerships. CSUD and the Doctoral School support career progression, including habilitation. Institutional funding, projects and grants facilitate participation in conferences, workshops and scientific events, as documented in Annexes 3, 5, 6 and 8. Access to current publications, scientific databases, research infrastructure and digital platforms further enhances teaching and research. Together, these measures promote professional and personal development consistent with institutional policies and contemporary academic expectations and requirements.

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

The University of Oradea provides an accessible and comprehensive framework for staff development, integrating continuing education, career advancement, international mobility and research support. Training opportunities strengthen professional skills, while institutional assistance facilitates habilitation and academic promotion. Established Erasmus+ procedures enable teaching and training exchanges, with diverse destinations among Geography supervisors demonstrating international engagement. Internal funding supports conference attendance, scientific activities and project participation, complemented by access to digital resources. Together, these measures create a stimulating environment for professional and personal growth.

✓ Aspects that constitute best practice examples

Membership in the EU Green Alliance connects the University of Oradea with a wider European academic network, while Erasmus+ collaborations extend staff exchange geography outside the European continent, giving staff access to thematic workshops, professional training and collaboration across universities that extend beyond conventional bilateral exchanges.

✓ Recommendations

Provide systematic institutional and financial support for staff to participate in conference events and professional development programs.

The indicator is: fulfilled.

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

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

The University of Oradea recruits teaching and research staff through competitive procedures aligned with national legislation. Permanent appointments follow the university's recruitment methodology and require prior publication of vacancies in Romania's Official Gazette by the relevant ministry. Temporary university assistant appointments are governed by a dedicated regulation. All advertised teaching posts appear in departmental staffing schedules and are published on the Teaching Competitions webpage, ensuring transparent access and nondiscriminatory participation for eligible candidates. Staffing schedules are prepared and approved under an established operational procedure, providing a consistent institutional framework for the organization of academic recruitment.

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

The University of Oradea meets the recruitment indicator through procedures aligned with national legislation and approved by authorized institutional bodies. Publicly accessible announcements, eligibility criteria, evaluation stages and results support transparency, equal opportunities and accountability. Positions are linked to departmental staffing schedules prepared under formal operational procedures. Separate methodologies for different staff categories, supplemented by faculty criteria, promote consistent, objective and predictable selection. Overall, the evidence confirms a structured recruitment framework that fulfils applicable requirements for legality, openness, fairness and nondiscriminatory access.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.	
Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

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

The UO implements an efficient digital environment to simplify processes for both internal use and indirect beneficiaries in accordance with the adopted Digitization Strategy for the period of 2022–2027 and Strategic Development Plan of the University of Oradea for the period 2025-2030. The UO internal processes are conducted as follows: using the UNIWEB system for student catalogues and curricula, Moodle (e.uoradea.ro) for e-learning, and Microsoft 365 for research collaboration. For Geography, IT systems include remote-sensing drones, 3D scanning for heritage modelling, and 50 licenses of ArcGIS Pro. Indirect beneficiaries' services have been specified. Future candidates make use of the online admission system. Research external partners can find all necessary information on ERRIS, which hosts registered research centers (such as CSAT). There are also separate services for the general public, including a special website to ensure open access to the decision-making process, public interest information, and "Academic Choices" portal. Academic integrity is ensured by the anti-plagiarism infrastructure contract using sistemantiplagiat.ro and iThenticate, under the double-checking protocol based on Article 45 of the Doctoral Studies Regulation (HS no. 23/2025).

✓ 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 organisational component shows full compliance, as IT tools help the organisation satisfy the needs of internal and external communities. Future students are served through the online admissions portal, while external academic partners are engaged by the ERRIS system and through access to the international databases ScienceDirect and Scopus. Procedural precision is achieved through Softlink Liberty5, which automates library work, and EMSYS, which automates the accounting process. Scientific dissemination for the entire research community is provided through Annals of Geoscientific Studies and other journals published on digital platforms. All this creates the basis of the work of the Geography doctoral field within the framework of Smart Campus.

✓ Aspects that constitute best practice examples

The accurate citation of MENCS Order no. 3485/2016 and certain internal regulation articles to support the anti-plagiarism procedure is demonstrated. The implementation of 3D digital twin modelling and geospatial data science in Geography represents the best practice for utilising new technologies to transform the Level 8 learning process.

✓ Recommendations

Increase the availability of English-language promotional and informational materials on digital portals to attract more international doctoral candidates and research collaborators.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s* The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

* 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.

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

The study programme is designed around the expected educational achievements and follows a system of transferable study credits (ECTS), in accordance with the institutional regulation SEAQ-PO-PrMA-01. The programme includes a coherent set of subjects, consisting of a 30-credit Advanced University Preparation Programme (PUA) with an emphasis on research methodology and academic integrity, followed by a scientific research programme with three reports and a final thesis defence in two stages. The scientific profile of the doctoral studies in the field of geography is ensured by five supervisors who conduct research in areas such as territorial systems, smart cities, and climatology.

✓ 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 programme encompasses the full cycle of learning, research, and evaluation necessary for an EQF/NQF Level 8 qualification. While learning outcomes are documented in a dedicated curriculum chapter and aligned with occupational standards, the link between individual modules and specific outcomes is established through subject sheets that detail objectives and assessment methods aligned with the targeted qualification. The institution acknowledges that this logic can be further refined, as evidenced by its proposed future direction to standardise the formulation of learning outcomes in subject sheets.

✓ Aspects that constitute best practice examples

The five doctoral supervisors' documented research directions give the programme a coherent, identifiable scientific profile.

✓ Recommendations

The indicator is: fulfilled.

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

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

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

✓ 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 Geography doctoral program meets the standard by basing its curriculum on the national and European level 8 descriptors, which serve as the necessary high-level competency standards for research-intensive occupations. The procedural basis for meeting the NQF requirements was confirmed during the visit. In meetings with the quality assurance team, it was revealed that new subject-level templates were introduced last year, providing a more detailed look at how specific program modules help students become proficient in their future careers.

✓ Aspects that constitute best practice examples

The five primary research directions of the doctoral supervisors, including territorial systems, tourism/geotourism, urban-regional planning, smart cities, and climatology, serve as the best practice by implicitly aligning the program with high-demand economic sectors

✓ Recommendations

The indicator is: fulfilled.

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

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

✓ 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 implements the principles of student-centred learning through its curriculum, teaching methods, and the supervision process. Course descriptions include learning outcomes, student-centred teaching and assessment methods, relevant bibliography, and transparent evaluation criteria. During the evaluation visit, doctoral students and academic staff confirmed the existence of a collaborative supervisor–doctoral student relationship, continuous feedback, and opportunities for participation in research projects, international mobility, and scientific events.

✓ 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 evaluation panel found that the doctoral school effectively implements student-centred learning. The information provided in the documentation was confirmed during the meetings with doctoral students, academic staff, alumni, and employers, highlighting an academic environment that supports research, professional development, and active student involvement.

✓ Aspects that constitute best practice examples

The active involvement of doctoral students in research centres and international research collaborations.

✓ Recommendations

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.

✓ 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 provides doctoral students with opportunities to participate in academic mobility programmes through Erasmus+ and the EU GREEN Alliance. During the last two years, doctoral students participated in Blended Intensive Programmes (BIPs), international workshops, seminars, and training activities organised in physical and virtual formats. The University also has cooperation agreements with national and international universities, including double PhD degree agreements with the University of Alicante (Spain) and Université de Lorraine (France), supporting international research mobility.

✓ 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 evaluation panel confirmed during the meetings with the doctoral school management, research centres, and doctoral students that mobility opportunities are actively promoted and that doctoral students participate in international research activities through Erasmus+, EU GREEN, research projects, conferences, and short research stays abroad.

✓ Aspects that constitute best practice examples

The development of double PhD degree agreements with international partner universities.

✓ Recommendations

The indicator is: fulfilled.

Standard S.B.3.2. Fairness The organisational component provides fair opportunities for students.	
Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities

✓ 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 provides equal opportunities for doctoral students by ensuring transparent access to academic supervision, research resources, mobility programmes, scholarships, and scientific events. Doctoral students may choose their research topic according to their interests and benefit from academic and administrative support. The University promotes equal opportunities and non-discrimination through its internal regulations and provides measures to support students with different learning needs.

✓ 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 evaluation panel confirmed during the meetings that the University is actively improving accessibility for persons with disabilities and continues to develop facilities to support an inclusive learning environment. The existence of dedicated support structures and the positive feedback received from doctoral students indicate that equal opportunities are effectively promoted within the doctoral school.

✓ Aspects that constitute best practice examples

✓ Recommendations

Consider organizing a yearly meeting of the Doctoral School management and doctoral students to discuss academic and administrative matters of common interest.

The indicator is: fulfilled.

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

Standard S.B.4.1. Access to resources and services The organisational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

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

The doctoral school provides doctoral students with access to educational and research resources, including modern laboratories, research infrastructure, scientific databases, and digital libraries. The University also offers dedicated support services for students with disabilities, including assistive technologies, adapted learning materials, and specialised facilities. Access to mobility programmes, research resources, and institutional support services is provided on a transparent and equitable basis.

✓ 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 evaluation panel confirmed during the meetings that doctoral students have adequate access to learning and research resources and that the University is continuously improving the accessibility of its facilities and services for persons with disabilities. The communication platforms used by doctoral students and supervisors further support the learning and research process.

✓ Aspects that constitute best practice examples

The University's Inclusion Centre and the Inclusion Charter represent a good practice in promoting an inclusive academic environment.

✓ Recommendations

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

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

Learning outcomes are set out and formalised in the curricula and in the course description for the Geography field. Such outcomes are stated in terms of what the doctoral candidate knows, understands, and can do upon completion of the program, based on the Level 8 descriptions of knowledge, skills, and responsibility/autonomy. The evaluation of such outcomes is performed in accordance with a special Operational Procedure dealing with the evaluation and monitoring of the doctoral schools internally, whereby the continuous assessment is provided by the supervisor. Discipline Sheets, provided on the website of the doctoral school, state the objectives, themes, and systems of assessment for each discipline

✓ 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 institution has established a functional governance framework for describing and reviewing outcomes that operates on a continuous and annual cycle. By integrating learning outcomes directly into course content and research activities, the program ensures coherence between theoretical training and the development of high-level applied skills. During the visit it was confirmed that the programme learning results are analyzed annually at the field level to ensure they remain adequate for the Level 8 qualification. To further enhance this standard, the institution has identified a future direction to standardize the formulation of learning outcomes across all subject sheets.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.

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

Achievement of the learning outcomes is checked through a two-tier system: ongoing assessment (written/oral exams, project presentations, research reports, scientific lectures, individual-plan progress) and a final graduation exam consisting of the public thesis defence, both regulated by the

same operational procedure and by national legislation. Doctoral students are required to deliver a presentation of their research progress before their guidance committee and supervisor at least once every 12 months. The final graduation exam consists of the public defense of the doctoral thesis, conducted before a specialized committee of at least five members holding the status of habilitated professors or doctoral supervisors. Examiners hold habilitation/doctoral-supervisor status.

✓ 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 evaluation commission confirmed that the School fulfills the standard by establishing specific mechanisms for both ongoing and study-completion verification. The inclusion of diverse assessment formats demonstrates that the evaluation is tailored to the specific nature of doctoral training.

✓ Aspects that constitute best practice examples

✓ Recommendations

The School is recommended to formalize the specific criteria used to distinguish a "pass" threshold in ongoing progress reports compared to the rigorous standards applied during the final public defense.

The indicator is: fulfilled.

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

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

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

Admission procedures follow a formally adopted institutional instrument (Senate Decision no. 22/29.04.2025), publicly accessible, covering general doctoral admission, admission of Romanian citizens abroad, and admission of foreign citizens, all consolidated within a single methodology. Legal traceability (decision number, date, publication link) is explicit. Procedures are applied uniformly at IOSUD level, in compliance with the national legal framework and internal regulations (UO Charter, IOSUD regulations). For the Geography doctoral field, methodologies adopted by CSUD Decision hold field-specific information and necessary forms that are made transparently available through dedicated web portals and the IOSUD secretariat.

✓ 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 evaluation commision confirmed that the organizational component implemens a rigorous admission colloquium specific to the Geography field. It involves a multi-criteria evaluation of the candidate's previous professional performance, such as published articles, and a detailed review of the proposed doctoral research project regarding its scientific context, methodology, and estimated results. The online publication of the academic and scientific profiles of Geography doctoral supervisors and their specific research themes is provided.

✓ Aspects that constitute best practice examples

The consolidation of all admission themes, calendars, and methodologies in a single digital location represents a best practice that facilitates equal access for all applicant categories

✓ Recommendations

The indicator is: fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.

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

The University of Oradea ensures fairness through a multi-criteria selection process documented in the field-specific methodology. Candidates are evaluated based on their prior professional performance and the quality of their proposed doctoral research project, which is assessed for scientific context, objectives, methodology, and expected results. Each commission member awards a numeric grade (1–10) for these criteria, and the final admission average is calculated as an arithmetic or weighted average. The institution has established a Laboratory for people with disabilities equipped with assistive technologies, including Braille printers, electronic magnifiers, and voice-synthesizing software. The Office for students with visual disabilities and utilizes the "Edu-Acces" project (CNFIS-FDI-2023-F-0409) to increase access to education through improved social inclusion and educational counseling is established

✓ 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 Geography doctoral program fulfills the standard through two levels. First, fairness and equal opportunity are established via a documented scoring system applied uniformly by a specialized commission. Second, the specialized laboratory and the "Edu-Acces" social inclusion project provides a verifiable enabling environment for vulnerable groups. The existing infrastructure provides a material basis for full fulfillment.

✓ Aspects that constitute best practice examples

The use of per-criterion numeric scoring method (1–10) evaluated by multiple commission members represents a best practice by providing an auditable basis for candidate selection. The use of dedicated project funding (FDI) to finance social inclusion and counseling services ensures that support for vulnerable groups remains a strategic priority.

✓ Recommendations

The indicator is: fulfilled.

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

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

The doctoral school applies the regulations governing doctoral studies in accordance with national legislation and the university's internal regulations. Each doctoral student follows an individual training and research programme agreed with the doctoral supervisor and subject to periodic evaluation. The academic activity of doctoral students is governed by the code of ethics, while doctoral theses are systematically verified using recognised similarity detection software before public defence.

✓ 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 evaluation panel confirmed during the meetings with the doctoral school management, doctoral students, and the ethics committee that the regulations governing doctoral studies are consistently

applied. Doctoral students are informed about their rights and responsibilities, benefit from continuous guidance throughout their studies, and the procedures for monitoring academic progress and ensuring academic integrity are effectively implemented.

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation Improving the quality of education and research through internationalisation actions.	
Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

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

The University of Oradea's Geography doctoral program promotes international cooperation through staff and student mobility, joint supervision, research partnerships and participation in academic networks. These activities support the university's internationalization strategy and strengthen doctoral education and research. Staff mobility records for 2024–2025 document teaching and training visits across Europe, Africa, Asia and South America. Doctoral mobility records for 2021–2025 list 15 placements, including research stays at universities in Italy, Portugal, Mozambique, Cambodia, Slovenia, Poland, France and the Czech Republic. Erasmus+, bilateral agreements and other exchange arrangements provide access to international expertise and research environments. Joint supervision includes cooperation with the University of Lorraine on Anca Paula Pastor (Ciurba)'s research into Bihor County's therapeutic and climatic potential. Foreign expertise also contributes to doctoral guidance through Jan Wendt of the University of Gdansk. Collaboration protocols with Lorraine and Alicante create opportunities for double degrees through international joint supervision. Doctoral students and graduates disseminate findings through conferences, workshops, summer schools and interdisciplinary activities. Documented topics include sustainable tourism, spatial planning, geothermal resources, atmospheric conditions, hydrology and cultural heritage conservation. Participation in EU Green activities, including a blended intensive program on invasive alien species, further supports international academic exchange. Curricular internationalization draws on international scholarly literature and electronic databases, while researchers are encouraged to publish in internationally visible journals and conference proceedings. Documented activities connect mobility with supervision, research dissemination and curriculum development, broadening access to knowledge and collaborative opportunities. Together, these mechanisms support the program's integration into the international academic community and its ambition to improve educational quality, research relevance and institutional visibility through cooperation with partners.

✓ 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

Documentary evidence supports the judgement that the international cooperation indicator is fulfilled. Staff mobility across several continents and 15 documented doctoral placements demonstrate implemented opportunities for academic exchange. Joint supervision with the University of Lorraine and foreign participation in doctoral guidance provide evidence of substantive collaboration. Conference contributions and EU Green activities further demonstrate international engagement. These documented practices align with the university's internationalization strategy and support doctoral training and research.

✓ Aspects that constitute best practice examples

(i) Extended international collaboration with countries from all the continents. (ii) International co-supervision of PhD theses.

✓ Recommendations

The indicator is: fulfilled.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process Scientific research activities support students in achieving the learning outcomes.	
Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

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

The doctoral school promotes research-based learning by involving doctoral students in scientific research activities throughout their doctoral studies. Learning outcomes are achieved through participation in research projects, data analysis, scientific publications, conferences, and the use of modern research methods and technologies, including GIS, AI-based tools, and digital technologies. Research results are disseminated through scientific publications and other academic 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 evaluation panel confirmed during the meetings with the research centres, academic staff, and doctoral students that research activities are closely integrated into the doctoral training process. Doctoral students actively participate in research projects, benefit from access to modern research infrastructure and specialised software, and are encouraged to publish and present their research results at national and international scientific events.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

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

The University of Oradea demonstrates research visibility through high-impact publications, international conference participation, and strategic capitalization through funded projects. For the Geography field, supervisors have documented a significant output of over 40 articles in ISI journals within the last five years. Doctoral students are actively integrated into this scientific circuit, with 37 documented participations in prestigious international events between 2021 and 2025. The 30.2 million lei DigitalUO project supprots the modernisation of research infrastructure.research is institutionalized through international collaboration protocols with the University of Alicante (Spain) and the University of Lorraine (France), which facilitate Double PhD Degrees. Participation in the EU GREEN consortium and the ANELIS PLUS project aslo ensures that research results are visible to the international academic community with access to international databases

✓ 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 Geography doctoral program demonstrates full fulfillment of the standard. The evidence provided lists the specific conference papers of students (e.g., studies on Art Nouveau microclimates and 3D UAV modeling) and the ISI publication records of the five supervisors. These outputs are linked to the Knowledge-Skills-Responsibility framework, as student participation in international projects and Blended Intensive Programmes (BIP) provides the Level 8 research management skills.

✓ Aspects that constitute best practice examples

The university presents the ability to convert research findings into institutional infrastructure (DigitalUO) and international academic mobility, ensuring that scientific inquiry has a tangible impact on both the doctoral community and regional socio-economic development

✓ Recommendations

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application Adequately implemented strategic directions, actions, and procedures	
Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

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

The UO operates a decentralized but integrated Total Quality Management system, governed by the Quality Manual and the Quality Assurance Code. For the Geography field, procedures covering admission, PUA delivery, annual evaluations, and research supervision are monitored through a structured chain: the Commission for Evaluation and Quality Assurance (CEAQ) at the faculty level, the Doctoral School Council (CSD), and the Faculty Council. Impact is further reinforced by the Center of Excellence in University Quality Management (QEx), which includes students and staff who are certified ARACIS expert evaluators. Following the 2021 evaluation, the institution implemented a formal Plan of Measures to address previous recommendations, ensuring that all performance indicators now meet ARACIS standards. Administrative quality and accessibility have been modernized through the UNIWEB platform for educational management, Moodle for e-learning, and the implementation of digital forms for certificate and thesis-title requests.

Quality impact is also evidenced by the semester-based evaluation of teachers by students, where consistent performance is a prerequisite for career progression; notably, supervisors falling below an 80% satisfaction threshold for three years are restricted from promotion exams. Social inclusion and physical quality are addressed via the "Edu-Acces" project and the renovation of infrastructure, including lift platforms and specialized Braille equipment. The institution maintains an active feedback through alumni events involving over 100 participants and annual curriculum reviews conducted with stakeholders.

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

The organizational component demonstrates full fulfillment by both the consistent application of procedures and their measurable impact on quality. It is provided through the full-cycel monitoring chain. The causal link between quality reviews and improvement is visible in the transition to geospatial data science and the adoption of 3D digital twin modeling to meet modern scientific demands. The systems shows the ability to convert stakeholder feedback such as alumni recommendations and student surveys into concrete revisions of discipline sheets and the optimization of individual research plans.

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.	
Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.

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

The UO students and staff are formally represented in eight key structures: the University Senate, Board of Directors, CSUD, the Doctoral School Council, Faculty Councils, the Ethics Commission, CCEAC, and various specialized advisory bodies. The Geography doctoral field students and supervisors are involved in CSD meetings, where they contribute to decisions regarding training programs and internal regulations. Direct feedback is collected through mandatory periodic teacher-evaluation questionnaires and an annual "Report on the needs and degree of satisfaction of doctoral students" specific to the Doctoral School of Geography, Sports Science and Physiotherapy. External stakeholders, including employers and alumni, are engaged through consultative meetings, joint research projects, and partnerships aimed at aligning the Geography curriculum with labor market requirements

✓ 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 fulfillment of the indicator is confirmed. The field-specific annual report on student needs exists and is used to adjust discipline sheets, individual research plans, and the doctoral school's development strategy. The involvement of Geography-field doctoral students in CSD sessions proves that they have a direct impact on the management of their study program.

✓ Aspects that constitute best practice examples

The integration of feedback from over 100 alumni and regional employers through structured forums provides a validated basis for the recent shift toward geospatial data science and 3D modeling

✓ Recommendations

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

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

The University of Oradea's University Ethics and Deontology Commission (UEDC) operates under regulations approved by the university Senate and independently of other institutional structures or individuals. Guided by the university's Code of Ethics and Deontology, it oversees compliance with ethical standards across all study programs, including doctoral studies in Geography. The commission examines and resolves complaints and appeals concerning the academic conduct of university community members. Through these responsibilities, it supports institutional accountability and helps maintain a fair, transparent academic environment consistent with applicable national legislation and the university's established ethical principles and standards.

✓ 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

UEDC's oversight extends to all study program, including doctoral studies in Geography, ensuring consistent ethical standards. Its publicly accessible Code of Ethics and operating regulations, approved by the Senate, establish clear expectations and procedures for addressing misconduct. Institutional independence, published documentation, quality assurance reporting, anti-plagiarism procedures and referral mechanisms support lawful, effective operation. These safeguards are particularly relevant to research originality and supervisory relationships. Together, the documented arrangements support the judgement that the indicator's ethical governance requirements are fulfilled.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

Standard S.C.3.1. Procedures and implementation of procedures The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	
Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.

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

The University of Oradea systematically applies procedures for initiating, monitoring and reviewing study programs to maintain educational quality and respond to academic standards, labor market developments and stakeholder expectations. New programs undergo opportunity assessments, employer consultation and comparison with national and international provision before institutional approval. Monitoring examines program performance, graduate employability, stakeholder satisfaction and teaching and research effectiveness. Periodic curriculum reviews involve staff, students, graduates and employers, informing changes to content, subjects, teaching and assessment. Faculties and departments implement these processes under the coordination of the Quality Assurance Department, Board of Directors and University Senate. IOSUD additionally applies a dedicated procedure for evaluating and monitoring doctoral schools and fields, supporting continuous oversight and improvement of doctoral education within the university's quality 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

IOSUD-UO demonstrates systematic application of quality assurance procedures through regularly updated regulations, public committee reports and annual doctoral school self-evaluations. Teaching staff, doctoral students and external partners contribute to these processes, informing revisions to curricula, academic documentation and research practices. The annual CSUD report on doctoral studies, including the 2025 report, consolidates self-evaluation findings and supports institutional decision-making. Evidence indicates that these procedures inform supervisor performance monitoring, program evaluation, resource improvements and ongoing academic review. A dedicated procedure for evaluating and monitoring doctoral schools and fields addresses the specific requirements of doctoral education. Together, these arrangements demonstrate an established quality culture and the integration of evaluation findings into institutional governance, supporting the judgement that the indicator is fully met.

✓ Aspects that constitute best practice examples

Institutional transparency: all relevant information can be easily find on the institution's website.

✓ Recommendations

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.

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

The University of Oradea involves students, staff, graduates and external partners in reviewing study programs. Students participate in CSUD, doctoral school councils, the Senate, Board of Directors and quality assurance structures. Employer consultations identify relevant skills, while graduate surveys assess training and career relevance. International cooperation supports alignment with European education requirements, and economic partnerships enable applied learning. Within the Geography doctoral school, council meetings involve supervisors, academic staff and student representatives. Documented collaboration agreements provide research support, access to resources and contributions to strategic development, reinforcing transparent, participatory governance and continuous educational improvement.

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

Evidences and meeting results show a real involvement of stakeholders into the program review process, monitoring of doctoral activities and participation in performance evaluation. Such a participation maintains quality standards of doctoral program at high levels. However, this participation is less formalized.

✓ Aspects that constitute best practice examples

✓ Recommendations

Systematically document stakeholder consultations to ensure the traceability of the decision-making process and support the continuous improvement of the doctoral study program.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.

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

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

The University of Oradea applies an operational procedure for evaluating staff performance and study subjects through self-assessment, anonymous student feedback, peer review and course evaluation. Performance indicators are assessed against national and institutional standards. Within Geography doctoral studies, students complete an annual online satisfaction questionnaire during the academic year's first quarter. It addresses information access, communication, program organization, scientific events, international participation, research facilities and teaching involvement, with options for inapplicable or unknown matters. The Doctoral School Council analyses the findings and proposes improvements, where necessary, to CSUD. Annual results inform program monitoring and the continuing enhancement of educational and administrative services, complementing the institutional framework for reviewing students' evaluations of teaching performance each semester.

✓ 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

Periodic assessments and systematic use of their findings demonstrate full fulfilment of the indicator. Results inform institutional documentation, staff training, academic performance evaluation and continuous teaching improvement. Doctoral student questionnaires capture feedback on information access, communication, scientific events, international participation, infrastructure and teaching involvement. The Doctoral School Council analyses responses, identifies priorities and proposes improvements to CSUD. This structured process integrates students' educational and administrative experiences into program development and institutional quality management practices.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases The HEI uses databases to support internal quality assurance activities.	
Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.

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

The University of Oradea supports internal quality assurance through regularly updated databases covering curricula, staff, student assessments, graduate employability and institutional performance. The Quality Assurance Department coordinates data collection and analysis through SEAQ, drawing on information supplied by faculties and departments. Public quality management resources provide procedures, reports, performance indicators and consultation mechanisms. Within Geography doctoral studies, monitoring covers student progress, research participation, scientific events, international mobility and annual satisfaction surveys. Findings are centralized and forwarded to CSUD for monitoring and reporting. The doctoral school's needs and satisfaction report informs the identification of strengths and improvement priorities, supporting transparent management and continuous enhancement of educational and administrative quality.

✓ 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 institution's data collection and analysis framework demonstrates a systematic approach to quality assurance. Annual doctoral student satisfaction surveys complement quantitative performance indicators with evidence of students' experiences, providing a fuller understanding of program quality. Centralizing information within SEAQ supports consistent reporting, comparison across evaluation cycles and alignment with institutional quality management. A continuous digital flow connects administrative, academic and research information, enabling findings to inform management decisions. This integration allows the university to consider measurable outcomes alongside student perspectives when assessing performance, identifying improvement priorities and planning responses, thereby supporting coordinated monitoring and the ongoing development of programs.

✓ Aspects that constitute best practice examples
✓ Recommendations

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

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

The University of Oradea ensures public access to doctoral program information through institutional websites and the IOSUD secretariat. Published materials include regulations, admission procedures, study contracts, completion requirements, curricula, course specifications, supervisor profiles and research themes. Students can access administrative forms, thesis preparation standards and training information. Doctoral student listings identify enrolment years and supervisors, subject to data protection requirements. Thesis abstracts and public defense details are published at least 20 days beforehand. These arrangements support transparency and informed participation throughout doctoral studies, from admission to degree completion.

✓ 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

Publicly available information covers the doctoral lifecycle, from admission and contracts to curricula, supervision, thesis standards and defense. University, IOSUD and Doctoral School websites provide accessible regulations, reports, research outcomes, mobility opportunities and partnerships. Regular publication and updates support external evaluation, institutional transparency, legal compliance, quality assurance and informed stakeholder participation. Although there is an IOSUD page in English, the relevant Doctoral School page in English is not accessible (https://doctorat.uoradea.ro/en/organization/doctoral-schools-doctoral-advisors/doctoral-school-of-geography)

✓ Aspects that constitute best practice examples
✓ Recommendations

Provide and keep up-to-date all the relevant information in the languages mastered by PhD supervisors (at least, in English).

The indicator is: fulfilled.

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

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

The University of Oradea supports transparent institutional governance by making the decisions of its governing bodies publicly accessible. Decisions adopted by the University Senate and the Board of Directors are documented and communicated through official university channels. The university's website publishes CA Decisions, SUO Decisions and CSUD Decisions, providing a central source of information about institutional decision-making. This publication practice enables members of the academic community and other interested parties to consult the decisions taken by these bodies. By maintaining accessible records and communicating adopted decisions, the university strengthens transparency and supports accountability in institutional governance.

✓ 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

Publishing CSUD, Senate and Board of Directors decisions supports proactive transparency in the Geography doctoral program. Accessible, periodically updated regulations underpin decisions on admissions, resources, academic evaluation, mobility and partnerships. Official websites, platforms, notices and emails communicate these decisions, enabling students and supervisors to access institutional information independently. Decisions of the Scientific council of the doctoral school are published on the school website as well, but not systematically.

✓ Aspects that constitute best practice examples

Publishing decisions of the Senate and Administration Council on the website, assure transparency, traceability and access to information.

✓ Recommendations

Consider systematic publication of the decision of the Doctoral School Council to improve transparency of decision-making.

The indicator is: fulfilled.

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

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

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

The University of Oradea undergoes periodic ARACIS external quality assessments covering institutional performance and undergraduate, master's, doctoral and teacher training provision. Its October 2024 evaluation awarded a "High Degree of Trust" rating. For Geography doctoral reaccreditation, the university reports completing the required external evaluation procedures, including preparation and submission of an Internal Evaluation Report addressing staffing, infrastructure, program objectives, partnerships, quality assurance and curricula. Supporting annexes, evidence and declarations were collected and submitted to ensure transparency and traceability. The Doctoral School Council and CSUD coordinated this work with the university's quality assurance structure, supporting compliance with applicable legislation and national standards for the organization of doctoral education.

✓ 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

Completing all ARACIS reaccreditation requirements for the Geography doctoral program demonstrates compliance with national quality standards. Systematically collected supporting documents provide traceable, verifiable evidence for the Internal Evaluation Report's claims. Joint coordination by CSD and CSUD establishes shared responsibility across doctoral governance levels. Collaboration with the university's quality assurance structure contributes specialist expertise and aligns the process with institutional quality management, supporting a transparent and coordinated approach.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Established academic and research capacity through five doctoral supervisors, which provide expertise in territorial systems, tourism, urban and regional planning, smart cities and climatology. ✓ Specialized research infrastructure in the Centre for Territorial Studies and Analysis, dedicated laboratories, GIS software, drones and meteorological equipment, supporting advanced spatial and environmental research. ✓ Active international cooperation through Erasmus+, EU GREEN, and 15 documented doctoral mobility placements as well as cooperation with Lorraine and Alicante provide opportunities for international research, joint supervision and academic exchange. ✓ Supportive doctoral education and quality assurance which includes individual research plans, collaborative supervision, student representation, ethical oversight and accessible research resources support doctoral development. Assistive technologies and inclusion initiatives	INTERNAL FACTORS	✓ Uneven compliance among supervisors because one of the five active supervisors does not meet the current minimum standards identified in the report, indicating a need for targeted research development and performance monitoring. ✓ Incomplete formalization of academic processes, which affects learning outcomes that require greater consistency across subject sheets, interim research assessments need explicit passing criteria, and stakeholder consultations are not systematically documented. ✓ Inconsistent communication and transparency due to lack of critical information in English and/or other international languages of interest for PhD supervisors. ✓

strengthen equitable participation.		
SWOT analysis		
Opportunities: ✓ Existing research equipment provides a platform for developing research in geospatial data science, smart cities, environmental monitoring and heritage conservation. ✓ Large participation in international mobility and cooperation programs (such as, EU GREEN and Erasmus+) as well as agreements with Lorraine and Alicante could support additional joint supervision, double degrees, collaborative publications and shared research proposals. ✓ Collaboration with public authorities, employers and research organizations could can enhance regional partnerships and translate geographical expertise into practical contributions to territorial planning, sustainable tourism and management. ✓ Accessible English information, clearer presentation of supervisors' expertise and stronger promotion through partner networks could extend international recruitment of candidates.	EXTERNAL FACTORS	**Threats:** ✓ Uncertainty in external funding which reduces or interrupts project and mobility funding could constrain equipment renewal, software access, conference participation and international research exchanges. ✓ Rapid technological and scientific change, evolving geospatial methods and research expectations could outpace investment and professional development, affecting the competitiveness of doctoral training. ✓ Constraints on adapting heritage premises, conservation requirements affecting the faculty building could delay renovations, accessibility improvements and changes needed for research facilities.

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	Consider extending international collaborations and academic mobilities for doctoral students.
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Consider facilitating and supporting PhD supervisors, who do not meet current minimal standards for habilitation, to increase their research activity in order to fulfill all the requirements of current (and future) minimal standards for habilitation.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Provide systematic institutional and financial support for staff to participate in conference events and professional development programs.
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	Increase the availability of English-language promotional and informational materials on digital portals to attract more international doctoral candidates and research collaborators.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	Consider organizing a yearly meeting of the Doctoral School management and doctoral students to discuss academic and administrative matters of common interest.
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	The School is recommended to formalize the specific criteria used to distinguish a "pass" threshold in ongoing progress reports compared to the rigorous standards applied during the final public defense.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	The consolidation of all admission themes, calendars, and methodologies in a single digital location represents a best practice that facilitates equal access for all applicant categories

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	
20.	**I.P.B.8.1.1** The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
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 procedure implementation process.	F	Systematically document stakeholder consultations to ensure the traceability of the decision-making process and support the continuous improvement of the doctoral study program.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	required for the internal quality assurance process.		
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	Provide and keep up-to-date all the relevant information in the languages mastered by PhD supervisors (at least, in English).
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	Consider systematic publication of the decision of the Doctoral School Council to improve transparency of decision-making.
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.

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 Geography doctoral domain at the University of Oradea is an established academic environment with the institutional capacity, educational provision and quality assurance arrangements required to support advanced research training. As a result of external evaluation all 32 assessed performance indicators were declared fulfilled. This judgement is supported by documented governance procedures, dedicated research facilities, qualified supervision, student participation and international cooperation, while the recommendations identify areas requiring further consolidation.

The domain benefits from a coherent scientific profile encompassing territorial systems, tourism, urban and regional planning, smart cities and climatology. Five doctoral supervisors provide complementary expertise, supported by publication activity and participation in international academic

networks. Research infrastructure includes GIS facilities, the Centre for Territorial Studies and Analysis, specialized laboratories, drones and spatial software. These resources provide a foundation for developing geospatial data science, environmental investigation and digital approaches to cultural heritage research.

Doctoral education combines advanced methodological and ethical training with individual research plans, periodic progress assessment and public thesis defense. Analyzed documents highlight collaborative supervision, access to scientific databases and opportunities for conference participation and research mobility. Erasmus+, EU GREEN and cooperation with universities including Lorraine and Alicante strengthen the international dimension. Accessibility initiatives, assistive technologies and student representation reinforce an inclusive environment in which doctoral candidates can contribute to decisions affecting their studies.

Nevertheless, indicator fulfilment is accompanied by targeted improvement recommendations. Doctoral school members require strong need for individual research development support and monitoring. Learning outcomes should be expressed consistently across subject sheets, and criteria for passing interim research assessments should be formalized. Stakeholder consultations require more systematic documentation. The poorly documented English web-page and irregular publication of Doctoral School Council decisions also limit the practical reach of otherwise extensive transparency arrangements.

Future development should connect existing capacity with demonstrable educational, scientific and societal outcomes. Priorities include broader doctoral participation in international activities, stronger joint supervision, accessible multilingual information and applied partnerships addressing regional environmental and territorial challenges. Sustaining equipment, software, mobility and staff development will require dependable institutional planning alongside project funding. Regular review of progress against clearly assigned actions would strengthen accountability and demonstrate how feedback produces improvements. On the evidence presented, the Geography domain has a credible foundation for continued doctoral provision and further development, provided that the identified recommendations are translated into documented, measurable improvements that preserve research quality, equitable access and the continuity of supervision.

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

a) maintaining accreditation (MAC);

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.

- Schedule of the on-site visit
- Minutes of the meetings

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Joi / *Thursday*, 09.07.2026			
08:30-09:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location** C210 / Facultatea de Geografie, Turism și Sport / C210 / Faculty of Geography, Tourism and Sport
09:00-10:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanții conducerii componentei organizatorice/** *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	Sala/Locația/ **Room/Location** C210/Facultatea de Geografie, Turism și Sport / C210 / Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. A. I. – persoană de contact; Decan – Facultatea de Geografie, Turism și Sport / contact person; Dean, Faculty of Geography, Tourism and Sport - Prof. univ. dr. O. G. – Director, Școala Doctorală de Geografie, Știința Sportului și Kinetoterapie/ Director, Doctoral School of Geography, Sports Science and Physiotherapy - Prof. univ. dr. D. I. – Prodecan, Facultatea de Geografie, Turism și Sport / Vice-Dean, Faculty of Geography, Tourism and Sport - Conf. univ. dr. V. G. – Prodecan, Facultatea de Geografie, Turism și Sport / Vice-Dean, Faculty of Geography, Tourism and Sport

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
10:00-10:50	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)**/ *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala/Locația/ **Room/Location** C210/Facultatea de Geografie, Turism și Sport / C210 / Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. A. I. – Persoana de contact / contact person - Prof. univ. dr. O. G. – Director, Școala Doctorală de Geografie, Știința Sportului și Kinetoterapie / Director, Doctoral School of Geography, Sports Science and Physiotherapy - Prof. univ. dr. D. I. – conducător de doctorat / PhD advisor - Prof. univ. dr. C. M. – conducător de doctorat / PhD advisor
10:50-11:00	Pauză/ ***Break***		
11:00-12:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala/Locația/ **Room/Location** C210/Facultatea de Geografie, Turism și Sport / C210 / Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**::

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			- Prof. univ. dr. A. I. – conducător de doctorat / PhD advisor - Prof. univ. dr. O. G. – conducător de doctorat / PhD advisor - Prof. univ. dr. D. I. – conducător de doctorat / PhD advisor - Prof. univ. dr. C. M. – conducător de doctorat / PhD advisor
12:00 - 13:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/ *Representatives of quality assurance organisational structures*	Sala/Locaţia/ **Room/Location** C210/Facultatea de Geografie, Turism şi Sport / C210/Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Conf. univ. dr. C. D. – Preşedinte, Comisia de Evaluare a Calităţii din Facultatea de Geohgrafie, Turism şi Sport / President, Quality Assessment Commission of the Faculty of Geography, Tourism and Sport - Prof. univ. dr. D. P. F. – membru / member - Conf. univ. dr. T. E. – membru / member - Conf.univ.dr. J. I. – membru / member - Conf. univ. dr. H. G. – membru / member - Student Roşu D. A. - membru / member
13:00-14:00	Pauză de prânz/ ***Lunch***		

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
14:00-15:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți**[1] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	Sala/Locația/ **Room/Location** C216/Facultatea de Geografie, Turism și Sport / C216 / Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - B. C. – anul I / first year - C. A. – anul al III-lea / third year - C. M. – anul I / first year - T. G. – anul al II-lea / second year - D.-G. D.-A. – anul al II-lea / second year - I. D.– anul al II-lea / second year - F. S.– anul al III-lea / third year - N. C.– anul al IV-lea / fourth year
15:00-15:50-	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location** C210/Facultatea de Geografie, Turism și Sport / C210/Faculty of Geography, Tourism and Sport
15:50-16:00-	Pauză/ ***Break***		
16:00-17:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți**[2,3] ai DSUD/ *Meeting of the*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location** C216/Facultatea de Geografie, Turism și Sport / C216/Faculty of Geography, Tourism and Sport

[1] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.
[2] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[3] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
	external quality evaluation experts' panel with alumni[4] of the DSUD	- Absolvenți ai domeniului de studii evaluat/ *Graduates*	Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - U. M. – 2018 - M. C.-T. – 2022 - M. D. M. – 2021 - M. (M.) D. C. – 2019 - C.H.-L. – 2017 - M. D.-M. – 2013 - B. C. D. – 2012 - T. O. – 2010 - C. A. – 2026
17:00-18:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers[5] of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala/Locația/ **Room/Location** C216/Facultatea de Geografie, Turism și Sport / C216/Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - D. D. – Director Sistem Gospodărirea Apelor ABA Crișuri / Director of Water Management System ABA Crișuri - B. M. – inspector școlar de specialitate, Inspectoratul Școlar Județean Bihor /

[4] Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.
[5] Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable.

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
			specialized school inspector, Bihor County School Inspectorate - A. H. F. – Agenția de Management a Destinației Bihor / Bihor Destination Management Agency - J. S. – Director, Departamentul de Geografie, Universitatea de Vest din Timișoara / Director, Department of Geography, West University of Timișoara
Vineri / *Friday*, 10.07.2026			
09:00 - 09:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location** C210/Facultatea de Geografie, Turism și Sport / C210/Faculty of Geography, Tourism and Sport
09:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară**/ *Meeting of the experts panel with members of the University Ethics Committee*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	Sala/Locația/ **Room/Location** C210/Facultatea de Geografie, Turism și Sport / C210/Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. M. M. – Președinte, Comisia de Etică și Deontologie universitară / President, University Ethics and Deontology Commission - Prof. univ. dr. A. M. S. – membru / member

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			- Conf. univ. dr. P. R. – membru / member
10:20 - 10:30	Pauză/ ***Break***		
10:30 - 11:30	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala/Locaţia/ **Room/Location** C210/Facultatea de Geografie, Turism şi Sport / C210/Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Conf. univ. dr. H. G. - Director, Centrul de Studii şi Analize Teritoriale / Director, Center for Territorial Studies and Analyses - Prof. univ. dr. I. A.- Decan, Facultatea de Geografie, Turism şi Sport / Dean, Faculty of Geography, Tourism and Sport - Prof. univ. dr. O. G. – Director, Şcoala Doctorală de Geografie, Ştiinţa Sportului şi Kinetoterapie / Director, Doctoral School of Geography, Sports Science and Physiotherapy - Prof. univ. dr. D. I.- conducător de doctorat / PhD advisor - Prof. univ. dr. M. C. – conducător de doctorat / PhD advisor - lector univ. dr. C. T. – Responsabil, Laboratorul de Turism, Planificarea

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			Teritoriului şi Analiză Spaţială / Responsible, Tourism Laboratory, Territorial Planning and Spatial Analysis
11:30-12:30	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai instituţiei sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	Sala/Locaţia/ **Room/Location** Facultatea de Geografie, Turism şi Sport / Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: Prof. univ. dr. I. A. - persoană de contact / contact person - Prof. univ. dr. O. G. – Director, Şcoala Doctorală de Geografie, Ştiinţa Sportului şi Kinetoterapie / Director, Doctoral School of Geography, Sports Science and Physiotherapy
12:30-13:30	Pauză de prânz/ *Lunch*		
13:30-14:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **reprezentanţi ai conducerii componentei organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii**[6]/ *Meeting of the external quality evaluation experts' panel with representatives of the*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii / reprezentanţi ai CEAC / reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/ *Representatives of the management / representatives of the*	Sala/Locaţia/ **Room/Location** C210/Facultatea de Geografie, Turism şi Sport / C210/Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. M. M. – Director,

[6] Clarificarea unor aspecte rezultate din activităţile şi discuţiile desfăşurate pe parcursul efectuării vizitei, dacă se impune

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures	*CEAC / representatives of the quality assurance organisational structures* - Persoana de contact/ *Contact person*	Departamentul de Asigurare a Calităţii / Director, Quality Assurance Department - Conf. univ. dr. C. Doriana – Preşedinte, Comisia de Evaluare a Calităţii din Facultatea de Geohgrafie, Turism şi Sport / President, Quality Assessment Commission of the Faculty of Geography, Tourism and Sport - Prof. univ. dr. A. I. – Decan, Facultatea de Geografie, Turism şi Sport funcţia / Dean, Faculty of Geography, Tourism and Sport - Conf. univ. dr. H. G. – membru, Comisia de Evaluare a Calităţii din Facultatea de Geohgrafie, Turism şi Sport / member, Quality Assessment Committee of the Faculty of Geography, Tourism and Sport
14:00 - 16:00	Finalizarea activităţilor de evaluare/ *Completion of evaluation activities*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala/Locaţia/ **Room/Location** C210/Facultatea de Geografie, Turism şi Sport / C210/Faculty of Geography, Tourism and Sport
16:00-17:00	Întâlnirea membrilor comisiei de experţi evaluatori cu reprezentanţii conducerii IÎS sau a OFE, după caz şi ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable,*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii şi ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact/ *Contact person*	Sala/Locaţia/ **Room/Location** C210/Facultatea de Geografie, Turism şi Sport / C210/Faculty of Geography, Tourism and Sport Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	and management of the organisational component, to communicate the conclusions of the evaluation process		- Prof. univ. dr. L. B. – Prorector, Management calitate şi administrativ la Universitatea din Oradea / Vice-Rector, Quality and Administrative Management at the University of Oradea - Prof. univ. dr. A. I. – Decan, Facultatea de Geografie, Turism şi Sport / Dean, Faculty of Geography, Tourism and Sport - Prof. univ. dr. D. I. – Prodecan, Facultatea de Geografie, Turism şi Sport / Vice-Dean, Faculty of Geography, Tourism and Sport - Conf. univ. dr. V. G. – Prodecan, Facultatea de Geografie, Turism şi Sport / Vice-Dean, Faculty of Geography, Tourism and Sport - Prof. univ. dr. O. G. – Director, Şcoala Doctorală de Geografie, Ştiinţa Sportului şi Kinetoterapie / Director, Doctoral School of Geography, Sports Science and Physiotherapy