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. 9
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 9.4

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea din Craiova
Şcoala(ile) doctorală(e)	"Constantin Belea" a Facultății de Automatică, Calculatoare și Electronică
Domeniul de studii universitare de doctorat (DSUD)	*Ingineria sistemelor*
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 Inginerești 2 (CPS_C11) din 25.09.2026, propunerea de decizie fiind consemnată în PV nr. 4825/25.09.2026.
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
(se indică cifrele care stau la baza luării deciziei Consiliului ARACIS)

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: -	**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:- N: -
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: -	**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:- N: -
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: -	**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:- N: -

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 îndepliniți și 0 neîndepliniți*
- *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 Craiova*
Doctoral School:	"CONSTANTIN BELEA" DOCTORAL SCHOOL
Doctoral Domain:	SYSTEMS ENGINEERING
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.	*FĂGĂRĂȘAN Ioana*	Expert evaluator	
2.	*DAGIUKLAS Anastasios*	International Expert	
3.	*OANCEA (PASARIN) Maria-Emilia*	PhD Student Evaluator	

I. Introduction

This external evaluation report (REE) is based on an analysis of the Internal Evaluation Report (RIE) provided by the University of Craiova for the maintenance of the accreditation of the Doctoral School in the field of Systems Engineering, the findings during the on-site visit and the additional documents provided before the end of the visit. The on-site visit was carried out between August 31, 2026 and September 1, 2026 by the commission appointed by ARACIS: FĂGĂRĂȘAN Ioana, as Expert evaluator, DAGIUKLAS Anastasios, as International Expert, OANCEA Maria-Emilia, as PhD Student Evaluator.
The commission's findings are presented below in this report.

The University of Craiova (UCv) is the main higher education institution in southwestern Romania, recognized nationally and internationally for academic excellence and advanced scientific research. UCv is a public entity of higher education and scientific research, an accredited state higher education institution. which appeared in the system of university institutions in Romania in the mid-20th century, founded on April 25, 1947 by "Law no. 138/25 April 1947 for the establishment and organization of the University of Craiova and its Board" and HCM no. 894/27 August 1965. UCv was gradually developed through the merger of technical, pedagogical and agronomic institutes. Between 1966 and 1989 it was consolidated as a complex university structure, becoming a modern institution that educates tens of thousands of students. The main objectives of the institution are to promote knowledge, develop science and national culture, and have a regional role in training intellectual elites and specialists capable of meeting the demands of contemporary society and the labor market.
UCv implements the general mission of Romanian higher education, provided for by Law 199/2023, to provide education and research at a high-quality standard for the training of specialists with higher education able to work in national and international companies and institutions at the occupational standards required by employers in the country and in the EU. Also, these specialists will be prepared to train, in turn, future generations. On the basis of university autonomy and in accordance with the national framework, UCv has established its specific mission, stated in the University Charter.
The university includes 12 faculties: Faculty of Letters, Faculty of Sciences, Faculty of Orthodox Theology, Faculty of Physical Education and Sports, Faculty of Agronomy, Faculty of Horticulture, Faculty of Law, Faculty of Social Sciences, Faculty of Economics and Business Administration, Faculty of Electrical Engineering, Faculty of Mechanical Engineering, Faculty of Automation, Computers, and Electronics, as well as the autonomous Department for the Training of Teaching Staff (DPPD).
The study programs are offered in dozens of bachelor's and master's fields, along with 10 doctoral schools.
The University is governed by the University Senate (the deliberative forum) and the Administrative Council (the executive forum). The executive team is led by the Rector, assisted by Vice-Rectors in specific areas (Quality, Research, Finance, International Relations, etc.).
The institution is periodically subject to external institutional quality assessment processes organized by ARACIS (Romanian Agency for Quality Assurance in Higher Education).
The university holds the highest qualification, "High degree of trust", reconfirmed following periodic official assessments. Also, doctoral programs and fields are externally evaluated individually for accreditation.
The Institution for the Organization of Doctoral Studies (IOSUD) of the University of Craiova, established in the 1960s, began with fundamental programs in Agronomy, later expanding to Horticulture. Later, the university expanded into Economics, in 1970, and into technical fields such as Automation, in 1968 when Professor Constantin Belea obtained the status of doctoral supervisor at UCv in the field of Automatic Systems, or the Electrical Machines specialization in 1973 by Professor Victor Saviuc and 1974 by Professor Profir Degeratu. In addition, the early history of the institution was shaped by significant contributions in Philology, Mathematics and Physics under the leadership of experts such as Eugen

Dobrescu and Oliviu Gherman. These fundamental efforts have established a strong and diverse academic tradition for modern doctoral education at the university.

The **doctoral studies field in Systems Engineering (IS)** at the University of Craiova is organized within the **"Constantin Belea" Doctoral School (SDCB),** affiliated to the **Faculty of Automation, Computers and Electronics (ACE)**. The "Constantin Belea" Doctoral School (SDCB) includes 3 doctoral fields: *Systems engineering, Computers and information technology, Mechatronics and robotics*. It represents a pillar of excellence in applied and fundamental research in southwestern Romania and includes 16 permanent doctoral supervisors:

- **5 doctoral supervisors in the field of Systems Engineering,** all doctoral supervisors are tenured faculty members at the University of Craiova and meet all CNATDCU standards and the necessary quality criteria.
- 6 doctoral supervisors in the field of Computers and Information Technology
- 5 doctoral supervisors in the field of Mechatronics and Robotics

The Systems Engineering field brings together doctoral supervisors with international visibility (*Professor Dan SELIŞTEANU - habilitation 2016, Professors Monica ROMAN, Gheorge-Dorin SENDRESCU, Daniela DANCIU - 2019 and Marcel NICOLA – 2024*) and a modern infrastructure focused on automation and applied informatics, supported also by the Applied Sciences Research Infrastructure (INCESA) of the University of Craiova.

Doctoral studies focus on mathematical modeling, simulation and control of complex processes, intelligent systems, autonomous robotics, sensor networks, stability of nonlinear systems and optimization of control algorithms. The doctoral training program is based on advanced university studies (courses and seminars in the first year) complemented by an individual scientific research program completed by the thesis defense.

The "Constantin Belea" Doctoral School was established in response to industrialization and the historical need to train highly qualified specialists capable of designing and managing automated systems in the large industrial platforms in the Oltenia region (automotive, aeronautics, energy, heavy equipment). The school provides scientific support for the integration of new information technologies into industrial structures, the transition from classic automation to intelligent cybernetic systems.

The last periodic external evaluation carried out by ARACIS took place in July 2021, the field receiving accreditation with high quality standards. Since then, the changes and improvements made include:

• Alignment with the new legislation (after 2023): Adaptation of the internal regulations of the Doctoral School and IOSUD-UCv in accordance with the provisions of the Higher Education Law no. 199/2023 and the new national framework regulations.

• Modernization of the research infrastructure: Acquisition and updating of laboratory equipment through non-reimbursable funding projects, providing increased access to industrial software and international databases Scopus/Web of Science.

• Increased internationalization: Increasing the number of international collaboration and stimulating Erasmus+ mobilities for doctoral students in partnership with universities in the EU.

• New habilitations: During the period 2021-2024, new colleagues were affiliated within the SDCB. For example, in the field of Systems Engineering, Mr. Marcel Nicola (2024) was habilitated to lead doctoral students and was affiliated to SDCB.

• Following ARACIS recommendations: Improving the monitoring of doctoral student progress to reduce the dropout rate, attracting new young doctoral supervisors (by obtaining habilitation certificates) and increasing the number of articles published in high-impact journals (Q1/Q2) before the public defense of the thesis.

Between 2015 and 2025, the **Constantin Belea Doctoral School** has presented strong academic growth, graduating 38 PhD (**24 graduated PhD students since 2021**) students across **Systems Engineering (8/14 since 2021)**, Computers and IT (14), and Mechatronics and Robotics (10). All defended theses received

CNATDCU confirmation, and over **20 active theses** are currently under development. This intense research activity also yielded an impressive publication record, including over **150 ISI-listed articles** and more than **100 papers indexed in international databases (BDI)**.

II. Methods used

- Analysed Analysis of the Internal Evaluation Report for the Doctoral School in the Doctoral Field: Systems Engineering and its associated annexes;
- Analysis of documents, data and information available on the websites of the university, doctoral school, faculty and department, as well as on other specific pages;
- Request for clarifications if necessary, within 20 days from accessing the REI
- Analysis the response provided by the contact person following the requests made by the evaluation committee (within 10 days from receiving the request for clarifications);
- Meeting of the committee members via Google Meet, presenting the results of the individual analyses, establishing a common point of view before the on-site visit and drafting the initial version of the External Evaluation Report;
- On-site visit, including Systems Engineering research laboratories; Doctoral study facilities; Administrative headquarters (secretariat);
- Analysis of documents provided by the contact person during the evaluation visit;
- Meetings/discussions with:
  - Management representatives;
  - Team responsible for preparing the internal evaluation report;
  - Teaching staff involved in the activities of the PhD program in Systems Engineering;
  - Employers of graduates of the PhD program in Systems Engineering;
  - Graduates of the PhD program in Systems Engineering;
  - Students currently enrolled in the PhD program in Systems Engineering;
  - Heads of research laboratories and staff specific to the PhD program in Systems Engineering;
  - Members of the Faculty Quality Assurance and Evaluation Committee and representatives of the University Quality Assurance and Evaluation Committee;
  - Representatives of the organizational structures for quality assurance;
  - Members of the University Ethics Committee;
- Drafting the minutes of the meetings;
- Analysis of the visits and meetings held on site;
- Receiving feedback from the institution on the conclusions;
- Updating the External Evaluation Report (REE) in accordance with the analysis of the results of the on-site visit within 20 days of the visit.
- Sending the final REE to the contact person of the Doctoral School, within 5 days of the report's completion
- Analysis and integration of the observations received for the REE from IOSUD.

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: University of Craiova (UCv) has a well-defined organizational structure, an adequate management system that operates in accordance with the Law on Higher Education 199/2023 and the University Charter 🎓 Carta UCv. The central governing bodies and roles defined by the Charter include: the University Senate and the President of the University Senate, the Rector and the Vice-rectors, the Board of Directors. The Senate, which is the highest decision-making and deliberative body at UCv and operates based on the Senate Regulations. The Senate committees have been set up each with its own rules of organization and operation. The university has established a University Ethics Committee in accordance with the law, which operates based on organizational and operational Rules. PhD Students are represented in management structures, in accordance with the legal provisions and the University Charter.

Analysis of the state of facts: UCv operates on a hybrid model of institutional management: strategic decisions are centralized at the Board of Directors level, whereas implementation is decentralized and executed across individual faculties and doctoral schools. Its internal methodologies and regulations are subject to regular review cycles, as mandated by law, ensuring that the administrative and academic components remain responsive and fully compliant with current legislation. UCv enforces strict public access to information also for Doctoral Studies. Academic and administrative updates are systematically disseminated via physical noticeboards, the official website, and mass media outlets. Furthermore, communication workflows within the UCv secretariats are periodically validated through independent external audits. The ethical standards of the academic community are governed by the University's Code of Ethics and Deontology, supplemented by the University Charter. These frameworks ensure compliance with national legislation and are actively implemented by all community members. The Council for Doctoral University Studies (CSUD–UCv) serves as the regulatory steering body for the university's 10 specialized doctoral schools. The "Constantin Belea" Doctoral School (CBDS) functions under its own specific organizational regulations, managed by the Doctoral School Director and the CBDS Council. Both the Director and Council members are elected for 5-year terms through a universal, direct, secret, and equal vote cast by the school's doctoral supervisors and PhD students. This process adheres to the Senate-approved Methodology for the election of doctoral school directors and councils.

Best practice: IOSUD UCv, as well as the "Constantin Belea" Doctoral School (CBDS)—which manages the doctoral study field under evaluation (Systems Engineering – IS)—have implemented

and effectively utilize the legal mechanisms governing the organization of doctoral studies. Specific regulations, methodologies, and procedures are in place and applied, covering the organization and efficient functioning of the Doctoral School and the Systems Engineering doctoral field. The doctoral study program for each PhD candidate in Systems Engineering (SE) is conducted under specific regulations and authorized supervision.

Recommendations: It is recommended to continue efforts to refine the CBDS research mission and objectives, and to align them with measurable indicators that can be monitored.

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: The System Engineering doctoral school, recognizes and integrates the active involvement of all key stakeholders as a fundamental pillar of its quality monitoring and enhancement framework, maintaining a systematic process for adopting and revising methodologies, regulations, and procedures by engaging stakeholders, including supervisors, doctoral students, graduates, and socio-economic partners. PhD students are involved within quality assurance structures. They actively engage in the evaluation of study programs, providing essential feedback required to optimize the educational process. Employers and Socio-Economic Partners collaborate systematically with the university to align academic curricula with contemporary labor market requirements, directly driving curriculum adaptation and enhancing graduate employability. The Academic Community benefits from transparent access to the institutional regulatory framework, with all university regulations being continuously updated and published.
Stakeholders' consultation is facilitated through several institutionalized mechanisms: periodic meetings of the Doctoral School Council and general assembly to debate regulatory updates, thematic workshops and roundtables with research teams; feedback for students regarding academic and administrative quality; and institutional dialogues with industrial partners concerning research collaborations and joint supervision.

Analysis of the state of facts: UCv conducts periodic, formal consultations with representatives from the academic sphere (including undergraduate and PhD students), the socio-economic and cultural-artistic environments, and the broader labor market. These structured sessions are designed to critically review the objectives and declared learning outcomes of the university's study programs. The university uses this consultative approach to the adoption and revision of methodologies, regulations, and implementation procedures. By integrating the perspectives of key stakeholders, the university ensures that its regulatory framework remains correlated to the needs of the academic community. To ensure strict alignment with current national legislation, the institutional-level Commission for Quality Evaluation and Assurance (CEAC) maintains a balanced composition including 2 students officially designated by recognized student organizations; 1

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

representative from the socio-economic/employer environment; 1 representative from the university's administrative structure.

The indicator is: fulfilled.

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

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

Presentation of the state of facts: University of Craiova (UCv) provides adequate teaching and research infrastructure, including lecture halls, laboratories, and specialized research centers. Since 2016, the Applied Sciences Research Infrastructure - INCESA has been operating, which includes 48 modern research laboratories. Doctoral students benefit from support services including: accommodation, dining halls, recreation areas, counseling services, and medical facilities. Specifically, the Systems Engineering doctoral domain utilizes dedicated teaching and laboratory spaces equipped for both the individual program curriculum and specialized PhD research themes. Research activities are conducted in specialized laboratories under the supervision of Doctoral supervisors affiliated with the doctoral domain. Additional academic research resources can be accessed in the university library, which grants access to international databases and maintains a specific collection for the Engineering Systems domain.

Analysis of the state of facts: IOSUD–UCv provides a modern, diversified infrastructure aligned with European standards, ensuring optimal conditions for doctoral education, advanced scientific research, and administrative tasks. Essential for the Systems Engineering field, this framework seamlessly integrates theoretical training, applied research, and technological innovation across technically advanced classrooms, laboratories, and research centers equipped with state-of-the-art IT and digital tools. UCv consistently optimizes working conditions for faculties and actively supports doctoral candidates, implementing dedicated, individualized action plans for students with disabilities to guarantee equal opportunities and unhindered resource access. Ultimately, these continuous investments in infrastructure, digitalization, and accessibility reinforce the university's capacity to deliver a high-performance academic environment tailored for interdisciplinary research and elite doctoral training.

Recommendation: Finalise ongoing investments in state-of-the-art laboratory facilities to ensure Systems Engineering PhD programs remain at the forefront of technological trends and high-performing for all partners.

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: The University of Craiova drives academic excellence through the efficient management and continuous modernization of its educational, research, and administrative infrastructure. By allocating annual funding for laboratory maintenance, equipment procurement, and international database access, the university secures a high-quality, sustainable educational workflow. Furthermore, UCv's administrative services guarantee full operational support, routine technical inspections, and comprehensive safety and emergency management training for both staff and students.

Analysis of the state of facts: Institutional resources are systematically managed to maintain optimal conditions for education, advanced research, and campus life. Through rigorous maintenance protocols, the university ensures that its infrastructure continuously meets the operational and academic requirements of both staff and PhD candidates.

Recommendation: Optimize the facility management framework to ensure more proactive and systematic maintenance of research laboratories and advanced equipment. Establish a formal mechanism to address equipment life cycles, specifically detailing procedures for upgrading, replacing, or decommissioning research assets once their regulatory depreciation period ends.

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: Within the Systems Engineering doctoral domain, academic guidance is provided by five supervisors, tenured at the University of Craiova, Faculty of Automation, Computers, and Electronics: Daniela Danciu, Marcel Nicola, Monica Roman, Dan Selisteanu, Gheorghe Dorin Sendrescu. All 5 doctoral supervisors in the SE field have an indefinite employment contract. All supervisors meet the minimum mandatory standards in force (Annex 15—Computers, Information Technology, and Control Systems Commission of CNATDCU). Currently, all the doctoral supervisors in this domain are scientifically active, hold a PhD in the field of SE and carry out a high-level academic, research and publishing activity, recognized at national and international level. Their scientific activity is reflected in numerous articles published in ISI indexed journals with impact factors, participation in national and international projects. Furthermore, all courses within the advanced university study program are taught by professors or doctoral supervisors with proven expertise in their respective disciplines. The PhD school strictly adheres to supervision limits.

Analysis of the state of facts: The human resources of the Doctoral School are suitable to perform the activities specific to the SE Domain. The academic staff has the required qualifications and

professional competences in accordance with the legal requirements. The DS in SE academic staff possesses the rigorous qualifications, scientific competencies, and professional experience required to meet all ARACIS and CNATDCU standards. This stable faculty structure ensures educational continuity, sustainability and high-quality training, with the total number of doctoral supervisors remaining constant since the 2021 ARACIS evaluation due to the strategic affiliation of Assoc. Prof. Marcel Nicola (habilitated in 2024) following the retirement of Prof. Dan Popescu. Compliance with doctoral supervision limits is fully maintained. The Doctoral School strictly complies with regulatory supervision limits. Specifically, only one of the five PhD supervisors (20%) exceeds the standard threshold of eight concurrent doctoral students, while still remaining well below the absolute statutory maximum of twelve.

Recommendation: A better distribution of doctoral students among supervisors in the field of Systems Engineering is recommended

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: The University of Craiova drives academic excellence by fostering continuous faculty development and actively stimulating high-level scientific performance. Backed by institutional funding and Research Council awards, teaching staff benefit from comprehensive growth opportunities, including national and international project implementation, research publication, and prestigious global mobilities via the ACROSS European university alliance. Furthermore, the university plays a pivotal role in organizing and co-hosting major international field-specific conferences like ICSTCC and ICCC. These initiatives operate within a transparent, merit-based career promotion framework designed to ensure a high-standard educational and research environment.

Analysis of the state of facts: The HEI facilitates professional and personal development for PhD supervisors. UCv drives academic excellence by offering comprehensive initial and continuous training programs through dedicated structures like the DPPD - Department for Teaching Staff Training, ensuring a highly supportive environment for faculty development. This institutional commitment to human resource advancement is strategically embedded in the 2024–2029 Strategic Plan, which establishes clear internal and external training mechanisms primarily backed by European funds to maintain superior educational standards.

Recommendation: Actively promote the attainment of the habilitation degree, thus increasing the number of PhD supervisors to enhance the scientific impact and international visibility of the doctoral school as to facilitate the creation of specialized research groups and increase the potential for international collaborations and competitive grant applications.

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: Under a methodology approved by the University Senate, faculties perform recruitments and propose specific performance criteria for candidates, strictly by the Higher Education Law no. 199/2023 and the University Charter, ensuring a transparent, merit-based public competition process accessible on the UCv website. To uphold the principles of transparency and public accountability, all information regarding these competitions—including procedures and outcomes—is made readily available on the university's web site. The habilitation process is conducted in compliance with the prevailing legal framework and the specific academic standards established for the doctoral domain.

Analysis of the state of facts: Academic recruitment at DS in SE is conducted in accordance with legal frameworks through open competitions for vacant positions. Teaching and research staff are hired on fixed or indefinite terms, with tenured professors over the age of 65 permitted to extend their active status in accordance with Article 219 of the law. Furthermore, the status of doctoral supervisor is granted upon receiving a habilitation certificate through UCv's institutional methodology, which also incorporates clear internal frameworks for CBDS affiliation alongside international mutual recognition conventions for qualified specialists from the EU, EEA, Switzerland, and third-party states.

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: Driven by its **2022 Digitalization Strategy**, the University of Craiova (UCv) is actively establishing a comprehensive "Data-Driven University" ecosystem. Managed centrally by the Informatics and Communications Service, this integrated digital infrastructure successfully streamlines academic and administrative workflows across both IOSUD-UCv and the Constantin Belea Doctoral School. Key platforms like **EvStud** seamlessly manage student records, fees, accommodation, and anonymous quality assurance evaluations, while **Google Classroom** supports research tutoring and academic collaboration. Upon enrollment, all PhD candidates receive institutional accounts, granting them immediate, secure access to campus-wide wireless networks, advanced videoconferencing systems, CNATDCU-recognized anti-plagiarism software (**Sistemantiplagiat.ro**), and international bibliographic databases via the **AnelisPlus consortium**.
By embedding these advanced IT tools into standard operational procedures, the institution has drastically reduced bureaucratic overhead, optimized data workflows, and significantly enhanced institutional transparency. Backed by **National Recovery and Resilience Plan (NRRP)** funding, this ongoing digital expansion ensures rapid, secure information access for the internal academic community, external stakeholders, and the broader socio-economic environment, continually elevating the doctoral research experience.

Analysis of the state of facts: At the IOSUD–UCv and CBDS levels, integrated IT tools efficiently manage tuition, scholarships, housing, bibliographic databases, and student evaluations. This digital implementation has reduced bureaucracy, optimized administrative workflows, and enhanced institutional transparency. By providing doctoral students and faculty with rapid access

to critical resources, UCv demonstrates a continuous commitment to driving operational efficiency and elevating academic experience. Ultimately, embedding these digital tools into standard procedures improves access to information and services for the internal academic community, external stakeholders, and the broader socio-economic environment.

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

Presentation of the state of facts: The Systems Engineering Doctoral Study curriculum is a 240-ECTS program structured over four years in accordance with EQF/NQF Level 8 standards and the ECTS User Guide. Regulated by institutional frameworks across UCv, IOSUD, and CBDS, the curriculum integrates a first-semester Advanced University Training Program (PPUA) - featuring mandatory core modules in Scientific Research Methodology and Ethics and Academic Integrity alongside four supervisor-approved elective courses from 12 courses (1. Robust Control Systems; 2. System Modeling and Identification; 3. Adaptive Control Systems; 4. Digital Control Systems; 5. Embedded Control Systems; 6. Predictive Control Systems; 7. Industrial Networks; 8. Intelligent Control Systems; 9. Artificial Intelligence; 10. Information Security; 11. Autonomous Systems; 12. Biomedical Systems.)—with a multi-year scientific research program starting in the second semester. Course profiles strictly adhere to ARACIS standards by detailing learning outcomes, credit workloads, and evaluation criteria, while progress is validated through periodic scientific reports, dissemination activities, and the final thesis defense. Supported by a robust infrastructure and qualified faculty, this integrated system ensures seamless academic mobility, international qualification recognition, and full compliance with European educational standards.

Analysis of the state of facts: The Systems Engineering doctoral program is structured around the ECTS framework and designed to align strictly with the expected learning outcomes detailed in the course profiles. By comprehensively integrating learning, teaching, applied training, scientific research, and evaluation methodologies, the program ensures that candidates acquire the professional, scientific, and transversal skills essential for modern specialists. Ultimately, this cohesive structure promotes interdisciplinarity and knowledge transfer, seamlessly translating applied research into a high-standard educational experience that responds to contemporary societal needs and European innovation trends.

The indicator is: fulfilled.

* 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.

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: Learning outcomes for the Systems Engineering doctoral program are aligned with National Qualifications Framework (NQF) Level 8, Ministerial Orders (ME no. 3020/2024 and 4837/2025), and European Higher Education Area (ESCO) standards. The curriculum ensures a balance of advanced technical expertise and critical transversal skills (soft skills) like autonomy and critical thinking to foster sustainable research careers.

Analysis of the state of facts: In relation with the state of facts this framework ensures full compatibility with top-tier professional occupations registered under COR and ISCO-08, including 215202 automation engineer, 215214 systems and computer engineer designer, 215238 automation researcher, 215239 automation research engineer, 215240 automation research assistant, 252903 cybersecurity specialist for command-control systems, 251107 intelligent information systems designer for ICT, 251401 computer-aided design specialist, 2310 higher education teaching staff (assistant, lecturer, associate professor, professor).

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: In the 2025–2026 academic year, the doctoral domain of Systems Engineering includes **19 enrolled doctoral students**. The Systems Engineering doctoral program systematically integrates student-centered learning through specialized curriculum structures and digital resources managed by the CBDS. Academic workflows utilize dedicated Google Classroom environments and the Student Records platform for transparent transcript tracking, while faculty members provide individualized guidance supported by specialized Academic Guidance and Integrity Committees. Course profiles explicitly prioritize individual and collaborative projects, employing flexible evaluation metrics such as specific Research Report Evaluation Sheets. Furthermore, doctoral candidates actively develop practical and dissemination skills through mandatory participation in high-impact scientific events hosted by FACE, including the prestigious ICSTCC and ICCC international conferences.

Analysis of the state of facts: Student-centered learning within the Systems Engineering program is fully institutionalized through automated digital workflows (via Google Classroom) and highly

customized guidance provided by specialized Academic Guidance and Integrity Committees (AGIC). The (2020–2024) list of members of the AGIC for Systems Engineering field from CBDS, is presented in Annex 7 for all enrolled students. The assessment framework remains transparent and strictly metric-driven via standardized progress sheets, while doctoral candidates' practical and dissemination skills are directly validated through active participation in prestigious international conferences such as ICSTCC and ICCC. Ultimately, this framework guarantees a high-performance, compliant, and supportive research environment that seamlessly aligns with European quality standards in higher education.

Recommendation: It is recommended that the curriculum content be made available in English for prospective international students. Moreover, it is suggested to introduce peer-based evaluations in group-based projects. Learning outcomes and activities in mandatory courses better promote critical thinking.

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 : Academic mobility and internationalization within the Systems Engineering domain are structurally integrated into the CBDS curriculum through Erasmus+ programs, the ACROSS alliance, and institutional co-supervision agreements. UCv systematically finances global research initiatives and dissemination, including high-impact doctoral internships under the iNavigate project at the University of Florida, USA, and bilateral Erasmus+ placements with the Metropolitan University of Tirana. Furthermore, the university directly funds presentation fees at prestigious global conferences (ICCC, Elektronika, SIITME) alongside Open Science publishing costs in elite Web of Science indexed journals (such as IEEE Sensors Journal and Sensors, ranking in ISI Q1/Q2 tiers). This robust financial and structural support effectively incorporates doctoral candidates into the European Higher Education Area and enhances graduate integration into the highly qualified global labor market.

Analysis of the state of facts: During the evaluation period, IOSUD–UCv consistently provided Systems Engineering PhD students with transparent mobility opportunities and financial support for WoS-indexed publications, enhancing their integration into European scientific networks. For example, in 2024 an Erasmus+ project (director Prof. Cosmin Ionete) was signed with the Metropolitan University of Tirana (UMT) in Albania, with two visits of PhD students in the field of SE to UMT (Bogdănel-Cristian Drăgan and Ana-Maria Spiridon, 2025) and a visit of PhD student Enes Stastoli from UMT to UCv (3 months, 2024). Mobilities were also provided within other projects, such as the iNavigate project.

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: IOSUD–UCv and CBDS guarantee an inclusive, equitable, and personalized educational environment for Systems Engineering PhD candidates by providing flexible study tracks, including state-funded, scholarship-backed, and fee-paying positions. Candidates receive customized guidance from their doctoral supervisors and Academic Guidance and Integrity Committees, alongside specialized career counseling services available through the CGCC. Furthermore, institutional equity and continuity are reinforced by clear regulatory frameworks that allow candidates to request temporary study interruptions for justified reasons (medical, family, or force majeure), ensuring seamless re-planning of research stages via official contract addenda without compromising academic success.

Analysis of the state of facts: IOSUD–UCv and CBDS enforce a comprehensive institutional framework promoting equal opportunities, educational diversity, and fair access, codified within the Strategy and Plan for Gender Equality (2025–2029). By utilizing student-centered pedagogical methods tailored to diverse cognitive styles, the Systems Engineering program successfully adapts its teaching, mobility pathways, and academic research guidance to optimize individual student needs.

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: IOSUD–UCv provides doctoral students with a broad range of educational, research and support resources appropriate to the Systems Engineering doctoral field. Doctoral students have access to institutional IT infrastructure, specialized equipment (CPUs/GPUs, robots, 3D printing using different material such as steel, graphite etc), online platforms and continuous technical support provided by the Informatics and Communications Service. UCv set-up accounts to students, providing access to international scientific databases through the ANELIS consortium (e,g. WoS, ACM, IEEE, ScienceDirect), supporting literature review and advanced doctoral research. The University Library provides access to scientific textbooks, and other scientific resources required for doctoral-level study and research. Individual research plans and, where appropriate, teaching approaches can be adapted to the individual training needs of doctoral students. Career counselling, professional guidance and support for labor-market integration are provided free of charge through the Career Guidance and Consulting Centre.

Students also have access to accommodation (dormitories), Cantine, subsidized transportation, cultural and sporting activities and opportunities for national and international mobility. Dedicated institutional provisions support equitable access, including for students with special educational needs or disabilities, while the Learning and Training Resource and Assistance Centre supports students considered at risk.

Analysis of the state of facts: The evidence indicates that doctoral students in Systems Engineering benefit from a well-developed portfolio of academic, research, digital and welfare resources supporting doctoral-level study. Access to international scientific databases through institutional arrangements is particularly important for ensuring that doctoral research can be carried out at the highest level. The availability of library resources further supports independent learning, systematic literature reviews and the preparation of high-quality scientific publications.
The institutional IT infrastructure and technical support contribute positively to the accessibility and continuity of doctoral activities, including digitally supported research and communication.
Research support appears appropriately aligned with the advanced and individualized nature of doctoral education in Systems Engineering. The possibility of adapting individual research plans demonstrates responsiveness to the specific research interests, progress and learning needs of doctoral candidates. Career counselling and professional guidance complement academic supervision and provide useful support for doctoral students' subsequent professional development and employability.
The wider provision of accommodation, transport, cultural and sporting facilities contributes to an environment supportive of students' overall academic experience and wellbeing.
Opportunities for national and international mobility further enhance access to research networks, complementary expertise and broader academic experiences.
Specific arrangements for students with special educational needs or disabilities demonstrate institutional attention to equitable access and inclusion.
The allocation of Doctoral School funding to goods and services supporting doctoral activities provides evidence that access to resources is supported by identifiable financial commitments.
Overall, the range of services appears sufficiently diversified to address not only research requirements but also digital, professional, social and accessibility-related needs.

Best practice examples
- Access to specialized research infrastructure (e.g. GPU/CPU cluster, robots, Industrial automation)
- Accessibility is provided, including for those with special educational needs/disabilities

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: The learning outcomes for the Systems Engineering doctoral programme are explicitly defined and systematically structured in terms of knowledge, skills, responsibility and autonomy. The programme-level outcomes describe the expected advanced knowledge in areas such as control systems, modelling, embedded systems, artificial intelligence, research methodology and related areas. They also specify research-oriented abilities, including

problem formulation, critical analysis, development of new solutions, data processing and use of advanced software tools. Responsibility and autonomy outcomes address independent learning, ethical conduct, teamwork, project management and responsible decision-making. The curriculum explicitly maps these learning outcomes to the individual subjects that contribute to their achievement. Individual subject descriptions further translate programme-level outcomes into course-specific expectations for doctoral students.
For example, Embedded Control Systems defines expected knowledge and skills related to embedded architectures, numerical control, programming and implementation. Adaptive Control of Systems clearly specifies capabilities concerning modelling, simulation, design and performance evaluation of adaptive control systems. The course description provides prerequisites, teaching methods, course/seminar content, allocated hours and assessment requirements, supporting transparency of expectations.
Assessment criteria are directly stated and normally combine a final examination with continuous/seminar assessment, making the expected level of performance understandable to students.
Minimum performance standards are also specified, generally requiring achievement of at least 50% of the relevant assessment components.

Analysis of the state of facts: The evidence indicates that the learning outcomes are well defined at both programme and course level and are expressed through the categories of knowledge, skills, responsibility and autonomy. This structure provides a clear framework for what doctoral students are expected to know, what they must be able to do, the level of independence and professional responsibility they must demonstrate. The curriculum also shows a clear relationship between the overall programme outcomes and the individual subjects that contribute to their achievement. Course descriptions further reinforce this clarity by specifying prerequisites, thematic content, teaching methods, expected competences and assessment arrangements, helping students understand the intended learning trajectory and helping teaching staff align delivery with programme expectations.
A particular strength is the consistency between subject-specific outcomes and the technical content of the disciplines, for example in robust control, adaptive control, industrial networks, information security, embedded control and autonomous systems. Assessment criteria and minimum performance thresholds are also explicitly stated, which supports transparency regarding the level of achievement expected from doctoral students. Overall, the documentation suggests a coherent alignment between learning outcomes, curriculum content, teaching activities and assessment. A possible area for continued improvement would be to ensure that all learning outcomes remain sufficiently specific, measurable and periodically updated, particularly in rapidly evolving areas such as artificial intelligence, cybersecurity and autonomous systems, so that expectations remain current and consistently interpreted by both students and teaching staff. In few courses, textbooks and references must be updated with references published after 2020.

Best practice examples
Explicit assessment criteria and weighting combining formative and summative assessment

Recommendation: It is recommended that the curriculum content is improved continuously to ensure that all learning outcomes remain sufficiently specific, measurable and periodically updated, particularly in rapidly evolving areas such as artificial intelligence, cybersecurity and autonomous systems, so that expectations remain current and consistently interpreted by both students and teaching staff. In few courses, textbooks and references must be updated with references published after 2020.

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: The available documentation indicates that the achievement of learning outcomes is systematically checked through both ongoing assessment and final examinations. The course specification defines assessment methods, criteria, weightings and minimum performance standards, thereby providing an explicit mechanism for verifying whether the expected knowledge, skills and competences have been achieved.
For most courses, the assessment combines a final written examination or online test, weighted at 70%, with continuous assessment of seminar/laboratory activities, weighted at 30%. Ongoing assessment includes verification during the semester, preparation of reports for assigned activities, practical work, interpretation of results and final seminar testing.
The final examinations assess understanding of the theoretical foundations of each course, the ability to establish connections between concepts, and the capacity for analysis and synthesis in concrete situations. These assessment criteria are explicitly stated in the discipline descriptions.
Practical and seminar activities provide additional evidence of achievement by requiring doctoral students to apply methods, use of specialised software, analyse results and solve discipline-specific problems. A minimum performance threshold is also defined: students are generally required to obtain at least 50% of the available marks from ongoing verification, seminar assessment and the final examination.

Analysis of the state of facts: The evidence shows that assessment is designed to verify learning outcomes through a combination of ongoing evaluation and final examination, using both formative and summative assessment. Continuous assessment through seminars, laboratory activities, reports, practical tasks and interpretation of results allows teaching staff to monitor the progressive development of knowledge and applied competences during the semester. This is complemented by final examinations that assess theoretical understanding, the ability to connect concepts, and analytical and synthesis capabilities. The consistent 70% weighting for the final examination and 30% for ongoing seminar/laboratory assessment provides a clear and transparent assessment framework across the reviewed subjects. It is expected that critical thinking must be embedded in the final examination.
The assessment arrangements are broadly aligned with the stated learning outcomes because they address both theoretical knowledge and practical application. The requirement to achieve at least 50% of the assessment components establishes an explicit minimum performance standard and supports consistency in judging achievement. A strength is that course specifications clearly state the assessment criteria and methods, helping both students and teachers understand how they will be demonstrated. However, the available documentation provides limited information on how assessment results are systematically analysed at programme level to demonstrate achievement of each specific learning outcome over time.

Best practice examples
Transparent assessment structure across different courses
Explicit minimum performance standards for sub-components in each course
Research-progress assessment throughout the doctorate.

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: The organizational component, IOSUD–University of Craiova together with the "Constantin Belea" Doctoral School, applies formally established admission procedures for doctoral studies in Systems Engineering. Recruitment is organized through admission competitions conducted according to the University's own regulations and the national legislation. Admission conditions, available places, selection criteria, required documents, fees, examination periods and competition tests are published through the IOSUD–UCv and Doctoral School websites at least six months before the registration period, ensuring transparency and predictability for prospective candidates. Registration for admission is carried out electronically through the University's EvStud platform. For candidates who completed previous studies abroad, recognition and equivalence of qualifications are undertaken through the competent national recognition authority.
Admission to the Systems Engineering doctoral programme is based on defined quality criteria. Candidate selection considers the quality of the proposed doctoral research project, performance in the oral presentation and interview, the candidate's general and subject-specific professional preparation, and previous scientific experience. The admission procedures are therefore designed to evaluate both academic preparedness and research potential. The Internal Evaluation Report states that these procedures are clear, transparent and non-discriminatory and are applied consistently within IOSUD–UCv and CBDS. Evidence from the 2025 doctoral-student survey also indicates a high level of satisfaction with the admission process: 92.77% of respondents at IOSUD–UCv level rated the equal-opportunities dimension of the admission competition as "excellent", with the corresponding figure at CBDS level being 85.71%.

Analysis of the state of facts: The evidence indicates that the admission procedures are formally regulated, transparent and consistently applied by IOSUD–University of Craiova and the "Constantin Belea" Doctoral School. Key information—including the number of places, admission criteria, required documents, fees, examination periods and competition tests—is made public at least six months before registration, while applications are managed electronically through the EvStud platform. For the Systems Engineering doctoral programme, admission is based on explicit quality criteria covering the doctoral research proposal, oral presentation and interview, general and field-specific academic preparation, and previous scientific experience.
The procedures also demonstrate attention to equal opportunities and accessibility. The institutional framework provides for the recognition of foreign qualifications and includes support arrangements for applicants with special educational needs or disabilities. The self-evaluation evidence also reports a high level of satisfaction with equal opportunities in the admission competition, suggesting that the procedures are perceived positively by doctoral students. Overall, the admission system appears coherent and appropriately aligned with the requirements of transparency, fairness and non-discrimination.

Best practice examples
- Clear research-oriented selection criteria
- Pathway for international candidates

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: The admission process for doctoral studies at IOSUD–University of Craiova is organised on the principles of fairness, transparency, equal opportunities and non-discrimination. Admission procedures are publicly accessible, and information concerning available places, admission criteria, required documents, fees, examination periods and competition tests is published at least six months before the registration period. Candidates are provided with equal access to the admission competition. Foreign citizens may also access doctoral programmes under the conditions established by national legislation.
Specific measures are provided to facilitate access for vulnerable candidates and candidates experiencing social or educational disadvantages, including those with special educational needs and/or disabilities. The Internal Evaluation Report states that admission conditions can be adapted to candidates' particular needs and that support is also available for Romanians living abroad.
In 2025, the University of Craiova obtained five European-funded grants under the "Education and Employment 2021–2027" programme, which include concrete measures designed to support access to university education for people with special needs.
Evidence from doctoral-student feedback also supports the application of equal-opportunity principles. In the 2025 evaluation survey, 92.77% of respondents at IOSUD–UCv level rated the provision of equal opportunities in the doctoral admission competition as "excellent"; at CBDS level the corresponding proportion was 85.71%, with the remaining responses being "very good" or "good".

Analysis of the state of facts: The evidence indicates that the admission framework is designed to provide fairness, transparency, equal opportunities and non-discrimination. Admission information is published in advance and covers the essential elements of the process, while selection is based on defined academic and research criteria. This supports consistency for candidates and reduces the risk of arbitrary decision-making. The positive doctoral-student feedback on equal opportunities further suggests that the admission process is perceived as fair in practice, although this is perception-based evidence rather than a direct audit of individual admission decisions. The documentation also shows that the University has introduced measures intended to support access for vulnerable groups, including candidates with special educational needs and/or disabilities. Accessibility tools adapted admission arrangements and externally funded inclusion initiatives strengthen the institutional commitment to equitable access. A relevant area for continued improvement is the further expansion of support and flexibility for vulnerable and international candidates, which is already identified by the institution as a future direction.

Best practice examples
Clear, research-oriented selection criteria
Pathway for international candidates

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: IOSUD–University of Craiova and the "Constantin Belea" Doctoral School apply the institutional regulations governing the professional activity and academic pathway of doctoral students. The framework is based on the University Charter, the Regulation concerning students' professional activity, the Code of Student Rights and Obligations, and the specific regulations governing doctoral studies. These documents establish the rules for the organisation and conduct of academic activities, evaluation and promotion, recognition of academic performance, and the associated administrative procedures. The relevant regulations are also made available through the Doctoral School website, contributing to transparency and accessibility for doctoral students in Systems Engineering.
The regulatory framework defines key elements of their professional activity, including the structure of the academic year, credit requirements, conditions for participation in examinations, and activities undertaken within the scientific research programme. Students are required to comply with attendance requirements, participate actively in educational and research activities, and observe the applicable academic standards.
The regulations also provide mechanisms supporting flexibility and continuity of doctoral studies. In accordance with Higher Education Law No. 199/2023, doctoral students may request an interruption of their studies for one or two academic years in justified circumstances, including medical, family or force-majeure reasons, and subsequently resume their doctoral programme.
Doctoral candidates may additionally undertake their studies under national or international co-tutorship arrangements. These are governed by standard agreements adopted by IOSUD–UCv, which establish the legal framework for cooperation between participating institutions and define the respective responsibilities of the parties involved.

Analysis of the state of facts: The evidence indicates that the organisational component has a solid and comprehensive regulatory framework governing doctoral students' professional and academic activity. This framework provides rules to cover progression through the programme, participation in teaching and research activities, assessment requirements, academic responsibilities, rights and obligations, and the administrative management of the doctoral pathway. The availability of these regulations through institutional channels supports transparency and helps ensure that doctoral students and supervisors operate within a common framework. The provisions concerning interruptions of study and subsequent resumption also demonstrate that the regulatory system accommodates justified individual circumstances while preserving academic continuity. The framework is further strengthened by provisions for co-tutorship, mobility and other forms of academic cooperation, which are important for doctoral education and internationalization.

Best practice examples
- Flexibility for extenuating circumstances
- Support for national and international co-supervision

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: The University of Craiova and the "Constantin Belea" Doctoral School have an established framework for internationalisation aimed at strengthening participation

in the European higher education and research area. The University's Internationalisation Strategy 2024–2029 supports academic mobility, international partnerships and research cooperation. IOSUD–UCv is affiliated with several international academic organisations, including EUA, IAU, AUF and IEEE, and maintains 307 Erasmus+ agreements with foreign universities covering the University's study fields, together with 77 bilateral non-Erasmus agreements with institutions in EU and non-EU countries. These agreements provide opportunities for study, practical training, teaching and staff-training mobility.
At Doctoral School level, international mobility is demonstrated through concrete activities. Under the Erasmus+ project with UMT Albania, two Systems Engineering doctoral students completed two-month mobilities at UMT, while a UMT doctoral student undertook a three-month mobility at the University of Craiova in 2024. The iNavigate project also financed a three-month doctoral research internship at the University of Florida in 2024.
International cooperation also extends to joint research activities and participation in international projects. Both teaching staff and doctoral students are involved in the iNavigate project and in the ACROSS – European University for Cross-Border Knowledge Sharing project involving ten European university partners for 2025–2028. Three staff members from the Systems Engineering field are directly involved in ACROSS, whose activities include the development of an international research network, a joint graduate school and cross-border research.
The Doctoral School further promotes internationalisation through international scientific workshops, conferences and collaborative research dissemination. Examples include the 2024 International Doctoral Workshop on Advanced Approaches in Robotics, Control and Computing and the International Doctoral Workshop on Modelling, Diagnosis and Control of Biosystems. Doctoral students also participate in international conferences with financial support for travel, participation and registration fees provided through CBDS and Faculty research funds.
Internationalisation is additionally supported through international co-supervision of doctoral studies. In 2023–2024, two doctoral students from UMT Albania were admitted to the Systems Engineering field under international co-supervision arrangements. Foreign academics from institutions in France, Spain and Germany have also served on doctoral thesis defense committees, providing additional evidence of sustained international academic collaboration.
Overall, the documented evidence shows that international cooperation is implemented through a combination of Erasmus+ and bilateral agreements, incoming and outgoing doctoral mobility, international research projects, co-supervision arrangements, international conferences and participation of foreign academics in doctoral activities. The institutional documentation identifies further expansion of partnerships, international research proposals and co-supervision agreements as future development priorities.

Analysis of the state of facts: The evidence indicates that internationalisation is an important dimension of the organisational component. The University of Craiova maintains a broad network of Erasmus+ and bilateral agreements, while the "Constantin Belea" Doctoral School demonstrates actual implementation through incoming and outgoing doctoral mobility, research internships, international workshops, conference participation and involvement in multinational initiatives such as iNavigate and the ACROSS alliance. These activities support both the mobility of doctoral students and staff and the development of collaborative academic and research relationships with foreign institutions. The existence of international co-supervision arrangements and the participation of foreign academics in doctoral committees further strengthen the international character of the doctoral environment. Overall, the available facts show a coherent international cooperation framework with concrete outputs in mobility, research collaboration and doctoral training. A particular strength is the combination of institutional agreements with practical activities that directly involve members of the doctoral community. However, the report would be stronger if it also included more systematic indicators on participation rates, duration and outcomes of mobilities, the proportion of doctoral students benefiting from international opportunities, and the

research outputs generated through these collaborations. Such monitoring would make it easier to assess the overall effectiveness and reach of the internationalisation strategy over time.

Best practice examples
- Broad institutional international network (ACROSS, European Universities Alliance)
- Two-way doctoral mobility

Recommendations:
- It is recommended to provide clear indicators on participation rates, duration and outcomes of mobilities, the proportion of doctoral students benefiting from international opportunities, and the research outputs generated through these collaborations.
- A more systematic approach could be followed regarding the collaboration in the fields where the School is quite strong (automotive, health).

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: The "Constantin Belea" Doctoral School integrates learning based on scientific investigation directly into the doctoral education process. Research activities undertaken by teaching staff and doctoral students are used to support the achievement of the programme learning outcomes, particularly advanced analytical and critical thinking, critical, experimental and research competences. Research findings are incorporated into curriculum content, teaching methods and applied learning activities, thereby connecting theoretical knowledge with current scientific practice.
Teaching staff who are actively involved in research projects transfer scientific knowledge into their courses by updating subject content with current research data and concepts. Research-based teaching methods include case studies, experiments, investigations and applied research activities, allowing doctoral students to engage directly with scientific problems rather than relying exclusively on conventional lecture-based learning.
Scientific publications produced by doctoral supervisors are also used as bibliographic resources within doctoral education. At the same time, research undertaken by doctoral students can itself become a source of knowledge for teaching and further scientific investigation, supporting a two-way transfer between research and the educational process.
The research-based approach contributes to the development of higher-level learning outcomes, including autonomy, critical thinking, analysis and synthesis, formulation of scientific hypotheses, experimental validation and innovative problem solving. These competences are consistent with the expected outcomes of doctoral-level education in Systems Engineering.
Doctoral students are encouraged to participate directly in research projects conducted within CBDS and in collaboration with external institutions. The doctoral students have access to the University's research centres and research laboratories and contribute to projects corresponding to the scientific areas of the Systems Engineering doctoral programme.
Research outcomes are subsequently disseminated through scientific publications, conferences, workshops and other scientific events. The School also provides financial support for doctoral students and supervisors to publish research results, particularly in WoS/ISI journals with impact factors, thereby reinforcing the connection between research activity, learning and scholarly dissemination.

During 2021–2025, doctoral supervisors published more than 80 papers, including over 30 in WoS-indexed journals, while doctoral students have published more than 50 papers, including over 20 in WoS-indexed journals. Doctoral supervisors and students have been also involved in eight research projects and grants during 2020–2025.

Analysis of the state of facts: The evidence shows that the doctoral programme has a strong research-based character, with scientific investigation embedded in both teaching and doctoral training. Research findings generated by doctoral supervisors and students are used to update course content, enrich bibliographic resources and support applied learning through case studies, experiments, investigations and research projects. This approach is well aligned with doctoral-level learning outcomes because it promotes critical thinking, analytical capability, autonomy, hypothesis formulation, experimental validation and innovative problem solving. The engagement of doctoral students in research centres, laboratories and externally funded projects further strengthens the link between formal learning and active scientific inquiry.
The research outputs from both supervisors and doctoral students provide additional evidence that research is actively capitalised upon through publications, conferences, workshops and collaborative projects. This supports the achievement of advanced learning outcomes and helps students develop competences expected at doctoral level. A particular strength is the two-way interaction between teaching and research: current research informs the educational process, while doctoral research contributes new knowledge back into the academic environment.

Best practice examples
- Transfer of current research into teaching.
- Use of supervisors' publications as learning resources.

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: The "Constantin Belea" Doctoral School carries out scientific research in Systems Engineering that is aligned with the University of Craiova RDI Strategy 2025–2029. The research themes pursued by doctoral supervisors and doctoral students correspond directly to the scientific scope of the doctoral field and are supported by the NAIS laboratory and the CERCA research Centre. Doctoral students participate in research projects alongside supervisors, contributing directly to research implementation and dissemination.
The research results demonstrate significant national and international visibility. During 2021–2025, doctoral supervisors have published more than 80 scientific papers, including over 30 papers in Web of Science–indexed journals, of which more than 20 are Q1/Q2 journals. Doctoral students have published more than 50 papers, including over 20 in WoS-indexed journals, with more than 10 Q1/Q2 journals. Research outputs were also disseminated through papers in international conference proceedings.
Research results are further capitalised upon through monographs and book chapters. During 2021–2025, doctoral supervisors and doctoral students have produced five chapters and monograph contributions published through national and international publishing channels, thereby extending dissemination beyond journal and conference publications.

The scientific activity is also supported and exploited through participation in competitive research projects. During 2020–2025, doctoral supervisors and doctoral students have participated in eight projects, while members of the Systems Engineering field have managed more than 10 research projects during the last eight years, representing a combined budget exceeding 12 million RON.
Major current initiatives include the SENTHICOM_UCv project (2025–2028) and the international ACROSS project (2025–2028). These projects are expected to contribute to advanced research, scientific events, international collaboration and mobility, further strengthening the visibility of the Systems Engineering field.
Scientific dissemination is additionally supported through participation by doctoral supervisors and doctoral students in national and international scientific events. The Doctoral School provides financial and logistical support for conference participation, journal publication open access fees and international mobility, helping researchers communicate their results to wider scientific communities.

Analysis of the state of facts: The evidence indicates that scientific research within the Systems Engineering doctoral field has national and international visibility, supported by a consistent volume of publications, including a significant number of papers indexed in Web of Science and published in Q1/Q2 journals. The participation of doctoral supervisors and doctoral students in international conferences, research projects, monographs and collaborative initiatives such as ACROSS and SENTHICOM_UCv further strengthens the external visibility of the field. The reported engagement in multiple funded projects and the cumulative research budget also demonstrate that the research activity is not limited to publication output but is embedded in broader competitive and collaborative research structures.
The research results are also appropriately capitalized upon through several complementary channels: dissemination in high-quality journals and conferences, integration into doctoral teaching, use as bibliographic and case-study material, participation in externally funded projects, and support for mobility and international cooperation. This shows a connection between research output, dissemination and educational use. A useful area for further strengthening would be to provide more systematic evidence of downstream impact, such as citations, technology transfer, industrial uptake, patents, policy influence or measurable contribution to research networks, to demonstrate more fully how scientific visibility translates into sustained academic and societal impact.

Best practice examples:
- Participation in national and international projects

Recommendations:
It is recommended to provide metrics related to citations, technology transfer, industrial uptake, patents, policy influence or measurable contribution to research networks.

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: The University of Craiova has established an integrated quality-assurance framework that operates at institutional, IOSUD, faculty and doctoral-school levels. Quality assurance is governed primarily through the University Quality Assurance Code and the associated methodologies and procedures approved by the University Senate and made publicly available. The Quality Management System is responsible for internal evaluation of educational activities and systematic monitoring of relevant performance indicators, with quality assurance regarded as a permanent component of university management.
At institutional level, the Quality Management Department coordinates quality-evaluation activities and organises evaluation campaigns covering the University's study programmes. The Quality Assessment and Assurance Committee (CEAC) includes academic staff, students, employers' representatives, administrative representation and a trade-union representative, thereby incorporating different stakeholder perspectives into quality-assurance processes. Its activity is complemented by the University Quality Council and by the Senate Committee for Education, Quality Management and Academic Evaluation.
Quality monitoring also incorporates student participation. Students evaluate teaching activities, while peer evaluation is used for academic and scientific performance. The University's internal evaluation and monitoring structures follow students' educational results against performance indicators, and information systems are used to collect data relating to student performance, satisfaction, graduate employment, human resources and material resources. These data provide an evidence base for programme management and institutional decision-making.
At IOSUD–UCv and Doctoral School level, quality procedures include annual evaluations of doctoral schools, doctoral fields and doctoral supervisors according to established internal criteria. Results of these evaluations have practical consequences, including informing the allocation of doctoral places and grants. The "Constantin Belea" Doctoral School also continuously monitors its doctoral programmes through the coordinators responsible for each doctoral field.
The quality-management framework is complemented by procedures for the initiation, approval, monitoring and periodic evaluation of study programmes. Monitoring takes account of technological developments, labour-market requirements and stakeholder feedback. Students, teaching staff, graduates and employers participate in relevant quality-assurance processes, while internal evaluations include SWOT analyses and measures intended to improve teaching and research activities.

Analysis of the state of facts: The evidence indicates that the organisational component applies quality-assurance procedures in a systematic and continuous manner. The coexistence of institutional, IOSUD, faculty and doctoral-school mechanisms, supported by recurring evaluations, student feedback, peer review, stakeholder participation and systematic data collection, provides a coherent framework for monitoring educational quality. Importantly, the procedures are linked to decision-making: evaluation results, inform programme monitoring, doctoral supervision, allocation of doctoral places and grants, and the identification of measures for improving teaching and research. This demonstrates that the quality-assurance system is operational and embedded in the governance of the Systems Engineering doctoral field.
There is also evidence that these procedures have generated measurable improvements. Since the previous external evaluation, the doctoral field has strengthened progress monitoring, adapted regulations and curricula to the new legislative framework, modernised research infrastructure, expanded internationalisation activities and increased research output. The reported growth in WoS-indexed publications by doctoral students is a particularly relevant indicator of impact, as it reflects improvement in one of the core outcomes of doctoral education. Overall, the available

evidence supports the conclusion that the organisational component not only applies quality procedures consistently, but it also uses their results to drive tangible enhancements in the effectiveness and quality of the doctoral programme.

Best practice examples
Measurable impact on research-related educational outcomes

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: The University of Craiova has established mechanisms for involving members of the academic community and external stakeholders in the implementation of quality-assurance and academic procedures. Students, including doctoral students, are represented in quality-assurance structures and participate in the evaluation of study programmes and teaching activities. At institutional level, the Quality Assessment and Assurance Committee (CEAC) includes two student representatives, one representative of the socio-economic environment and one representative of the administrative structure, thereby formally incorporating internal and external perspectives into the quality-assurance process.
The University periodically consults representatives of the academic community, students and doctoral students, employers, the socio-economic and cultural environment, and the labour market regarding programme objectives and expected learning outcomes. These consultations take place through official meetings and institutional dialogue. IOSUD–UCv also maintains collaboration agreements with strategic socio-economic partners, some of which specifically address doctoral research activities, research topics, publications and patents.
Doctoral-student feedback is collected through several formal mechanisms. Teaching staff are evaluated through anonymised online questionnaires, while IOSUD–UCv also conducts evaluations of the Doctoral School, the Advanced University Training Programme and the Scientific Research Programme. In addition, a specific questionnaire procedure is used to assess whether doctoral students' educational needs have been accomplished. The results are analysed in detailed evaluation reports and corrective measures are implemented based on the conclusions identified.

Analysis of the state of facts: The evidence indicates that the organisational component has established several formal channels through which the views of its own community and external stakeholders are gathered and incorporated into quality-assurance activities. Doctoral students participate through representation in quality structures, anonymous evaluations of teaching and doctoral programmes, and questionnaires focused on the extent to which their educational needs are being met. Employers and representatives of the socio-economic environment are also involved through institutional consultation mechanisms and participation in quality-assurance bodies.
The main limitation concerns the strength of the documented feedback loop, particularly for external stakeholders. While there is clear evidence that opinions are collected and that corrective measures may follow internal evaluations, the available documentation is less explicit in demonstrating how specific external stakeholder comments are systematically translated into concrete procedural or programme changes.

Recommendations:
Establish formal process how opinion of external stakeholders is taken into consideration to reshape the Programme mission and objectives.

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: At the University of Craiova, the University Ethics Committee operates based on its own organisation and functioning regulation, approved by the University Senate. According to the Internal Evaluation Report, the regulation was approved in 2024 and defines the Committee's role in ensuring compliance with university ethics and deontology standards. The Committee has a four-year mandate and monitors compliance with the University Code of Ethics across the institution. The Committee is composed of six teaching staff members and two student representatives. The composition is approved by the Rector, following a proposal of the Board of Directors and with the endorsement of the University Senate. These arrangements are intended to preserve the Committee's impartiality and independence from other institutional structures and decision-makers.
The main responsibilities of the Ethics Committee include analyzing and resolving complaints concerning breaches of university ethics and deontology, as well as initiating investigations on its own motion when potential violations of ethical standards are identified. The Committee also performs a preventive and educational role by informing students and academic staff, at the beginning of each academic year, about its role and about the legal and institutional provisions governing academic ethics and conduct.
To ensure transparency, integrity and procedural fairness, the Committee prepares case reports and applies confidentiality requirements in handling ethics cases. Committee members sign declarations of impartiality and confidentiality, providing safeguards against conflicts of interest and supporting the independence of the decision-making process. The Internal Evaluation Report explicitly states that the Committee acts independently of any other structure or person within the University and in accordance with the legislation in force.
The operation of the Committee was also subject to direct consideration during the external evaluation visit. The visit programme included a dedicated meeting between the ARACIS evaluation panel and members of the University Ethics Committee, providing an opportunity to verify its organisation, responsibilities and practical functioning.

Analysis of the state of facts: The evidence indicates that the University Ethics Committee is supported by a clear institutional and regulatory framework that is consistent with the ARACIS requirements. Its operation under a Senate-approved regulation, defined mandate, specified membership criteria, and formal responsibilities for investigating ethical breaches provide a sound basis for effective functioning. The exclusion of people holding university management positions, together with requirements concerning professional standing, absence of sanctions, impartiality and confidentiality, reinforces the structural safeguards intended to protect the Committee from undue influence and conflicts of interest.

The IER suggests that the Committee performs both reactive and preventive functions, through the examination of complaints, own-initiative investigations, case reporting, and awareness activities for students and staff. These elements support the conclusion that academic ethics is treated as an operational component of institutional governance. The evidence is consistent with an independently functioning ethics body acting within the legal and regulatory framework; however, the strength of this conclusion ultimately depends on continued demonstration that individual cases are handled without interference and that decisions are implemented consistently across the institution.

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: UCv and IOSUD–UCv maintain clear procedures for the initiation, monitoring, and periodic evaluation of study programmes. Incorporating SWOT analyses, these internal reviews ensure continuous alignment with labor market dynamics and technological progress. At the institutional level, dedicated study programme committees collaborate with the Quality Assurance Commission (CEAC) to optimize the educational process. These mechanisms are rigorously applied at both the Faculty of Automation, Computers, and Electronics (FACE) and the Constantin Belea Doctoral School (CBDS), where designated field managers ensure compliance with national standards. UCv's quality assurance framework actively engages all stakeholders—including faculty, students, alumni, and employers—through peer reviews and student perception surveys. Annually, IOSUD–UCv evaluates doctoral schools, fields, and supervisors to allocate budgeted doctoral grants. Comprehensive internal and external (ARACIS) evaluations of doctoral fields are conducted at least once every three years. Furthermore, PhD candidates periodically assess the advanced training and scientific research tracks, while quality management and research ethics measures remain strictly governed by the CBDS Regulation.

Analysis of the state of facts: IOSUD-UCv ensures high academic quality and labor market alignment through coherent, periodically reviewed regulations and evaluation procedures. The consistent monitoring and review of study programmes have a direct, positive impact on education quality at FACE/CBDS. Ultimately, regular internal and external reviews, including ARACIS evaluations, confirm that UCv's programmes strictly comply with national quality standards and drive continuous institutional improvement.

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: UCv actively involves faculty, administrative staff, students, alumni, and socio-economic partners in the initiation, monitoring, and review of its study programmes. Internal evaluation reports are transparently debated, approved, and published via the Quality Management Department website. Students and alumni engage directly in institutional

decision-making. The Faculty of Automation, Computers, and Electronics and the Constantin Belea Doctoral School (CBDS) routinely consult industrial partners on curriculum updates and research tracks. Joint events like "Open Day" and "Jobs4IT" bridge academic and professional pathways. Strategic institutional agreements—such as the 2024 partnership with Continental Sibiu (Aumovio)—explicitly define collaborations in the doctoral field, including co-defining technical research topics, supporting dual-affiliation publications, and pursuing joint patents. Furthermore, collaboration with NXP Semiconductors Romania under the SENTHICOM project led to a new master's programme in Autonomous and Intelligent Systems launching in 2026-2027, creating a direct recruitment pipeline for Systems Engineering PhD candidates at CBDS. Strategic ties also continue with traditional partners like Hella-Forvia, ICMET Craiova, and INCAS Bucharest.

Analysis of the state of facts: UCv ensures educational excellence by systematically implementing procedures to initiate, monitor, and periodically review study fields and programmes. These rigorous processes—comprising both internal and external evaluations—actively engage the academic community and key external stakeholders to maintain strict compliance with national quality standards. By embracing this participatory approach, the university continuously identifies opportunities for improvement. The structured engagement of students, teaching staff, and external stakeholders demonstrate an inclusive, transparent, and effective quality assurance system.

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: The University of Craiova (UCv) ensures a high-performing academic environment by using standardized, periodic procedures to evaluate faculty, researchers, and administrative staff through the EvStud platform. To assess the doctoral experience, IOSUD–UCv and the Constantin Belea Doctoral School (CBDS) systematically collect anonymous feedback from PhD candidates via institutional Google Forms. These evaluations cover both the Advanced University Training Programme and the Scientific Research Programme based on ten core criteria. Detailed analysis reports and statistics—such as those in the 2025 Report—are published transparently on the institutional websites to guide quality improvements. Additionally, IOSUD–UCv implements a specialized procedure to evaluate how well doctoral schools meet students' educational needs across 16 criteria. The resulting January 2026 Report highlights excellent performance; for instance, 93.75% of CBDS respondents reported very high satisfaction regarding supervisor feedback on their research progress. The collected insights are thoroughly reviewed by management structures and the evaluated faculty. This data-driven, participatory approach allows the institution to implement targeted corrective measures, aligning educational delivery with the evolving requirements of doctoral students.

Analysis of the state of facts: At IOSUD–UCv, periodic faculty evaluations and detailed performance analyses across all doctoral schools ensure that PhD students' feedback directly shapes educational delivery. Teaching staff systematically leverage these insights and student suggestions to adjust their instructional strategies, refine teaching methodologies, and diversify educational resources. This continuous, feedback-driven process directly targets the evolving training needs of the faculty while optimizing the overall efficiency, modern relevance, and quality of the doctoral learning experience.

Recommendations: It is recommended to define a mechanism for encouraging the students to fill in the evaluation questionnaire

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: The University of Craiova (UCv) maintains a comprehensive Quality Management System consisting of dedicated policies, methodologies, and internal evaluation procedures to uphold high academic standards. This structured framework governs record control, regulatory updates, and the continuous monitoring of academic processes. Each year, UCv publishes an annual report detailing the execution of its quality policies alongside internal performance reviews on the Department of Quality Management website. While faculty members retain full pedagogical and grading autonomy, their performance is systematically monitored. Student assessments of doctoral schools, fields, advanced training tracks, and teaching activities are collected via an entirely online, anonymous, and confidential IT interface within the Student Records portal. Furthermore, research and innovation outputs are tracked through a centralized Research Portal, serving as a critical metric for institutional growth. Ultimately, the insights gathered from these periodic staff evaluations are directly integrated into the university's human resources standards, shaping professional career advancement and merit-based salary increases.

Analysis of the state of fact: IOSUD–UCv systematically leverages dedicated IT platforms to collect, process, and analyze institutional data and quality metrics. This data-driven framework provides a robust foundation for strategic decision-making, institutional development, and the continuous enhancement of the internal quality assurance system.

Recommendations: The quality assurance indicators and additional evaluation of administrative staff and library services for students could be improved.

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: The university ensures complete institutional transparency via a dedicated, regularly updated web portal for the doctoral school. The platform provides easy public access to core academic frameworks—such as program objectives, curricula, internal regulations, and student rights and obligations. It also serves as a transparent repository for admission guidelines, annual reports, supervisors' research themes, international mobility tracks, and institutional partnerships.

Analysis of the state of facts: The institution organising doctoral studies complies with the legal provisions regarding the transparency of information of public interest and ensures free access to data regarding the doctoral study program.

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, UCv and IOSUD–UCv guarantee comprehensive decision-making transparency by providing open access to all official resolutions, regulations, methodologies, and annual reports on their websites. In strict compliance with Articles 49 and 50 of the institutional doctoral regulations, the Constantin Belea Doctoral School (CBDS) maintains a dedicated web portal that acts as a transparent repository for all mandatory public information. This centralized platform provides instant access to doctoral school regulations, supervisor profiles (CVs, research tracks, and supervised candidates), student vacancies, and the official guide and procedures for thesis preparation. To uphold national quality standards, the website lists the minimum CNATDCU criteria for degree awarding, links to completed theses, and public defense announcements—including full abstracts, dates, and venues—published at least 20 days prior to the defense.
Analysis of the state of facts: The institution maintains a transparent and accountable decision-making framework.

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, In 2021, UCv earned the ARACIS qualification, a "High Degree of Confidence," validating its quality assurance system and commitment to academic excellence. Concurrently, the Systems Engineering (SE) doctoral field maintained its official accreditation via ARACIS Decision no. 95/25.11.2021.Following the 2024 Interim Progress Report, ARACIS conducted a formal external review of the SE domain in 2025. Approved by ARACIS Council Decision no. 193/H/07.08.2025, the evaluation concluded that all prior recommendations had been fully and successfully implemented. Through these consistent regulatory results, UCv and the Constantin Belea Doctoral School (CBDS) demonstrate a continuous commitment to transparency, quality, and sustainable development, firmly securing the position of the Systems Engineering field as an accredited doctoral programme.
Analysis of the state of facts: External quality audits are essential for driving continuous improvement within IOSUD–UCv. In alignment with national and European standards, the Systems Engineering doctoral field was periodically evaluated by ARACIS in 2021, followed by an interim review in 2024. These assessments validated the programme's operational efficiency, strict adherence to academic ethics, and successful alignment with current academic and socio-economic demands.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: ✓ Specific regulations, methodologies, and procedures in place and applied, covering the organization and efficient functioning of the Doctoral School and the Systems Engineering doctoral field. ✓ Activity supported by supervisors with international recognized expertise in systems engineering. ✓ Research topics, which are aligned with international technological development trends ✓ Access to specialized new research infrastructure (e.g. GPU/CPU cluster, robots, Industrial automation) ✓ Accessibility is provided, including for those with special educational needs/disabilities ✓ Clear research-oriented selection criteria for students admition ✓ Broad institutional international network (ACROSS, European Universities Alliance), two-way doctoral mobility and support for national and international co-supervision	INTERNAL FACTORS	**Weaknesses:** ✓ Long completion time for ongoing investments in the state-of-the-art laboratory facilities ✓ Structuring a formal mechanism to address equipment lifecycles, detailing in particular the procedures for upgrading, replacing, or decommissioning research assets once their regulatory amortization period ends. ✓ External stakeholder engagement is visible, but the mechanism for incorporating their contributions into curriculum reviews remains unproceduralized.
SWOT analysis		
Opportunities: ✓ significant development opportunities due to the increasing importance of automation, robotics, cyber-physical systems, artificial intelligence ✓ the opportunity to strengthen collaboration with industry	EXTERNAL FACTORS	**Threats:** ✓ an increasingly competitive learning and research environment, both nationally and internationally ✓ attracting high-performing candidates and the risk of them dropping out of the doctoral program for a career in the industrial sector ✓ access to research funding and partnerships with the industrial sector ✓ the risk of dropout due to low income—compared to the economic landscape in the field of systems engineering—and a lack of incentives to pursue a career in research or academia

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	It is recommended to continue efforts to refine the CBDS research mission and objectives, and to align them with measurable indicators that can be monitored.
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	Finalise ongoing investments in state-of-the-art laboratory facilities to ensure Systems Engineering PhD programs remain at the forefront of technological trends and high-performing for all partners.
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	Optimize the facility management framework to ensure more proactive and systematic maintenance of research laboratories and advanced equipment. Establish a formal mechanism to address equipment life cycles, specifically detailing procedures for upgrading, replacing, or decommissioning research assets once their regulatory depreciation period ends.
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	A better distribution of doctoral students among supervisors in the field of Systems Engineering is recommended.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Actively promote the attainment of the habilitation degree, thus increasing the number of PhD supervisors to enhance the scientific impact and international visibility of the doctoral school as to facilitate the creation of specialized

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			research groups and increase the potential for international collaborations and competitive grant applications.
7.	**I.P.A.3.2.1** Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	**I.P.A.4.1.1** The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	**I.P.B.1.1.1** The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
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	It is recommended that the curriculum content be made available in English for prospective international students. Moreover, it is suggested to introduce peer-based evaluations in group-based projects. Learning outcomes and activities in mandatory courses better promote critical thinking.
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	It is recommended that the curriculum content is improved continuosly to ensure that all learning outcomes remain sufficiently specific, measurable and periodically updated, particularly in rapidly evolving areas such as artificial intelligence, cybersecurity and autonomous systems, so that expectations remain current and consistently interpreted by both students and teaching staff. In few courses, textbooks and references must be updated with references published after 2020.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
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	It is recommended to provide clear indicators on participation rates, duration and outcomes of mobilities, the proportion of doctoral students benefiting from international opportunities, and the research outputs generated through these collaborations. A more systematic approach could be followed regarding collaboration in the fields where the school is quite strong (automotive, health).
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	It is recommended to provide metrics related to citations, technology transfer, industrial uptake, patents, policy influence or measurable contribution to research networks.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
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	Establish formal process how opinion of external stakeholders is taken into consideration to reshape the Programme mission and objectives.
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	It is recommended to define a mechanism for encouraging the students to fill in the evaluation questionnaire
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	The quality assurance indicators and additional evaluation of administrative staff and library services for students could be improved.
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

The evaluation report was prepared based on documents provided by the legal entity organizing the doctoral school in the field of Systems Engineering and on findings from the on-site visit conducted by designated ARACIS experts.
The internal evaluation report concerning the "Systems Engineering" doctoral study field within the "Constantin Belea" Doctoral School (CBDS)—affiliated with the Faculty of Automation, Computers and Electronics (ACE) at the University of Craiova (UCv)—was drafted in an appropriate format, providing detailed information on the doctoral study field, which is essential for the evaluation process.

It is noted that the recommendations and main conclusions resulting from the most recent external quality evaluation procedure have been implemented.

The evaluation of the Systems Engineering Doctoral School highlights the existence of an appropriate academic and research framework, supported by the institutional structure, a qualified academic staff, and a research environment aligned with the specific requirements of doctoral studies. The doctoral school demonstrates a commitment to quality assurance, academic integrity, and the continuous improvement of its educational and research activities.

The analysis indicates that the organization and functioning of the doctoral school are consistent with the mission and objectives of university education. The doctoral programs are supported by relevant scientific expertise, adequate supervision capacity, and research topics aligned with current developments in the field of Systems Engineering. PhD students benefit from access to research infrastructure, academic guidance, and opportunities for scientific dissemination—elements that contribute to the development of their research skills. Furthermore, the provision of high-performance research infrastructure, the focus on industry collaboration and attracting research funding—alongside international partnerships and the implementation of a PhD student mobility program—deserve to be highlighted as notable achievements that sustain the doctoral school's development trajectory.

The evaluation committee's general conclusions, based on the self-assessment report and the on-site visit, confirm that the Doctoral School of Systems Engineering provides the necessary conditions for conducting doctoral studies in accordance with national standards and higher education quality requirements.

Academic activity, the research orientation, and the organizational framework support the achievement of the expected learning and research outcomes associated with the doctoral study program under evaluation.

Following the completion of the accreditation maintenance procedure, the evaluation committee's decision is as follows: **maintaining accreditation (MAC).**

VII. Annexes

Enclose the schedule of the on-site visit, the list of the documents reviewed:

- *INTERNAL EVALUATION REPORT for MAINTENANCE OF THE ACCREDITATION OF THE DOCTORAL STUDY FIELD OF SYSTEMS ENGINEERING at UCv*
- *Annex_1. Checklists for compliance with CNATDCU standards, Systems Engineering field.*
- *Annex_2. Scientific papers, grants and research and institutional development projects of doctoral supervisors and doctoral students in the field of Systems Engineering (2020-2025).*
- *Annex_3. Infrastructure and legal situation, IOSUD – University of Craiova.*
- *Annex_4. Staff structure, IOSUD – University of Craiova.*
- *Annex_5. Staff lists of the "Constantin Belea" Doctoral School, IOSUD–UCv (2021-2026).*

- *Annex_6. Elements of international visibility of doctoral supervisors, Systems Engineering field (2020-2025).*
- *Annex_7. List of members of the public defense committees of doctoral theses and of members of the guidance and academic integrity committees, Systems Engineering field.*
- *Annex_8. Available balance CBDS (December 2025); Journal publication fees and conference participation fees provided for CBDS doctoral students (2021-2024 and partially 2025).*
- *Annex_9. Partnership agreements with companies and institutes - IOSUD–University of Craiova.*
- *Annexe 10 - The timetable for the evaluation of the external quality evaluation visit for the doctoral university study domain*

Annexe 10 - The timetable for the evaluation of the external quality evaluation visit for the doctoral university study domain.

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

Higher Education Institution / Education Provider Organization: Universitatea din Craiova / *University of Craiova*
Şcoala doctorală/ Doctoral School: ŞCOALA DOCTORALĂ „CONSTANTIN BELEA”/ "CONSTANTIN BELEA" DOCTORAL SCHOOL
Domeniul de doctorat/ Doctoral Domain: INGINERIA SISTEMELOR/ SYSTEMS ENGINEERING
Obiectivul evaluării externe/ The objective of the external evaluation: *(autorizare de funcționare provizorie/acreditare/menținerea acreditării domeniului de doctorat)* MENȚINEREA ACREDITĂRII / *MAINTAINING ACCREDITATION*
Perioada vizitei de evaluare/ The evaluation period: *31.08-01.09.2026*

Comisia de experţi evaluatori ai ARACIS/Evaluation panel:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
2.	*FĂGĂRĂȘAN Ioana*	*Membru - Cadru didactic RNE*
3.	*DAGIUKLAS Anastasios*	*Membru - Evaluator internațional RNE-I*
4.	*OANCEA (PASARIN) Maria-Emilia*	*Membru - Student doctorand RNE-S*

Reprezentantul IÎS/OFE:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	*SELIȘTEANU Dan*	*Persoană de contact/ Contact person*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Luni/ *Monday*, 31.08.2026			
11:30-12:00	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:** 321/INCESA, Bd. Decebal 107, Craiova

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
12:00-12:40	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţii 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:** 321/INCESA, Bd. Decebal 107, Craiova Lista persoanelor / **List of participants attending the meeting**: Directorul Școlii Doctorale „Constantin Belea"/ Head of "Constantin Belea" Doctoral School Decanul Facultății de Automatică, Calculatoare și Electronică/ Dean of the Faculty of Automation, Computers and Electronics Responsabil domeniul Ingineria Sistemelor/Systems Engineering field coordinator
12:40-13:20	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:** 321/INCESA, Bd. Decebal 107, Craiova Lista persoanelor / **List of participants attending the meeting**: 2 – conducători de doctorat, in domeniul Ingineria Sistemelor/ 2 Doctoral Supervisors in Systems Engineering field, un student doctorand, domeniul Ingineria Sistemelor/one PhD student, Systems Engineering field
13:20-14:30	Pauză/ *Break*		
14:30-16:30	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai instituției sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	Sala/Locația/ **Room/Location:** - Laboratoarele 306, 309, 204, 202, 201, 107, 108, 05 - INCESA, Bd. Decebal 107, Craiova - Aula Constantin Belea, Aula AK1, săli de curs și seminar – corpuri GHIJK – ACE Campus, Bd. Decebal 107, Craiova - Laboratoarele G112, G025, G022 – corpuri GHIJK – ACE Campus, Bd. Decebal 107, Craiova Lista persoanelor / **List of participants attending the meeting**: Persoana de contact si responsabili de laboratoare, directori de proiecte de cercetare, conducatori de doctorat, doctoranzi / Contact Person and Research laboratory heads, research project directors, doctoral supervisors, doctoral students

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			Detalii/Details: - 306, 309: Biomedical Engineering R&I Group. - 204: SENTHICOM_UCv, Automation (Laboratorul Automatică Neliniară şi Sisteme Inteligente ANSI/ Nonlinear Automation and Intelligent Systemes NAIS Lab). - 201, 202, G022, G025: Mechatronics and Robotics. -107: SENTHICOM_UCv, Informatics - 108: Data Center, RoEduNet, Romanian Center of Excellence in Quantum Technologies for Cybersecurity Enhancement - G112: Electronics & Data acquisition
16:30-17:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **personalul didactic** implicat în activităţile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala/Locaţia/ **Room/Location:** 321/INCESA, Bd. Decebal 107, Craiova Lista persoanelor / **List of participants attending the meeting**: 3 conducători de doctorat, in domeniul Ingineria Sistemelor/ 3 doctoral supervisors in Systems Engineering field coordinator, 1 membru în comisii de îndrumare şi integritate academică, membru comisii co-tutelă UMT Albania, domeniul Ingineria Sistemelor/ 1 member of academic guidance and integrity committees; member of co-tutelle committees (UMT Albania), Systems Engineering field
17:20-17:30	Pauză/ *Break*		
17:30-18:30	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **angajatori** ai absolvenţilor DSUD/ *Meeting of the external quality evaluation experts' panel with employers[*] of the DSUD alumni*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala/Locaţia/ **Room/Location:** 315/INCESA, Bd. Decebal 107, Craiova Lista persoanelor / **List of participants attending the meeting**: 4 representative persons from ICMET Craiova/ SW AUMOVIO (CONTINENTAL Automotive Systems) Sibiu/ / Lighting Electronics HELLA-FORVIA Romania / Head of the TeleU television station Craiova

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

Marți/ *Tuesday*, 01.09.2026			
9:00 - 9:30	**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:** 321/INCESA, Bd. Decebal 107, Craiova
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității 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 experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala/Locația/ **Room/Location:** 321/INCESA, Bd. Decebal 107, Craiova Lista persoanelor / **List of participants attending the meeting**: - Director centru de cercetare CERCA/ Head of CERCA research centre - Responsabil științific laborator ANSI/ scientific chancellor of the laboratory Nonlinear Automation & Intelligent Systems ANSI - Director laborator Senthicom_UCv INCESA/ Head of the research laboratory Senthicom_UCv INCESA - Director laborator Infusion Research & Innovation AI Lab/ Head of the laboratory Infusion Research & Innovation AI Lab - Director laborator Microtehnologii INCESA/ Head of the research laboratory Microtechnologies INCESA
10:20 - 10:30	Pauză/ *Break*		
10:30 - 11:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	Sala/Locația/ **Room/Location:** 321/INCESA, Bd. Decebal 107, Craiova Lista persoanelor / **List of participants attending the meeting**: - membru CEAC/ CEAC member - membru al Consiliului Calității al Universității din Craiova/ member of the Quality Council of the University of Craiova

11:10 - 11:50	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:** 321/INCESA, Bd. Decebal 107, Craiova Lista persoanelor / **List of participants attending the meeting**: 2– membrii ai Comisiei de Etică a Universității din Craiova/ 2 Members of the Ethics Committee the University of Craiova
11:50-12:00-	Pauză/ *Break*		
12:00-13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți * 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:** 315/INCESA, Bd. Decebal 107, Craiova Lista persoanelor / **List of participants attending the meeting**: 1 student in anul I/ 1 student in 1st year of study 4 studenti in anul II/ 4 students in 2nd year of study 4 studenti in anul IV/ 4 students in 4th year of study
13:00-14:00-	Pauză de prânz/ *Lunch*		
14:00-14:40	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității†/** *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures* - Persoana de contact*/ Contact person*	Sala/Locația/ **Room/Location:** 321/INCESA, Bd. Decebal 107, Craiova Lista persoanelor / **List of participants attending the meeting**: - 1 membru CSUD/ 1 member of Council for Doctoral University Studies (CSUD) - 1 membru CEAC/ 1 CEAC member - responsabilul domeniului Ingineria Sistemelor/Systems Engineering field coordinator
14:40-14:50	Pauză/ *Break*		

* 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.
† Clarificarea unor aspecte rezultate din activitățile și discuțiile desfășurate pe parcursul efectuării vizitei, dacă se impune

14:50-15:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți**[*],[†] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni‡ of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala/Locația/ **Room/Location:** 315/INCESA, Bd. Decebal 107, Craiova Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - 1 absolvent an absolvire 2019/ 1 graduate year of graduation 2019 - 1 absolvent an absolvire 2020/ 1 graduate year of graduation 2020 - 1 absolvent an absolvire 2021/ 1 graduate year of graduation 2021 - 2 absolventi an absolvire 2023/ 2 graduates year of graduation 2023 - 1 absolvent an absolvire 2024/ 1 graduate year of graduation 2024
15:50-17:00	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location:** 321/INCESA, Bd. Decebal 107, Craiova
17:00-17:40	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz și 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, and management of the organisational component, to communicate the conclusions of the evaluation process*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact/ *Contact person*	Sala/Locația/ **Room/Location:** 420 – Universitatea din Craiova, A.I. Cuza 13, Craiova Lista persoanelor / **List of participants attending the meeting**: - Prorector Programe de studii și asigurarea calității/ Vicerector Study Programmes and Quality Assurance – Prorector Fonduri Structurale și Digitalizare/ Vicerector Structural Funds and Digitalization Prorector – Directorul Școlii Doctorale „Constantin Belea"/ Head of "Constantin Belea" Doctoral School – responsabil domeniul Ingineria Sistemelor/Systems Engineering field coordinator

[*] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[†] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

‡ Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.