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 experţi 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 ședință, 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 Agenţiei Române de Asigurare a Calităţii în Învăţământul 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 și de Compartimentul Tehnologia Informației.

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

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

Consilier juridic

NR. 318/H/22.10.2026

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

Anexa 9.3

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea din Craiova
Şcoala(ile) doctorală(e)	Inginerie a Resurselor Animale şi Vegetale
Domeniul de studii universitare de doctorat (DSUD)	*Horticultură*
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 Agricole, Silvice şi Medicină Veterinară (CPS_C9) din 02.10.2026, propunerea de decizie fiind consemnată în PV nr. 5025/02.10.2026.
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/20.10.2026.

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

Domeniul	Standarde Î / N	Indicatori de performanţă Î / PÎ / N
A	**Î:** S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: -	**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 şedința din 22.10.2026 analizează şi validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

- *Total indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit şi 0 neîndeplinit*
- *Total standarde: 26 sunt îndeplinite, 0 neîndeplinite,*

*şi, 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:	ANIMAL AND PLANT RESOURCES ENGINEERING
Doctoral Domain:	HORTICULTURE
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.	**Prof. univ. dr. SIMA Rodica Maria**	Expert evaluator	
2.	**Prof. univ. dr. KRUJA Alba**	International Expert	
3.	**AILENEI Vasile**	PhD Student Evaluator	

I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);
- **Type of evaluation:** Maintaining accreditation (MAC)
- **Period covered by the evaluation:** September 3-4, 2026
- **Membership of the external quality experts**:

Nr. crt.	Numele și prenumele	Calitatea
1.	Prof. univ. dr. Sima Rodica Maria	Coordonator comisie
2	Prof. univ. dr. Kruja Alba	Evaluator international conducator de doctorat
3	Ailenei Vasile	Student doctorand

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

Establishment: The University of Craiova (UCV) is an accredited public higher education and scientific research institution. Its establishment is legally based on Law no. 138 of 25 April 1947, while Decision of the Council of Ministers no. 894/27 August 1965 granted the University its own legal status. Historically, UCV was the fifth university established in Romania, after Iași, Bucharest, Cluj and Timișoara.
Evolution: Since its establishment, UCV has developed into a comprehensive university with a diversified educational and research profile. Its institutional structures, study programmes and research activities have progressively expanded in response to regional, national and European needs. Currently, UCV is also an Organizing Institution for Doctoral University Studies (IOSUD), coordinating doctoral education through 10 doctoral schools.
Mission: UCV's mission is to provide high-quality education and scientific research, to train specialists capable of performing according to national and European standards, and to contribute to the development of new generations through innovation, creativity, academic integrity and social responsibility. Its strategic development is guided by the Strategic Plan 2024–2029 and corresponding annual operational plans.
Governance: The University operates according to the principle of university autonomy, within the framework established by Romanian legislation, particularly Law no. 199/2023, and by the University Charter and UCV's Quality Assurance Code. Institutional governance is ensured by the University Senate, President of the Senate, Rector, Vice-Rectors and Administrative Council, together with faculty and departmental management structures, in accordance with the UCV's Quality Assurance Code and Code of Ethics and Deontology. At doctoral level, governance is provided by the Council for Doctoral University Studies (CSUD), its Director, the Regulations on the Organization and Conduct of Doctoral Programs of the institution offering doctoral studies, and the Regulations of the Doctoral School of Animal and Plant Resource Engineering, and the directors and councils of the doctoral schools. Students are also represented in the relevant decision-making structures.
Structure: UCV currently comprises 12 faculties, covering a broad range of academic fields, as well as the autonomous Department for the Training of Teaching Staff (DPPD). As an IOSUD, the University also includes 10 doctoral schools. Academic structures are supported by specialized administrative, quality assurance, student support, research and communication services.
Study programmes/domains: The University provides education at Bachelor's, Master's and Doctoral levels, covering diverse academic and research domains. Doctoral studies are organized through the 10 doctoral schools in the fields for which UCV is accredited, including the doctoral field of Horticulture. Educational activities are complemented by scientific research and teacher-training programmes.
External quality evaluation procedures applied: UCV applies quality assurance and evaluation procedures in accordance with national higher education requirements and the European Standards

and Guidelines (ESG). Quality is monitored internally by dedicated structures, particularly CEAC and the Quality Council, through evaluation of study programmes, student performance, teaching staff and institutional performance indicators. These mechanisms support the periodic external evaluation and accreditation of the institution, study programmes and doctoral fields by the competent national quality assurance bodies. Academic integrity is additionally supported through the Ethics Commission, internal auditing and anti-plagiarism verification.

- general description of the doctoral study domain (why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

The Horticulture doctoral study domain has a long-standing tradition at the University of Craiova, with doctoral training beginning in 1966 in the field of Botany, under the supervision of Prof. Alexandru Buia, and subsequently continued in the fields of Viticulture, under the supervision of Prof. Mircea Oprean (1966-1983), Floriculture and Pomology, under the supervision of Prof. Vasile Sonea (1967-1988), and Pomology, under the supervision of Prof. Marius Popescu (1971-1988). After 2005, the Alexandru Buia Doctoral School in the field of Agronomy was established at the Faculty of Agriculture, and the highly accomplished Doctoral School in the field of Horticulture was founded at the Faculty of Horticulture, led until 2010 by Prof. Ion Olteanu, with 14 tenured and associate doctoral advisors. In 2012, following the Rector of the University of Craiova's Decision No. 337/B/October 9, 2012, doctoral programs were reorganized, with the doctoral fields of Agronomy and Horticulture falling under the fundamental field of Agricultural and Forestry Sciences – Engineering Sciences (2012-2015), under the coordination of Prof. Costin Bădică. Since 2015, the domain has operated within the Doctoral School of Animal and Plant Resources Engineering (SD IRAV), alongside Agronomy. The human resource of IRAV Doctoral school consists of 14 doctoral advisors (7 in Agronomy and 7 in Horticulture). Since the last external ARACIS evaluation in 2021, when accreditation was maintained, the Horticulture domain has undergone several important developments:

Human resources: The domain currently has 7 qualified doctoral supervisors. New supervisors were affiliated following habilitation procedures, ensuring continuity and renewal of the academic staff.

Modernization of doctoral training: The curriculum was updated by introducing relevant optional courses, strengthening interdisciplinary and transversal skills, research ethics, scientific writing, digital skills and scientific communication.

Research infrastructure: Laboratory facilities and equipment at the Faculty of Horticulture and INCESA were improved, while doctoral students have access to laboratories, experimental stations and international scientific databases.

Research and internationalization: Scientific visibility has increased through publications in indexed journals, participation in national and European research projects, Erasmus+ mobilities, international events and cooperation agreements.

Quality assurance: The 2025 ARACIS interim evaluation confirmed that the relevant quality indicators and recommendations from the previous external evaluation had been addressed, particularly regarding curriculum development, research infrastructure, transversal skills and internationalization.

Overall, since the 2021 external evaluation, the Horticulture doctoral domain has demonstrated continuity and stability, modernization of doctoral education, improved research infrastructure, stronger internationalization and increased scientific visibility, supporting the maintenance of its accreditation and the quality of doctoral education.

II. Methods used

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

The evaluation process consisted of the analysis of the Internal Evaluation Report (REI) of the Doctoral Study Domain in Horticulture (DSUD–Horticulture) and its annexes. The evaluation also took into

consideration the information and supporting documentation available in electronic format on the official website of the University of Craiova (UCV). This comprehensive review enabled an assessment of the doctoral study domain's compliance with the national regulatory framework and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015), as well as with the quality assurance standards established by ARACIS for doctoral studies.

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

During the site visit, the evaluation panel visited the main teaching and research facilities supporting the Doctoral Study Domain in Horticulture at the University of Craiova, including the specialised laboratories and experimental and research facilities: Banu Mărăcine Teaching and Research Station; Laboratory of Oenology and Viticulture; Laboratory of Fruit Science; Laboratory of Microbiology; Research Centre for Applied Sciences – Laboratory of Innovative Techniques and Processes in Biotechnology; Laboratory of Molecular Genetics and Plant Breeding. The panel also visited the facilities and infrastructure used for conducting doctoral research activities in the field of Horticulture.
Meetings and discussions were held with the management of the Institution Organising Doctoral Studies – University of Craiova (IOSUD–UCV) and the Doctoral School of Animal and Plant Resources Engineering (SD IRAV), as well as with doctoral supervisors, academic and research staff, doctoral students, graduates, employers, administrative staff responsible for doctoral studies and quality assurance, members of the Ethics Committee, and representatives of the University management.
The discussions focused on doctoral education and supervision, research infrastructure, quality assurance mechanisms, scientific performance, internationalisation, collaboration with the socio-economic environment, and the strategic development of the Doctoral Study Domain in Horticulture. The evaluation panel also assessed the adequacy of the research facilities, scientific equipment, laboratories, experimental facilities, and support services available to doctoral students for conducting high-quality research in the field of Horticulture.

- Other relevant methods or aspects.

The evaluation was based on the analysis and cross-checking of the information provided in the Internal Evaluation Report, the supporting documentation, the discussions with relevant stakeholders, and the observations made during the site visit. This approach enabled an objective assessment of the Doctoral Study Domain in Horticulture with respect to the applicable national quality assurance standards and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

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

DOMAIN A. Institutional capacity

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

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

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

The University of Craiova (UCV) has a clearly defined academic governance and management system, regulated by the University Charter and by institutional regulations, methodologies and procedures. The main governing structures are the University Senate, the President of the Senate, the Rector, the Vice-Rectors and the Administrative Council. The organizational structure and distribution of responsibilities are formally established, with clearly defined roles and responsibilities, and documented processes and procedures that are reviewed on a regular basis. Academic governance and institutional management are carried out in accordance with methodologies approved at university level, with autonomy in strategic management, and are publicly available via the institutional organisational chart. At the level of IOSUD–UCV, doctoral studies are organized through 10 doctoral schools, operating according to the institutional regulations governing doctoral university studies. The Doctoral School of Animal and Plant Resources Engineering (SD IRAV) is managed by the Director of the Doctoral School and the Doctoral School Council (CSD). Their appointment/election, responsibilities and decision-making processes are regulated by methodologies approved by the University Senate. Doctoral supervisors and doctoral students participate in the governance of the Doctoral School through their elected representatives. Teaching, research and administrative activities are conducted according to regulations and procedures that are periodically reviewed and approved by the UCV Senate. Specific procedures also regulate the preparation, evaluation and public defence of doctoral theses, the habilitation process, academic ethics and integrity, quality assurance and administrative activities. Transparency is ensured through the publication of relevant institutional information and regulations, while administrative processes are subject to internal audit and quality monitoring.

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

The analysis of the available documentation indicates that UCV, IOSUD–UCV and SD IRAV – Doctoral Study Domain in Horticulture, have a coherent, transparent and functional governance and management framework. Responsibilities and decision-making mechanisms are clearly defined at institutional, IOSUD and doctoral school levels, allowing both centralized strategic coordination and decentralized implementation. The existence of formally approved and periodically updated regulations, internal auditing, quality assurance mechanisms, regulations on academic ethics and integrity, and procedures governing doctoral training provide an appropriate framework for monitoring and continuously improving doctoral education. Based on the documents and information analysed and supports the conclusion is that the requirements associated with the analysed performance indicator are fulfilled.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

The University of Craiova (UCV) applies a participatory and transparent approach to the development, approval and periodic review of institutional regulations and procedures. The process involves academic and administrative staff, doctoral supervisors, doctoral students and other relevant stakeholders. This approach is consistent with the University's Strategic Plan, which promotes openness and cooperation with the economic, social and cultural environment at regional, national and

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

international levels. This vision is also supported by the work of the Department of Quality Management, which promotes the incorporation of external feedback and the ongoing adaptation of institutional policies to the realities of the academic and professional environments. At the institutional level, CEAC–UCV, a body established in accordance with current national legislation, includes representatives of students, the business community, and administrative staff, and is responsible for developing, coordinating, and monitoring the implementation of the quality assessment and assurance procedures approved by the university administration. Doctoral studies are governed by the Regulation on doctoral studies of IOSUD–UCV, which establishes the organizational framework, responsibilities, management structures and quality assurance mechanisms in accordance with national legislation and European higher education standards. Cooperation between the Council for Doctoral University Studies (CSUD) and the Doctoral School Council (CSD) ensures institutional coherence while preserving the autonomy of the doctoral school. Doctoral students are represented in relevant governance structures, including the University Senate, CSUD and the SD IRAV Council, and are consulted in relation to regulations and activities affecting doctoral education. Institutional regulations and methodologies are publicly available on the University's website, supporting transparency and access to updated information.

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

The involvement of academic and administrative staff of UCV provides relevant professional expertise, while the formal representation and consultation of doctoral students ensure that the perspective of the direct beneficiaries is incorporated into institutional decision-making. At the level of IOSUD–UCV and SD IRAV, the interaction between CSUD, the Doctoral School Council, doctoral supervisors and doctoral students contributes to a participatory governance model and supports the continuous improvement of doctoral education. The documentation analyzed indicates that UCV has established effective mechanisms for stakeholder participation in the development and in the periodic revision of regulations in response to legislative changes and internal and external feedback, through the periodic review of regulations, methodologies and procedures. For the Doctoral Study Domain in Horticulture, these mechanisms provide an appropriate framework for maintaining their relevance and alignment with the University's mission, strategy and quality assurance. Based on the evidence presented in the Internal Evaluation Report, the requirements associated with the analysed performance indicator can therefore be considered fulfilled.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

The University of Craiova (UCV) has an extensive and diversified supporting infrastructure which includes the central building, six university campuses, modern teaching spaces (classrooms, seminars and laboratories), libraries, research centres and fields, teaching-experimental stations, student accommodation – eight student residences with 2,358 places in the 2024-2025 academic year, dining facilities, sports and recreational spaces and is a guarantee of the quality of services offered to students and the teaching community. An important component of the research infrastructure is INCESA – Applied Sciences Research Infrastructure, operational since 2016, comprising 48 modern research

laboratories which covering approximately 2,300 m². The teaching and research facilities are equipped with appropriate scientific and IT equipment, internet access and specialized software. The University of Craiova Library provides access to specialized books, recent publications, electronic resources and major international scientific databases, including Scopus, Web of Science, SpringerLink, ProQuest, ScienceDirect and Cambridge Core. Doctoral students also have access to electronic teaching and research materials and to the University's e-learning platforms. For the Doctoral Study Domain in Horticulture, research activities are mainly conducted within the Faculty of Horticulture and the Faculty of Agronomy, as well as in specialized laboratories, research centres, INCESA and teaching-experimental stations. The Research Center for Applied Life Sciences and Biotechnologies includes four research laboratories equipped for research activities involving academic staff and Bachelor's, Master's and doctoral students. Accessibility and support measures are available for students with disabilities or special educational needs through specialized institutional structures.

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

The information and documentation analysed indicate that UCV and IOSUD–UCV have an adequate, modern and diversified material and research infrastructure capable of supporting doctoral education and advanced scientific research. In the Horticulture doctoral study domain, access to specialized laboratories, research centres, experimental facilities and scientific equipment provides appropriate conditions for interdisciplinary research activities required by doctoral projects. The availability of international scientific databases, library resources, digital platforms and IT infrastructure further supports doctoral students in documentation, data analysis, scientific communication and dissemination of research results. The University's continued investment in infrastructure, digitalization and accessibility also contributes to the sustainability and inclusiveness of doctoral education.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

The University of Craiova (UCV) ensures the systematic management, maintenance and modernization of its immovable and movable assets in order to provide appropriate conditions for teaching, research, administrative activities and university life activities. Educational and research facilities, administrative spaces, student residences and dining facilities are periodically subject to maintenance, repairs and technical inspections. The University allocates annual financial resources for the maintenance and modernization of teaching and research laboratories, the acquisition of specialized equipment and materials, and access to international scientific databases. The relevant administrative and technical services provide support for procurement, infrastructure maintenance and the proper functioning of university facilities. At the level of the Doctoral School of Animal and Plant Resources Engineering (SD IRAV), teaching and research spaces are efficiently allocated among Bachelor's, Master's and doctoral programmes. These measures contribute to maintaining the functionality, safety and accessibility of the infrastructure used by doctoral students in the Horticulture doctoral study domain.

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

The regular maintenance of facilities and equipment, combined with investments in modernization and specialized resources, contributes to maintaining adequate conditions for doctoral education and scientific research in the IOSUD–UCV and SD IRAV. The management of material resources is

carried out in accordance with internal regulations and is supported by periodic feedback from doctoral students, which confirms the adequacy of the conditions offered. Institutional quality assurance policies contribute to the development of an organizational culture oriented towards responsibility, sustainability and performance, in which digitalization, innovation and sustainable development are priority directions. At the level of the Horticulture doctoral study domain, the organization and shared use of teaching and research facilities appear appropriate to the needs of doctoral training. Technical support and procedures related to equipment maintenance, occupational safety and emergency situations further contribute to the reliable and safe operation of the available infrastructure.The management approach reflects an institutional commitment to the sustainable use of resources, continuous modernization, digitalization and quality improvement. Based on the information presented in the Internal Evaluation Report, the existing arrangements provide suitable conditions for achieving the educational and research objectives and the declared learning outcomes of the doctoral programme.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

The Doctoral Study Domain in Horticulture benefits from an adequate and qualified academic staff, currently comprising 7 doctoral supervisors, who are full-time academic staff members of the Faculty of Horticulture at the University of Craiova. The renewal and development of human resources is demonstrated by the affiliation of three newly habilitated doctoral supervisors during 2022-2024. Academic and research staff are recruited in accordance with national legislation and the University of Craiova's institutional methodology for filling vacant teaching and research positions. IOSUD–UCV and the Doctoral School of Animal and Plant Resources Engineering (SD IRAV) ensure that the teaching activities included in the doctoral curriculum are covered by appropriately qualified academic staff. During the first year, doctoral students complete the Advanced University Studies-Based Training Programme, comprising four compulsory subjects and two optional subjects, designed to develop field-specific and transversal competencies and support the achievement of the intended learning outcomes. All doctoral supervisors hold a PhD in Horticulture, are scientifically active and meet 100% of the applicable CNATDCU minimum standards. Their research activity is demonstrated through publications indexed in international databases, participation in national and international research projects and scientific contributions in relevant areas of contemporary horticultural research.

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

The evidence analysed indicates that the academic staff involved in the Horticulture doctoral programme have appropriate academic qualifications, scientific competence and professional experience to support both advanced doctoral training and research activities. Scientific publications and involvement in research projects provide evidence of the supervisors' capacity to coordinate doctoral research at an appropriate academic level. The current human resources therefore provide appropriate conditions for the continuity, scientific quality and sustainable development of the Horticulture doctoral study domain.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

The University of Craiova (UCV) provides an organized institutional framework for the continuous professional and personal development of teaching, research and administrative staff, in accordance with its institutional strategy and the requirements of the higher education system. Professional development is supported through advanced training programmes, pedagogical training provided by DPPD, specialization internships, Erasmus+ academic mobility, participation in national and international scientific conferences, and exchanges of experience with prestigious international institutions. These opportunities contribute to updating professional competencies and improving the quality of teaching and research activities. The University also provides financial support for scientific and professional development through the SACS fund, managed by the Vice-Rectorate for Research and the Department for Research and Programme Management. Academic and research performance is further encouraged through institutional recognition mechanisms, including the annual Research Gala, which rewards significant research achievements. UCV also promotes the development of transversal competencies, particularly in digital technologies, project management, academic communication, teamwork and interdisciplinary research. These measures are complemented by access to modern scientific resources and appropriate research infrastructure.

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

The documentation analysed indicates that the University of Craiova has established appropriate mechanisms for the continuous professional development of its human resources. Training programmes, international mobility, participation in scientific events, research funding and institutional recognition provide academic and research staff with concrete opportunities to develop their professional and scientific competencies. The Strategic Plan 2024–2029 further demonstrates the University's commitment to strengthening human resources through staff training and development, including opportunities supported by European funding. Periodic evaluation, academic promotion and recognition of scientific performance complement this framework and contribute to maintaining a qualified, motivated and competitive academic community. Based on the evidence presented in the Internal Evaluation Report, the institutional mechanisms for staff training and professional development (teaching and scientific research) are adequate and support the sustainable development of the Doctoral Study Domain in Horticulture.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

The recruitment and employment of teaching and research staff within IOSUD–University of Craiova (IOSUD–UCV), including staff involved in the Doctoral Study Domain in Horticulture, are based on clearly defined institutional procedures and are carried out in accordance with the Higher Education Law no. 199/2023, the University Charter and the decisions of the University Senate. Transparency is ensured through the publication of competition methodologies, announcements and relevant

information on the University's official website, providing equal access to information for potential candidates. Specific institutional procedures also regulate the continuation of academic activity after retirement age, in accordance with Art. 219(5) of Law no. 199/2023. The status of doctoral supervisor is acquired following the award of the habilitation certificate, according to the institutional methodology. Affiliation to the Doctoral School of Animal and Plant Resources Engineering (SD IRAV) is based on defined criteria concerning scientific performance, academic competence and involvement in doctoral education. IOSUD–UCV also has procedures for recognizing doctoral supervision rights obtained abroad, in accordance with national legislation and applicable international agreements.

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

The documentation analysed indicates that the recruitment, selection and employment procedures applied by IOSUD–UCV are transparent and compliant with the national legal framework. The use of public competitions and predefined academic and professional criteria supports an objective and merit-based recruitment process, contributes to attracting and retaining qualified academic staff and supports the quality, continuity and stability of human resources involved in doctoral education and research. For the Horticulture doctoral study domain, the requirements concerning habilitation and affiliation to SD IRAV provide an additional quality assurance mechanism, ensuring that doctoral supervisors demonstrate the necessary scientific competence, academic performance and capacity for doctoral supervision. Based on the evidence presented in the Internal Evaluation Report, the requirements associated with the analysed performance indicator can be considered fulfilled.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

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

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

The University of Craiova (UCV) systematically uses modern IT tools to support and streamline its administrative, academic and research processes, facilitating access to institutional services for students, doctoral students, academic staff and other members of the university community. The digital transformation process is supported by the UCV Digitalization Strategy, adopted in 2022, which aims to develop the University into a "Data Driven University" by 2027, based on an integrated digital ecosystem supporting education, research, innovation and institutional performance. Administrative and academic processes are supported by dedicated digital platforms, particularly the EvStud academic management platform, through which students and doctoral students can access information and services related to their academic records, scholarships, accommodation, fees, teaching materials and evaluation results. Relevant institutional information and regulations are also available electronically through the websites of the University, faculties and the Doctoral School of Animal and Plant Resources Engineering (SD IRAV). Digital platforms such as Google Classroom are used to support teaching and doctoral training, facilitating access to educational resources, communication, tutoring and collaboration in research activities. Each doctoral student has an institutional account integrated into the University's digital infrastructure. The Informatics and Communications Service provides technical support for the University's IT infrastructure, including wireless networks, academic management and admission platforms, online library resources, institutional websites and digital applications used for academic

evaluation. Unified and secure wireless access and videoconferencing facilities further support academic, administrative and research activities.

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

The documentation analysed indicates that the University of Craiova has developed and implemented an appropriate digital infrastructure that contributes to the efficient management of academic, administrative and research activities, improving accessibility and increasing transparency. Based on the evidence presented in the Internal Evaluation Report, the IT tools and digital services available at UCV, IOSUD–UCV and SD IRAV adequately support the activities of the Horticulture doctoral study domain. These digital tools facilitate access to academic information and educational resources, communication between doctoral students and supervisors, research-related activities and interaction with administrative structures. Therefore, the requirements associated with the analysed performance indicator can be considered fulfilled.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

The Doctoral Study Programme in Horticulture at the University of Craiova is designed and structured in accordance with the expected learning outcomes and the requirements applicable to doctoral education. The programme corresponds to Level 8 of the European Qualifications Framework (EQF/CNC) and integrates advanced education, individual study, scientific research and evaluation activities. IOSUD–UCV applies the Regulation on the initiation, approval, monitoring and periodic evaluation of university study programmes, which provides the institutional framework for ensuring curricular coherence, scientific relevance and the periodic updating of doctoral training. During the first year of doctoral studies, students undertake an Advanced University Studies-Based Training Programme, comprising fundamental, specialized and optional subjects selected in relation to the doctoral research topic. The subjects are allocated ECTS credits according to the workload required to achieve the intended learning outcomes. The corresponding subject sheets define the expected competencies and learning outcomes, teaching and learning activities, level of autonomy and responsibility, and assessment methods. Starting from the second semester of the first year, doctoral training increasingly focuses on individual scientific research, developed according to the research topic and objectives established for each doctoral student. Progress is monitored through scientific reports and periodic evaluations, culminating in the preparation and public defence of the doctoral thesis.

* 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.

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

The documentation analysed indicates that the Horticulture doctoral study programme has a coherent structure and is appropriately correlated with the expected learning outcomes. The combination of advanced academic training and individual interdisciplinary scientific research provides an appropriate progression from specialized knowledge acquisition towards autonomous and original research. The use of the ECTS system, together with the definition of learning outcomes, competencies, workload and assessment methods in the subject sheets, and the periodic monitoring of doctoral students' scientific progress contributes to the transparency and coherence of the doctoral training process. Based on the evidence presented in the Internal Evaluation Report, the structure and organization of the Doctoral Study Programme in Horticulture are appropriately aligned with its intended learning outcomes.

✓ Aspects that constitute best practice examples
✓ Recommendations
The indicator is: fulfilled.

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

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

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

At the level of IOSUD–University of Craiova (IOSUD–UCV), the expected learning outcomes for doctoral studies are defined in accordance with the provisions of the Framework Regulation on Doctoral Studies and Order ME no. 3020/2024, covering both professional and transversal competences required for doctoral education. For the Doctoral Study Domain in Horticulture, the learning outcomes are aligned with Level 8 of the National Qualifications Framework (NQF/EQF) and take into account the provisions of Order ME no. 4837/2025 regarding the recognition of non-formal and informal learning outcomes. The curriculum of the Horticulture doctoral programme is structured to support the development of advanced scientific knowledge, research skills, critical thinking, innovation capacity, communication abilities and professional autonomy. The study disciplines are organized in a coherent sequence and are designed in accordance with national quality assurance requirements, ensuring compatibility with the National Qualifications Framework and the principles of the European Higher Education Area. The definition and achievement of learning outcomes are supported through the Advanced University Studies-Based Training Programme, individual research activities, periodic evaluations and doctoral thesis development. The curriculum and course descriptions are periodically reviewed and updated, taking into consideration developments in the scientific field, feedback from stakeholders and the needs of the labour market. Practical activities and applied research are integrated into the doctoral training process, contributing to the development of competencies relevant to academic, research and professional careers.

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

The evidence analysed indicates that the expected learning outcomes of the Horticulture doctoral study programme are clearly defined and appropriately correlated with the professional and transversal competences required at doctoral level. The integration of scientific research activities, practical applications and periodic assessments provides an effective framework for achieving the intended learning outcomes. Their alignment with Level 8 of the National Qualifications Framework ensures

consistency with national and European qualification requirements. Furthermore, the regular updating of curricula and course descriptions, together with consultation of the socio-economic and institutional environment, contributes to maintaining the relevance of the programme and its responsiveness to developments in research and professional practice. Based on the documentation presented in the Internal Evaluation Report, the expected learning outcomes are adequately defined, implemented and assessed within the Doctoral Study Domain in Horticulture.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

The Doctoral School of Animal and Plant Resources Engineering (SD IRAV) promotes and implements the principles of student-centred learning, in accordance with the National Qualifications Framework – Level 8, ARACIS requirements, national regulations on doctoral studies, the IOSUD–UCV Regulation and the internal regulations of the Doctoral School. Student-centred learning is implemented through several mechanisms that ensure the active participation and autonomy of doctoral students. These include the individualized development of the doctoral research project, the possibility of selecting research topics according to individual scientific interests and the research directions of the doctoral school, and continuous personalized guidance provided by the doctoral supervisor and the guidance committee. Doctoral students are encouraged to participate actively in scientific seminars, conferences, workshops, summer schools, interdisciplinary activities and research teams. The educational process also promotes autonomous learning, critical thinking, scientific communication and dissemination of research results. The curriculum combines advanced courses, applied activities, individual research and dissemination activities. Teaching and assessment methods are based on mentoring, collaboration, personalized supervision and continuous feedback, while doctoral students' progress is periodically assessed through scientific research reports and meetings with the guidance committees.

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

The documentation analysed indicates that SD IRAV provides an appropriate organizational and educational framework for the effective implementation of student-centred learning. The possibility of choosing and developing an individual research topic, continuous interaction with the doctoral supervisor and guidance committee, participation in interdisciplinary and scientific activities, and periodic assessment of research progress demonstrate that the doctoral training process is based on autonomy, personalized guidance and continuous feedback. The curriculum and educational practices are therefore consistent with the principles of student-centred doctoral education and support the development of research competence, critical thinking, innovation, intellectual autonomy and self-assessment. Overall, the available evidence, including institutional regulations, curricula, subject sheets, the use of the ECTS system, together with the definition of learning outcomes, competencies, and the periodic monitoring of doctoral students' scientific progress, supports the consistent implementation of student-centred learning within the Doctoral Study Domain in Horticulture.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Academic mobility is an important component of the internationalization of doctoral education at the University of Craiova. The IRAV Doctoral School supports doctoral students' participation in physical and virtual mobility programmes and cooperation with national and international universities and research institutions, particularly through Erasmus+ programmes. Doctoral students are regularly informed about Erasmus+ opportunities, eligibility criteria, application procedures and deadlines through the official communication channels of the University and the Faculty of Horticulture. Relevant information is available on the Faculty of Horticulture Erasmus+ webpage. The international cooperation framework includes 40 inter-institutional agreements with a doctoral component with institutions from several European countries. During 2021-2025, eight IRAV doctoral students benefited from Erasmus+ mobility grants for training and/or research periods in Greece, Hungary, Italy and Portugal. Doctoral students may also undertake studies under national or international co-supervision (cotutelle) agreements. Internationalization is further supported through financial assistance for participation in international scientific events and for publication in Web of Science-indexed journals. These activities contribute to the development of research competences, international scientific cooperation and increased visibility of doctoral research in the Horticulture field.

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

The analysis indicates that IOSUD–University of Craiova, through the IRAV Doctoral School, provides an appropriate institutional framework for supporting doctoral mobility and internationalization in the Horticulture field. A key strength is the network of 40 inter-institutional agreements with doctoral components, involving institutions from ten European countries. Erasmus+ mobility procedures are institutionalized, and the doctoral programme allows mobility periods to be integrated without affecting doctoral research obligations. During 2021–2025, eight doctoral students participated in Erasmus+ mobilities in Greece, Hungary and Italy. Although participation remains moderate compared with the opportunities available, these mobilities contributed to developing research and intercultural competences and strengthening international academic cooperation. Internationalization is further supported through national and international co-supervision (cotutelle), financial assistance for participation in international conferences, and support for publication in Web of Science-indexed journals. Overall, these mechanisms demonstrate a coherent institutional approach to the internationalization of doctoral education.

✓ Aspects that constitute best practice examples
Recommendations
✓ **The indicator is: fulfilled.**

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

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

IOSUD–University of Craiova promotes equity, equal opportunities, non-discrimination and student-centred education in doctoral studies. Within the IRAV Doctoral School and the Horticulture field, these principles are ensured through transparent admission procedures, personalized academic guidance and equitable access to research infrastructure, libraries, scientific databases and training opportunities. Doctoral students also benefit from career counselling through the Centre for Counselling and Career Guidance (CCOC) and may temporarily interrupt their studies for justified reasons, in

accordance with institutional regulations. Overall, these mechanisms provide a flexible and equitable doctoral pathway adapted to students' academic and individual needs..

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

The analysis indicates that IOSUD–University of Craiova, through the IRAV Doctoral School, provides a coherent framework for promoting equity, equal opportunities and student-centred education in the Horticulture doctoral field. Transparent admission procedures, personalized academic guidance, equitable access to resources and the possibility of temporarily interrupting doctoral studies contribute to a flexible doctoral pathway. Career counselling services provided through CCOC further support doctoral students' professional development. Overall, the existing mechanisms demonstrate the implementation of equity, non-discrimination and flexibility. Further improvement could include systematic monitoring of support services and regular collection of doctoral students' feedback.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

IOSUD–University of Craiova, through the IRAV Doctoral School and the Faculty of Horticulture, provides doctoral students with access to libraries, scientific databases, laboratories, research infrastructure and academic and career support services, in accordance with institutional regulations. Doctoral students with special educational needs or disabilities benefit from adapted access facilities and specialized support, ensuring equitable conditions for completing their studies.
Academic counselling, research guidance, technical assistance and career counselling complement the available resources. Information on these facilities and services is communicated through the IRAV Doctoral School, the Faculty and the University of Craiova portal, as well as through institutional regulations and guides.

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

The analysis indicates that IOSUD–UCV provides an adequate and functional framework for doctoral students' access to educational and research resources and support services. Access to research infrastructure, scientific information resources, academic guidance and career counselling supports the effective development of doctoral activities. Specific support measures for students with special educational needs or disabilities contribute to ensuring equity and accessibility, while institutional information channels facilitate doctoral students' awareness and use of the available resources and services.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

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

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

Within the Horticulture doctoral field, learning outcomes are clearly defined in the curricula and course syllabi, through specific competencies, learning objectives and assessment criteria, in accordance with national and European requirements for doctoral education. Learning outcomes are assessed through continuous assessment, research presentations, progress reports, and written or oral examinations, according to the curricula, course syllabi and the University's assessment regulations. These documents are available through the IRAV Doctoral School and institutional platforms, ensuring transparency and easy access to information regarding academic expectations and assessment methods.

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

The analysis indicates that the Horticulture doctoral programme provides a clear and coherent framework for defining and assessing learning outcomes. The correlation between competencies, learning activities and assessment methods enables doctoral students to understand the expected outcomes and monitor their academic and research progress. The use of diversified assessment methods and the availability of relevant academic documents contribute to the transparency, consistency and effectiveness of the doctoral training process.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Within the Horticulture doctoral field, the achievement of learning outcomes is verified through an integrated assessment system combining ongoing, final and complementary assessment methods. Doctoral students are periodically evaluated through progress reports, research presentations, examinations and colloquia, in accordance with the curriculum and course syllabi. Final assessment is mainly achieved through the public defence of the doctoral thesis, in accordance with the Regulation on the Organization and Conduct of Doctoral University Study Programmes. Complementary evidence of learning outcomes includes scientific publications, participation in conferences and international scientific events, and presentation of research results, demonstrating the practical application and dissemination of acquired research competencies

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

The assessment system provides a coherent framework for monitoring and verifying the achievement of learning outcomes throughout the doctoral programme. Ongoing assessments enable continuous monitoring of doctoral students' progress, while the doctoral thesis confirms the acquisition of advanced research, critical analysis and scientific communication competencies. Complementary scientific activities, particularly publications and participation in scientific events, provide additional evidence of the application of acquired competencies and the integration of doctoral students into the academic and research community.

- ✓ Aspects that constitute best practice examples

✓ Recommendations
The indicator is: fulfilled.

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

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

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

Admission to the Horticulture doctoral programme is organized according to the University of Craiova Admission Regulation (Chapter X), in compliance with national requirements and ARACIS quality standards. The admission process is based on transparent and objective criteria, including eligibility requirements, admission calendar, required documents, selection criteria and candidate assessment procedures. Relevant information is publicly available through the University of Craiova portal and the IRAV Doctoral School website. The University also ensures equal access to information and support for candidates, including those with special educational needs, and applies the legal provisions regarding the recognition and equivalence of previous studies.

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

The analysis indicates that IOSUD–UCV and the IRAV Doctoral School ensure a transparent, equitable and clearly regulated admission process. Publicly available procedures and objective selection criteria enable candidates to understand the admission requirements and assessment process. Overall, the existing mechanisms support equal access, transparency and objectivity in candidate selection, while facilitating the admission of candidates with appropriate academic and research potential.

✓ Aspects that constitute best practice examples
✓ Recommendations
The indicator is: fulfilled.

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

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

At the level of the IRAV Doctoral School and the Horticulture doctoral field, admission is organized according to the principles of equity, equal opportunities, transparency and non-discrimination, in accordance with the UCV Charter and University of Craiova Admission Regulation. Specific support measures are available for candidates from vulnerable groups and candidates with special educational needs and/or disabilities, including accessible application procedures, personalized counselling, adaptation of admission tests to individual needs and technical support for accessing online platforms. Information on these measures and admission procedures is publicly available through the University's institutional channels, the university portal and the IRAV Doctoral School.

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

The analysis highlights the fact that IOSUD–University of Craiova, through the IRAV Doctoral School, ensures admission procedures provide an equitable and non-discriminatory framework for access to doctoral studies. The support and accessibility measures facilitate the effective participation of candidates with different needs while maintaining common academic selection standards. Overall,

these mechanisms contribute to ensuring equal opportunities, fairness and transparency in the admission process, in accordance with institutional regulations and the principles of inclusive education.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

At IOSUD–University of Craiova, the academic activity of doctoral students is organized in accordance with the UCV Charter, the Regulation on Students' Professional Activity and the Code of Student Rights and Obligations. At the level of the Horticulture doctoral field, these regulations provide the framework for academic activities, assessment, progression and related administrative procedures. The IRAV Doctoral School periodically informs doctoral students about training and research activities, progress-report deadlines and mobility opportunities. Doctoral supervisors provide individual guidance and methodological support for planning and carrying out research activities and the Code of Student Rights and Obligations ensures rights and responsibilities of students enrolled in the University of Craiova. Relevant regulations, procedures and information are available through the University and IRAV Doctoral School websites.

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

The institutional framework ensures a clear, coherent and continuously monitored doctoral pathway, in accordance with legal and University regulations. Regular monitoring through progress reports and interaction with doctoral supervisors supports the timely achievement of research objectives. Personalized academic guidance and continuous access to information contribute to doctoral students' academic progress and continuity, while facilitating their integration into the research and academic environment.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

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

The IRAV Doctoral School promotes international cooperation and the internationalization of doctoral education through partnerships with universities and research institutions in Romania and abroad. Doctoral students and academic staff participate in Erasmus+ mobility programmes, bilateral cooperation agreements and national and international research projects, supporting academic exchanges, joint research and scientific publications. The international dimension is also strengthened through the organization of and participation in scientific events with international attendance, including conferences, symposia and workshops. These activities facilitate the exchange of good practices, international networking and increased visibility of research in the Horticulture field.

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

The existing international cooperation activities provide an appropriate framework for integrating doctoral students and academic staff into international academic and research networks. Mobility, research projects and international scientific events contribute to the development of professional and intercultural competencies and to increasing the international visibility of the Horticulture doctoral field. The current framework offers opportunities for further development by increasing the number of mobilities and diversifying international cooperation activities, thus strengthening the internationalization of doctoral education and research.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

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

Within the Horticulture doctoral programme, scientific research is the central component of doctoral training, based predominantly on learning through scientific investigation. Doctoral students carry out original research according to individual research plans, including experimental activities, scientific documentation, data analysis and dissemination of results, under the coordination of doctoral supervisors. Research activities are conducted using the laboratories and research infrastructure of the Faculties of Horticulture and Agronomy and through participation in national and international research projects. Progress is periodically assessed through reports and presentations, in accordance with the curriculum and doctoral studies regulations. Research results are disseminated through articles published in Web of Science and BDI-indexed journals, participation in national and international conferences, and doctoral theses. Information on research activities is available on the IRAV Doctoral School website.

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

Scientific research is systematically and effectively integrated into the doctoral learning process, representing the main mechanism for achieving the expected learning outcomes. The involvement of doctoral students in original research, publications and scientific events contributes to the development of advanced research, critical analysis and scientific communication skills. The dissemination of research results through indexed publications and scientific conferences also contributes to increasing the scientific quality and academic visibility of the Horticulture doctoral field.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Within the Horticulture doctoral field, research results are systematically disseminated at national and international level through articles published in Web of Science and BDI-indexed journals, conference proceedings and participation in scientific conferences, symposia and workshops. Relevant information on scientific outputs is available on the IRAV Doctoral School website and the Faculty of Horticulture website. The visibility of research is also supported through academic profiles on Google Scholar, ORCID, ResearchGate, Scopus and Web of Science, as well as through involvement in national and international research projects. The University and the IRAV Doctoral School support dissemination through funding for publications and participation in scientific events. Research performance is additionally promoted through institutional initiatives such as the University of Craiova Research Gala, organized annually since 2016, awards being selectively given, probably based on resource capacity and at the level of the Faculties of Horticulture through Regulation regarding the allocation of funds for supporting scientific research activity (SSRA).

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

The mechanisms for disseminating and valorizing research results provide research collaborations, national and international visibility for the scientific activity carried out within the Horticulture doctoral field. Indexed publications, participation in scientific events, research projects and academic profiles contribute to increasing scientific performance, impact for doctoral students and doctoral supervisors.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

DOMAIN C. Quality management

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

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

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

At the level of the Horticulture doctoral field, IOSUD–University of Craiova and the IRAV Doctoral School implement quality assurance mechanisms in accordance with national legislation, ARACIS standards and institutional regulations. The Quality Assurance Code and the Quality Management System (QMS) provide the framework for monitoring and continuously improving educational, research and support activities. Quality assurance activities are coordinated by the Quality Management Department (DMC) and the Quality Assessment and Assurance Committee (CEAC), under the supervision of the relevant University Senate committee. The mechanisms include student evaluation of teaching staff, annual staff self-evaluation, evaluation by department directors and periodic assessment of study programmes. Student feedback is collected online and anonymously, ensuring confidentiality. At the Faculty of Horticulture, the results of annual evaluations are monitored and included in the Dean's annual report, providing institutional evidence for quality monitoring and improvement.

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

The analysis indicates that the Horticulture doctoral field benefits from a structured and functional quality assurance system, based on institutional procedures and periodic evaluations. The combination of student feedback on the quality of teaching staff, staff self-evaluation, managerial evaluation and programme-level monitoring, provides relevant information for identifying strengths and areas for improvement. These mechanisms support the development of a quality culture and the continuous improvement of doctoral education and research activities.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

The University of Craiova promotes the active involvement of internal and external stakeholders in quality assurance and continuous improvement processes. Students, academic staff, employers and representatives of the socio-economic environment contribute through feedback, consultations and participation in institutional quality assurance structures. Students are represented in the Quality Assessment and Assurance Committee (CEAC) and participate in the evaluation of educational activities through questionnaires and periodic consultations. Employers and other external stakeholders are consulted regarding learning outcomes, competencies and the relevance of study programmes, supporting their alignment with academic, professional and labour-market requirements. Relevant regulations and quality assurance procedures are publicly available through the University's institutional website.

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

The involvement of students, academic staff, employers and other stakeholders provides a participatory and transparent framework for quality assurance. Their feedback contributes to the evaluation and continuous improvement of educational and research activities and to maintaining the relevance of the competencies developed through doctoral education. Overall, this approach supports continuous dialogue between the University, doctoral students and the socio-economic environment, strengthening the quality and relevance of the Horticulture doctoral programme.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

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

At the University of Craiova, compliance with academic ethics and integrity principles is monitored by the University Ethics Commission (CEU), which operates independently according to the Regulation on the Organization and Functioning of the University Ethics Commission, approved in 2024, and the Code

of University Ethics and Deontology. The CEU has an institutional mandate of four years and consists of six academic staff members and two student representatives, selected according to criteria regarding professional reputation, independence and absence of ethical or professional sanctions. The Commission analyses cases related to academic ethics and prepares case reports, while ensuring impartiality, confidentiality and transparency in accordance with institutional regulations.

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

The University of Craiova has a clearly regulated and independent institutional structure for monitoring compliance with academic ethics and deontology. The composition and operating procedures of the CEU, including student representation and requirements regarding impartiality and confidentiality, provide an appropriate framework for the objective analysis of ethical issues. Overall, the existing mechanisms contribute to preventing and addressing unethical practices and strengthening the culture of academic integrity within the University and its doctoral programmes.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

The University of Craiova applies clearly defined procedures for the initiation, approval, monitoring and periodic evaluation of study programmes, according to the relevant institutional regulation. Programme quality is continuously monitored through internal evaluations, SWOT analyses, student feedback and peer evaluation of academic staff. At the Faculty of Horticulture, the responsible committees, in cooperation with CEAC, monitor study programmes and establish measures for improving educational and research activities. Students, academic staff, graduates and employers are involved in the evaluation process, and the results are reflected in periodic self-evaluation reports.

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

The existing institutional mechanisms provide a coherent and systematic framework for monitoring and periodically reviewing study programmes, in accordance with national quality standards and developments in education, research and the labour market. The involvement of relevant stakeholders and the use of internal and external evaluation results support the continuous improvement of educational activities and the quality and relevance of study programmes.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

The procedures for initiating, monitoring and periodically reviewing study programmes involve academic staff, doctoral supervisors, students, doctoral candidates, administrative staff, graduates and

representatives of the socio-economic environment. Internal evaluation reports are discussed and approved within the responsible academic structures, and stakeholders' observations and proposals are analysed and, where appropriate, integrated into improvement measures. Transparency is ensured through the institutional communication channels, including the Quality Management Department (DMC) website. Students are actively involved as internal beneficiaries, while graduates and representatives of the socio-economic environment contribute as external stakeholders, including through CCOC and alumni structures.

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

The involvement of internal and external stakeholders provides a participatory and transparent framework for monitoring and reviewing study programmes. Their feedback supports the identification of improvement opportunities and the adaptation of educational activities to academic and socio-economic developments. Overall, these mechanisms contribute to the continuous improvement, relevance and transparency of study programmes and quality assurance processes within the University.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

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

The University of Craiova periodically evaluates the activity of academic, research and administrative staff using standardized institutional procedures and dedicated platforms, including EvStud. Doctoral students provide feedback through questionnaires distributed via their institutional accounts. Teaching staff are evaluated by students each semester using standardized forms approved by the University Senate. The results are analysed at CSUD and IRAV Doctoral School level, and identified areas for improvement are addressed through appropriate corrective measures.

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

The systematic evaluation of staff and regular collection of doctoral student feedback provide a functional mechanism for monitoring and improving the quality of doctoral education. Standardized evaluation tools support the consistency and comparability of results. The analysis of feedback by the responsible academic structures and its use in implementing improvement measures demonstrate that evaluation results contribute effectively to the continuous enhancement of teaching and research activities.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.

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

The University of Craiova implements a Quality Management System (QMS) based on institutional policies, procedures and methodologies for monitoring and continuously improving academic and research activities. The University prepares an annual quality assurance report, which is publicly available on its website. Academic staff evaluation includes student evaluation, self-evaluation, peer evaluation and hierarchical evaluation, using standardized instruments. Student evaluations are conducted online and anonymously, ensuring confidentiality. Institutional IT platforms, including Student Records and the Research Portal, support the collection and analysis of data on study programmes, student progress and research performance.

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

The QMS provides a systematic and data-based framework for monitoring the quality of education and research. Standardized evaluation tools and dedicated IT platforms ensure consistency, traceability and objectivity in the collection and analysis of relevant information. The use of evaluation results in institutional decision-making, professional development and academic promotion supports continuous improvement, transparency and the consolidation of a quality culture within the University.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

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

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

IOSUD–University of Craiova ensures public access to information on its Doctoral Schools and doctoral fields, in accordance with institutional transparency principles. The IRAV Doctoral School website provides updated information on the academic year, curricula, schedules, research topics, doctoral programme organization, learning outcomes, study funding, doctoral contracts and examination/report schedules. IOSUD–UCV also publishes information on research activities, regulations, methodologies, projects, support services and doctoral students' rights and opportunities, providing an accessible institutional information framework.

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

IOSUD–UCV and the IRAV Doctoral School ensure an adequate level of transparency and accessibility of information relevant to doctoral education. Institutional websites represent the main communication channels for doctoral students, the academic community and the general public. The availability and periodic updating of academic, administrative and research information support informed participation, institutional transparency and the visibility of the Horticulture doctoral field.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

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

The University of Craiova ensures transparency of decision-making processes by publishing Senate and Administrative Board decisions, regulations, methodologies and annual reports on its official websites. In accordance with Articles 49–50 of the Regulation on the Organization and Conduct of Doctoral University Study Programmes, the IRAV Doctoral School publishes information on doctoral regulations, admission positions, doctoral supervisors and their scientific results, thesis preparation and evaluation requirements, CNATDCU minimum standards, and public doctoral thesis defences. IOSUD–UCV also publishes its annual self-evaluation report, including information on doctoral student feedback.

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

IOSUD–UCV and the IRAV Doctoral School provide a transparent and accessible framework for institutional decision-making and doctoral education. The systematic publication of decisions, regulations, reports and information related to doctoral studies facilitates public access and accountability. Overall, these mechanisms demonstrate compliance with the principles of transparency, accessibility and good academic governance.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

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

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

In 2021, the University of Craiova underwent an ARACIS institutional evaluation and was awarded the rating "High Degree of Confidence", confirming the effectiveness of its educational, research and quality assurance activities. In the same year, the doctoral field was periodically evaluated by ARACIS, with the outcome confirmed by ARACIS Council Decision No. 95/25.11.2021. In 2024, an Interim Evaluation Report was submitted to ARACIS, documenting the progress achieved and the implementation of recommendations resulting from the previous evaluation. Through these results, UCV and SD IRAV demonstrate a constant commitment to quality, transparency and sustainable institutional development.

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

The external evaluations confirm the existence of a functional quality assurance system and compliance with national standards for doctoral education. The implementation of ARACIS recommendations demonstrates the institution's commitment to continuous improvement and to strengthening its academic, scientific and administrative capacity. Overall, the periodic external evaluation process supports the quality, transparency and sustainable development of doctoral education within IOSUD–UCV.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: -Extensive teaching and research experience of the IOSUD and IRAV staff, as well as of the doctoral supervisors; -National and international visibility of doctoral supervisors and doctoral students, reflected in the publication of research findings, awards received, and patents obtained; -Availability of personalized mentoring and academic guidance for doctoral students; -Geostrategic positioning of UCV/the Doctoral School as a major research hub serving an agricultural region of national importance; -Established regional leadership in applied research; -The unique position of the doctoral programme in Horticulture as the only programme of its kind in the South-West Oltenia region, providing educational and research-related expertise to research institutes and research stations; -Availability of adequate facilities and infrastructure for laboratory-based teaching and research activities; -An established institutional and educational management system at UCV focused on quality assurance and quality management.	**INTERNAL FACTORS**	**Weaknesses:** -Relatively limited internationalization of doctoral students' activities, reflected in the low number of international mobilities and the uneven international visibility of research results, particularly among early-year doctoral students; -Limited diversification of interdisciplinary research topics and varying levels of doctoral students' involvement in international research networks and collaborations; -Limited financial resources for regular participation in high-level international conferences and for disseminating research results in internationally visible publications.
SWOT analysis		
Opportunities: -Strong alignment potential between research topics in Horticulture and EU priorities related to the European Green Deal, combating desertification, smart agriculture, sustainable agriculture, precision horticulture, and the bioeconomy; -Significant potential for technology transfer to regional farmers in the fields of viticulture, fruit growing, and vegetable production;	**EXTERNAL FACTORS**	**Threats:** -Increasing competition from other universities and faculties in attracting candidates to degree programmes and doctoral studies; -Increasing competition from other research institutes in the region equipped with advanced research infrastructure; -Fluctuations in public funding allocated to research and doctoral education; -Declining interest among young researchers in academic and research

-Expansion of Erasmus+ mobility programmes and international partnerships.		careers in the field of Horticulture; -Migration of young researchers and PhD graduates to other institutions or sectors offering more attractive remuneration and career opportunities.

V. Extent to which the standards and performance indicators are fulfilled, and recommendations

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).		
11.	**I.P.B.3.1.1** The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	F	
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	
20.	**I.P.B.8.1.1** The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

32 performance indicators were evaluated, and all of them were fulfilled.

VI. Conclusions

IOSUD at the University of Craiova, specifically the IRAV "Doctoral School of Animal and Plant Resources Engineering" – the doctoral program in Horticulture, demonstrates that the requirements related to performance indicators are supported by institutional mechanisms, procedures, responsibilities, and evidence of implementation, which enable the assurance and monitoring of the quality of doctoral activities. An analysis of indicators related to institutional capacity suggests that the existence of a regulatory framework and its implementation help ensure transparency in decision-making within institutional management at all levels, and that the involvement of recipients of educational services in the participatory governance process provides important external feedback on the quality of the academic services offered.
The quality of the doctoral training process is demonstrated by the selection and admission procedures, the structure, supervision, and customization of the training program, as well as research activities and mechanisms for ensuring academic integrity. The implementation of these mechanisms ensures that doctoral students follow a coherent doctoral pathway, aligned with their research topic, characterized

by their involvement in research project teams, the publication of articles, participation in national and international symposia and conferences, and their integration into the scientific community.
The findings of the visit confirm the existence of effective quality assurance and management mechanisms at the IRAV Doctoral School of Horticulture. The achievement of performance indicators is ensured by the consistent application of internal procedures, as confirmed by verifiable data and results that meet the relevant quality standards.

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

a) **maintaining accreditation** (MAC).

VII. Annexes

1. The schedule of the evaluation visit to IÎS;
2. The minutes of all meetings organized during the visit to IÎS;
3. Resources available on the university's and/or faculty's website.

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

Calendarul vizitei de evaluare externă a calităţii domeniului de studii universitare de doctorat/ The timetable for the evaluation of the external quality evaluation visit for the doctoral university study domain

Instituţia de învăţământ superior/Organizaţia furnizoare de educaţie/ Higher Education Institution / Education Provider Organization: **Universitatea din Craiova** / University of Craiova

Şcoala doctorală/ Doctoral School: **Ingineria Resurselor Animale şi Vegetale** / Engineering of Animal and Plant Resources

Domeniul de doctorat/ Doctoral Domain: **Horticultură** / Horticulture

Obiectivul evaluării externe/ The objective of the external evaluation: **Menţinerea acreditării domeniului de doctorat** / Maintaining the accreditation of the doctoral domain

Perioada vizitei de evaluare/ The evaluation period: ***3-4 septembrie 2026*** */ September 3-4, 2026*

Comisia de experţi evaluatori ai ARACIS/Evaluation panel:

Reprezentantul ÎÎS/OFE:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	Prof. univ. Dr. Sima Rodica Maria	*Membru - Cadru didactic RNE*
3.	Prof. univ. Dr. Kruja Alba	*Membru - Evaluator internațional RNE-I*
4.	Ailenei Vasile	*Membru - Student doctorand RNE-S*

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	Prof. dr. B.M	*Persoană de contact/Contact person*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Joi/ Thursday 3.09.2026			
9:00-9:30	Discuţii tehnice în cadrul comisiei de experţi în evaluarea externă a calităţii/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	C243 **Întâlnire tehnică a comisiei de experţi evaluatori/** *Technical meeting of the expert evaluation panel*
9:30-10:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii 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 experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi 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/Locaţia/ **Room/Location C243/University of Craiova** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. B.D. – Prorector/ ***ViceRector*** - Prof. univ. dr. S.D. – Membru al CSUD-UCV/ ***member of the Council for Doctoral University Studies*** - Prof. univ. dr. M.G– director Scoală doctorală/***director of the Doctoral School*** - Prof. univ. dr. C.S– decan, membru Consiliul Şcoli doctorale/***dean, member of the Doctoral School's Council*** - Prof. univ. dr. B.M– Persoana de contact/ *Contact person*
10:00-10:50	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **echipa care a realizat raportul de evaluare internă** (REI) *Meeting of the external quality evaluation expert panel with the*	- Comisia de experţi evaluatori ai ARACIS/*Panel members* - Echipa care a realizat REI/*Team that has drafted the IER*	**Sala/Locaţia/ Room/Location C243/University of Craiova** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	team that has drafted the internal evaluation raport		- Prof. univ. dr. B.M – Persoana de contact, membru echipa care a realizat REI/ *Contact person, Team member that has drafted the IER* - Prof. univ. dr. D.M. – membru echipa care a realizat REI/*Team member that has drafted the IER* - Prof. univ. dr. T.F – membru echipa care a realizat REI/*Team member that has drafted the IER* - Prof. univ. dr. C.S. – decan, *membru Consiliul Şcoli doctorale/dean, member of the Doctoral School's Council*
10:50-11:00	Pauză/ ***Break***		
11:00-11:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	**Sala/Locaţia/ Room/Location C236/University of Craiova** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. C.S. - Prof. univ. dr. B.M. - Prof. univ. dr. D.M. - Prof. univ. dr. T.F - Prof. univ. dr. S.R. - Prof. univ. dr. M.I. - Prof. univ. dr. G.N.
12:00-12:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	**Sala/Locaţia/ Room/Location C236/University of Craiova**

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	quality evaluation experts' panel with the staff in charge with the research centres/laboratories	- Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. C.S. - Prof. univ. dr. N.V. - Prof. univ. dr. B.M. - Prof. univ. dr. D.M. - Prof. univ. dr. T.F - Prof. univ. dr. S.R. - Prof. univ. dr. M.I. - Prof. univ. dr. G.N.
13:00-14:30	Pauză de prânz/ ***Lunch***		
14:30-15:00	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*
15:00-15:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți**[1] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	**Sala/Locaţia/ Room/Location C238/University of Craiova** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: STUDENT – anul I de studii/ 1st year of study STUDENT – I IRAV – anul I de studii/ 1st year of study STUDENT – anul I de studii/ 1st year of study STUDENT – anul I de studii/ 1st year of study

[1] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat/ It is not mandatory in the case of authorization of doctoral university study domain.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			STUDENT – anul I de studii/ 1st year of study STUDENT – anul I de studii/ 1st year of study STUDENT – anul I de studii/ 1st year of study STUDENT – anul II de studii/ 2nd year of study STUDENT – anul II de studii/ 2nd year of study STUDENT – anul II de studii/ 2nd year of study STUDENT – anul II de studii/ 2nd year of study STUDENT – anul II de studii/ 2nd year of study STUDENT – anul II de studii/ 2nd year of study STUDENT – anul II de studii/ 2nd year of study STUDENT – anul II de studii/ 2nd year of study STUDENT – anul II de studii/ 2nd year of study STUDENT – anul III de studii/ 3rd year of study STUDENT – anul III de studii/ 3rd year of study STUDENT – anul III de studii/ 3rd year of study

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
16:00-16:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenţi**[2],[3] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[4] *of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	**Sala/Locaţia/ Room/Location C238/University of Craiova** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - ABSOLVENT – an absolvire 2026/ year of graduation - ABSOLVENT Valentin – an absolvire 2026/ year of graduation - ABSOLVENT – an absolvire 2026/ year of graduation - ABSOLVENT – an absolvire 2025/ year of graduation - ABSOLVENT – an absolvire 2025/ year of graduation - ABSOLVENT – an absolvire 2025/ year of graduation - ABSOLVENT – an absolvire 2024/ year of graduation - ABSOLVENT – an absolvire 2024/ year of graduation - ABSOLVENT – an absolvire 2023/ year of graduation - ABSOLVENT – an absolvire 2023/ year of graduation

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

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

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
			- ABSOLVENT – an absolvire 2023/ year of graduation - ABSOLVENT – an absolvire 2022/ year of graduation - ABSOLVENT – an absolvire 2022/ year of graduation - ABSOLVENT – an absolvire 2021/ year of graduation - ABSOLVENT – an absolvire 2020/ year of graduation - ABSOLVENT – an absolvire 2023/ year of graduation
17:00-17:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers[5] of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	**Sala/Locația/ Room/Location C238/University of Craiova** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: -REPREZENTANT – director general – Institutul de Cercetare Dezvoltare pentru Pomicultură (ICDP) Pitești -REPREZENTANT – director general - Stațiunea de Cercetare Dezvoltare pentru Cultura Plantelor pe Nisipuri (SCDCPN) Dăbuleni -REPREZENTANT – director general – Satiunea de Cercetare-Dezvoltare pentru Pomicultura (SCDP) Baneasa

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			-REPREZENTANT – Institutul Național de Cercetare-Dezvoltare pentru Tehnologii Criogenice și Izotopice (ICSI) Râmnicu Vâlcea -REPREZENTANT – Institutul Naţional de Cercetare – Dezvoltare pentru Biotehnologii în Horticultură (INCDBH) Ştefăneşti – Argeş -REPREZENTANT – Secretar științific – Stațiunea de Cercetare Dezvoltare pentru Viticultură și Vinificație (SCDVV) Drăgășani -REPREZENTANT – director Oficiul de Studii Pedologice și Agrochimice Dolj -REPREZENTANT – administrator PAM SOLUTION SRL -REPREZENTANT – director Stațiunea de Cercetare Dezvoltare pentru Pomicultură (SCDP) Vâlcea -REPREZENTANT – reprezentant BAYER -REPREZENTANT – SCDP Voinești
17:50-18:20	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locaţia/ Room/Location C243/University of Craiova
Vineri/Friday, 4,09.2026			
9:00-9:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locaţia/ Room/Location C243/University of Craiova/ Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*		
9:30-10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară/** *Meeting of the experts panel with members of the University Ethics Committee*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	Sala/Locația/ Room/Location **C243/University of Craiova** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Conf. univ. dr. N.A. – Vicepresedinte/Vice-president - Asist. univ. dr. B.C.
10:30-11:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţi ai conducerii componentei organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calităţii**[6]/ *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC /*	- 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 **C243/University of Craiova** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Conf. univ. dr. S.S. - Conf. univ. dr. M.F. - Prof. univ. dr. B.M. – Persoana de contact/ *Contact person*

[6] Clarificarea unor aspecte rezultate din activitățile și discuțiile desfășurate pe parcursul efectuării vizitei, dacă se impune

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	representatives of quality assurance organisational structures		
11:30-13:30	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai instituției sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	- INCESA – Laboratorul de Biotehnologii: Prof.univ.dr. C.S. - Staţiunea Didactică Banu Mărăcine - Laboratorul de Viticultură – Oenologie: Prof. univ. dr. G.M. - Laboratorul de Legumicultură: Prof. univ. dr. D.M. şi Prof.univ.dr. S.R. - Laboratorul de Protecția Plantelor – Entomologie: Prof. univ. dr. M/I/ - Laboratorul de Microbiologie: Prof. univ. dr. T.F. - Laboratorul de Ameliorarea Plantelor Horticole, Conservarea Biodiversităţii: Prof. univ. dr. B.M.
13:30-15:00	Pauză de prânz/ *Lunch*		
15:00-15:50	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*	- 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** **C243 University of Craiova** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. M.G. – director Scoală doctorală/director of the Doctoral School - Prof. univ. dr. C.S.– decan, membru Consiliul Şcoli doctorale/dean, member of the Doctoral School's Council - Prof. univ. dr. B.M. – Persoana de contact/ Contact person

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	the organisational component, to communicate the conclusions of the evaluation process		
16:00-16:20	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*
16:30-16:50	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*

If deemed necessary, and depending on the type of doctoral program being evaluated, additional meetings may also take place, for example with representatives of:

- departments providing IT support, for instance regarding the organization of online activities
- departments for international relations and student mobility
- the Counseling and Career Guidance Center, etc.

Prepared by,
Prof. univ. dr. Sima Rodica Maria