HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

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

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

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

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

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

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

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

- **analiza şi validarea în vederea verificării respectării Metodologiei, de către comisiile de experţi evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare şi menținerea acreditării, din Lege, precum şi art. 62-63 din Metodologie.

Luând în considerare:

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

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

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

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

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

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

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

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat şi de doctorat, precum şi pentru programul universitar de formare psihopedagogică pentru învăţământul preuniversitar, după caz, cuprinse în anexele nr. 1-23 care fac parte integrantă din prezenta hotărâre.

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

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

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

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

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

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

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

Consilier juridic

NR. 318/H/22.10.2026

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

Anexa 9.2

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea din Craiova
Şcoala(ile) doctorală(e)	"Alexandru Piru" a Facultății de Litere
Domeniul de studii universitare de doctorat (DSUD)	*Filologie*
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 şedinţa Comisiei permanente de specialitate Ştiinţe Umaniste şi Teologie (CPS_C2) din 12.10.2026, propunerea de decizie fiind consemnată în PV nr. 5214/12.10.2026.
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 ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • *32 indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit și 0 sunt neîndepliniți* • *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite* *și, astfel, prin aplicarea art. 63 din Metodologie decide că* ***standardele sunt ÎNDEPLINITE.***	
Decizia	Menținerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	University of Craiova
Doctoral School:	”Alexandru Piru” Doctoral School
Doctoral Domain:	Philology
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. dr. Boldea Iulian*	Expert evaluator	
2.	*Conf. dr. Dodu Savca Carolina*	International Expert	
3.	*Drd. Bogdan Marius Negrea*	PhD Student Evaluator	

I. Introduction

The REE was drafted in the context of the periodic external evaluation procedure for maintaining the accreditation of the doctoral study domain *Philology* within "Alexandru Piru" Doctoral School, organized by IOSUD – University of Craiova (UCv). The commission, approved by the ARACIS Council via Decision No. 152/H/07.05.2026, was composed as follows:
1. Prof. dr. BOLDEA Iulian, Ph.D. – The University of Medicine, Farmacy, Science and Technology "George Emil Palade" of Târgu Mureş (chair);
2. Conf. dr. Dodu Savca Carolina, Ph.D. – "ION CREANGA" State Pedagogical University of Chisinau, Republic of Moldova;
3. Drd. Bogdan Marius Negrea – student at „Babeş-Bolyai" University of Cluj-Napoca

The University of Craiova (UCv) is a public higher education and scientific research institution that emerged in the Romanian university system in the mid-20th century, being historically the fifth university established in Romania, following those in Iași, Bucharest, Cluj and Timișoara. The University of Craiova is an accredited public higher education institution. The establishment and permanent status of this higher education institution is pursuant to Law no. 138/25 April 1947 for the establishment of the University of Craiova and its Ephors and in accordance with the Decision of the Council of Ministers No. 894/27 August 1965, which grants it legal personality in compliance with the founding documents. The University of Craiova is a fundamental unit of higher education, an essential component of the educational system and, at the same time, a leading institution in the contemporary society. Currently, UCv embeds 12 faculties in its structure: the Faculty of Agronomy, Faculty of Automation, Computers and Electronics, Faculty of Law, Faculty of Economics and Business Administration, Faculty of Physical Education and Sports, Faculty of Horticulture, Faculty of Electrical Engineering, Faculty of Letters, Faculty of Mechanical Engineering, Faculty of Sciences, Faculty of Social Sciences and Faculty of Orthodox Theology. Within the University of Craiova, there is also an autonomous department, the Department of Teacher Training - DPPD. UCv is an Organizing Institution for Doctoral University Studies – IOSUD, which comprises 10 doctoral schools - SD. UCv organises and carries out teaching and scientific research activities based on university autonomy, understood as a specific way of self-management in accordance with the legal framework established by the Constitution of Romania and Law no. 199/2023 of Higher Education. All internal regulations and decisions comply with the specified legal framework and all activities of the institution comply with the provisions of the UCv Charter, approved in the Senate Meeting of 28 November 2023, in accordance with the University's institutional reform measures. Following approval, the full content of the Charter was made known through dissemination in print and electronic format

II. Methods used

The evaluation process included reviewing and analyzing the Internal Evaluation Report (REI) for the field under study, along with related links, documents, data, and information available on the UCv website. It also involved observing and gathering findings from meetings with university leadership, faculty, CSUD representatives, the doctoral school, the CEAC committee, and teaching staff involved in implementing the program.

Additionally, an inspection of teaching and research spaces was conducted, covering infrastructure, the library, teaching areas, and registrar documents.

The external evaluation of the study program comprised these activities: analysis of the Internal Evaluation Report and its annexes/links; review of documents and data from the UCv website in digital format; a visit to UCv and the Faculty of Letters headquarters, observing classrooms, seminar rooms, laboratories for PhD students, secretariat, and university library; discussions with university leadership,

the doctoral school council, faculty involved in organizing the program, PhD students, graduates, employers, and teaching staff involved in the program.

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

The structure and operation of doctoral studies at IOSUD – UCv, including the PhD program in Philology, are grounded in a formal institutional framework. This framework is governed by the University Charter, regulations for doctoral studies, the Regulations of the "Alexandru Piru" Doctoral School, and specific procedures covering aspects like admission, study completion, ethics, and mobility. Key organizational entities include CSUD, the Council of the Doctoral School (CSD-SDAP), doctoral supervisors, guidance and integrity committees, along with administrative support units. Decisions are made through formal governance, such as regular CSUD meetings and publicly accessible decisions. The REI confirms that institutional rules and procedures are periodically reviewed and updated to align with legislative changes and institutional needs.

✓ Analysis of the state of facts,

IOSUD-UCv features a coherent and effective management system, underpinned by well-defined organizational units and a comprehensive regulatory framework that covers every phase of doctoral studies. Regularly updating regulations and involving stakeholders in governance fosters transparency and enhances organizational flexibility.

✓ Aspects that constitute best practice examples

(i) multi-level governance structure to ensure effective coordination; (ii) representation of doctoral students in decision-making bodies; (iii) transparency of decisions through public communication; (iv) continuous alignment of regulations with national legislation.

✓ Recommendations: N/A.

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[1] 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)

At the IOSUD–UCv level, adopting and updating methodologies, regulations, and procedures requires consulting with internal stakeholders. These include doctoral supervisors, students, and members of academic guidance and integrity committees, primarily through their representation on governance bodies such as CSUD and CSD-SDAP, as well as in institutional regulations that govern decision-making processes.

The REI also refers to the involvement of other stakeholders (graduates, doctoral thesis committee members, external partners). Representatives of the socio-economic and cultural environment are also consulted in the process of revising regulations, including within meetings organised with the DSUD Philology committee, where the level of graduate training and measures for increasing the relevance of doctoral programmes are analysed (DSUD Philology Meetings, Career Forum).

✓ Analysis of the state of facts

Stakeholder consultation is ensured through formal institutional mechanisms, including representation in the CSD-SDAP, CSUD, and Senate, consultations with doctoral supervisors, institutional feedback questionnaires, and meetings with the DSUD Philology committee. These structures integrate stakeholder perspectives into the development and revision of regulations and procedures. Stakeholder involvement is systematic and embedded in regulated decision-making processes, with doctoral supervisors and doctoral students actively participating in governance and regulatory updates. Collaboration among the CSD, CSUD, and Senate ensures coherent decision-making and supports compliance with national legislation and ARACIS standards.

✓ Aspects that constitute best practice examples

The institutionalized consultation mechanisms implemented within the ”Alexandru Piru” Doctoral School may be regarded as examples of good practice, reflecting a transparent, participatory, and procedurally consistent approach to academic governance and quality assurance.

✓ Recommendations

Formalize stakeholder consultation processes, particularly for external stakeholders, through clearly defined procedures.

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

The University of Craiova provides adequate material resources and infrastructure to support doctoral studies in ”Alexandru Piru” Doctoral School benefits from lecture rooms, seminar spaces, computer

[1] The faculty, department, subsidiary, extension - hereinafter “organisational components”

laboratories, multimedia equipment, internet access, videoconferencing systems, and specialized software. Doctoral students have access to extensive printed and electronic bibliographic resources through the university library, including international scientific databases such as JSTOR, SpringerLink, ScienceDirect, Web of Science, and ProQuest Ebook Central. The library also offers approximately 170,000 titles through the Unique Book Depository, which brings totgether valuable, reference works, benefiting from a fully computerised database that can provide the reader with quick access to information. Research activities are supported by specialized institutional research centers (CRU, CLCP, CMC). The university ensures suitable administrative and student service facilities, including a cafeteria, and provides accessible spaces for persons with disabilities, while complying with safety and hygiene standards. Overall, the infrastructure adequately supports teaching, research, and academic activities in accordance with quality assurance requirements.

In the field of Philology, the research activity is concentrated (without being exclusively carried out) in 6 laboratories belonging to the Research Centre for Humanities and Arts - Faculty of Letters: Laboratory of Anthropological and Literary Studies on the Imagination, Creativity and Modern and Contemporary Languages (Antropo-Lit) , Laboratory of Argotological Research (CeCArg), Laboratory of Inter- and Transdisciplinary Research and Studies (STUDITrans), Laboratory of Research on Linguistic Diversity and Discursive Identity Practices (PraxLingua), Translation, Terminology and Corpus Analysis Laboratory (CoTraT), Text and Image Laboratory (InText). In addition, the research activity is also carried out through support centers within the INCESA hub, such as the *Translatio* Centre for Translation, Communication and Interpreting, which also ensures the interface with the business and cultural environment, in terms of knowledge transfer and useful innovation.

The administrative spaces (including the Doctoral Studies Office) are fully functional, ensuring the efficient conduct of academic management and administrative support activities. They meet the standards of a quality and inclusive higher education process for people with disabilities. The purpose of educating students with disabilities is the same as that of educating students without disabilities: supporting students in reaching their maximum potential and leading productive lives as active members of their communities. Within UCV and its embedded structures, students with disabilities and/or SEN are a collective responsibility of the entire academic community. In order to support and implement integrated measures to ensure inclusive and quality university education for students with disabilities or special educational needs, UCV teaching staff and departments are involved: DPPD, CCOC and student volunteers from all cycles.

✓ Analysis of the state of facts

The material resources of the University of Craiova support the academic and research activities of the ”Alexandru Piru” Doctoral School in accordance with the quality standards applicable to doctoral studies. Teaching and research spaces are accessible and adapted for persons with disabilities, reflecting the university’s commitment to inclusion and equal opportunities. The ”Alexandru Piru” Doctoral School benefits from dedicated spaces for teaching and research activities, equipped with video projection systems, IT equipment, printers, and internet access. Through the institutional digital infrastructure, doctoral supervisors and doctoral students also have access to international scientific databases necessary for research activities.

✓ Aspects that constitute best practice examples

Good practice examples include the provision of remote access to international scientific databases, the integration of doctoral research within specialized research centres, and the accessibility of academic spaces for persons with disabilities.

✓ Recommendations – N/A.

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

IOSUD-UCv and the "Alexandru Piru" Doctoral School sustainably and efficiently manage the material resources used for doctoral studies. Teaching spaces, research infrastructure, and support facilities are functional, regularly monitored, and allocated according to academic and research needs. The management of movable and immovable assets is coordinated by the General Administrative Directorate, which oversees technical, administrative, financial, and maintenance activities. Annual institutional investment programmes support the rehabilitation of buildings, modernization of IT infrastructure, procurement of equipment and furniture, and repair works. University facilities comply with safety, hygiene, and functional standards, ensuring suitable conditions for study, research, and work. The administrative services of the University of Craiova provide support for the purchase of products and services, as well as for the maintenance of education, research and accommodation spaces. Furthermore, staff and doctoral students benefit from periodic training in the field of occupational safety and emergency management. Thus, a sustainable educational flow is ensured, focused on quality, safety and continuous adaptation to the challenges of the academic environment.

✓ Analysis of the state of facts

IOSUD-UCv and the "Alexandru Piru" Doctoral School efficiently manage material resources through annual investment and maintenance plans coordinated by the General Administrative Directorate. Infrastructure management is supported by annual financial allocations for the maintenance and upgrading of teaching and research areas, the maintenance of teaching and research equipment, as well as the purchase of materials, equipment and information resources, including access to international scientific databases relevant to the field of Philology. The university's administrative services ensure the logistical support required for the conduct of academic activities, contributing to the efficient and optimal use of material resources. Regarding occupational health and safety, academic, administrative staff and doctoral students benefit from periodic training on labour protection and emergency management, which contributes to maintaining a safe and functional education environment. The feedback collected periodically from doctoral students confirms the adequacy of study and research conditions, as well as the efficiency of infrastructure maintenance and management measures. In addition, access to international scientific databases, electronic bibliographic resources, and the university library's specialized collections provides essential support for research, documentation, and the preparation of doctoral theses in Philology.

✓ Aspects that constitute best practice examples

Examples of good practice include the annual investment and maintenance planning correlated with doctoral research needs, the continuous modernization of IT and digital infrastructure, secure institutional digital services, and sustained access to international scientific databases and electronic resources. These measures support a stable, accessible, and research-oriented environment for doctoral studies.

✓ Recommendations – N/A.

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,

The "Alexandru Piru" Doctoral School of the University of Craiova benefits from 15 doctoral supervisors of which 10 are tenured Professors within the Faculty of Letters and 5 are associate professors, retired at the age limit, former tenured professors of UCv. Among them, 3 doctoral supervisors were granted the Habilitation certificate and affiliated with SDAP between 2021-2025. SDAP actively pursues and encourages the habilitation of other competent teaching staff who meet the minimum standards, especially in order to numerically balance the literature and linguistics sub-fields in the languages of international circulation (English, French, German, Spanish, Italian). The teaching and research staff affiliated with SDAP are employed based on the recruitment criteria established at the institutional level, in accordance with the legal provisions. The positions in the staff plans are filled in accordance with the legal regulations in force (Competition methodology for filling vacant teaching and research positions at the University of Craiova). Their scientific activity is reflected in numerous articles published in ISI, ERIH+ indexed journals or in international databases, participation in national and international projects with a large number of scientific, inter-, trans- and multidisciplinary contributions that target and intersect various directions and areas of research, such as theoretical and applied linguistics, literature, anthropology, ethnology, cultural studies, translation studies, terminology, etc.; all the teaching staff members (100%) meet the CNATDCU minimum standards applicable to the field.

✓ Analysis of the state of facts

SDAP has adequate human resources for the implementation of the doctoral programme, benefiting from the activity of 15 doctoral supervisors who cover the main research directions in Philology. All supervisors hold habilitation or legally recognized doctoral supervision rights, meet CNATDCU standards, and demonstrate scientific visibility through internationally indexed publications and academic activities. Doctoral supervision is supported by supervisory and academic integrity committees established according to institutional regulations. The programme also benefits from an international dimension through the involvement of academics from foreign universities in teaching activities, contributing to the quality and international relevance of doctoral training.

✓ Aspects that constitute best practice examples

Examples of good practice include the involvement of international academics from universities in Italy and Poland in doctoral teaching activities, the establishment of supervisory and academic integrity committees with external members for each doctoral student, and the transparent annual allocation of state-funded doctoral places based on performance indicators and self-evaluation criteria.

✓ Recommendations: N/A.

The indicator is: fulfilled.

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

✓ Presentation of the state of facts,

The University of Craiova supports the professional and personal development of the academic staff involved in the "Alexandru Piru" Doctoral School through continuing education, academic mobility, and support for scientific performance. Through DPPD, the university provides a wide range of programmes

and activities aimed at supporting the teaching staff in their professional development. Thus, DPPD (Department of Teacher Training) organises lifelong learning activities for teaching staff, promoting professional development through advanced training programmes that contribute to maintaining a high standard of the teaching activity and to the constant adaptation of the staff to new pedagogical requirements. UCv encourages the involvement of the teaching staff in research activities, providing opportunities for professional development through: 1. participation in research projects: the teaching staff are encouraged to get involved in national and international research projects, contributing to the advancement of knowledge in their fields of expertise. 2. publication of scientific papers: supporting the staff in the process of publishing the research outcomes in journals, contributing to the dissemination of knowledge and increasing the academic visibility of the university. 3. participation in national and international scientific events specific to the field of interest, as well as organising workshops and conferences with the participation of well-known experts from the country and abroad.
UCv also stimulates the participation of the teaching staff in mobility schemes in prestigious international institutions within the framework of various projects and programmes with international funding . UCv annually awards excellence research of teaching and research staff within the Research Gala event . Some of the doctoral supervisors affiliated with SDAP were awarded within the Research Gala, editions 2022 and 2023: Prof. hab. Titela Vîlceanu – 2 second prizes for research excellence and 2 prizes for Research and social involvement; Prof. hab. Cecilia Mihaela Popescu - 1 Honourable mention for research excellence; Prof. hab. Anca Păunescu - 1 Honourable mention for research excellence. UCv ensures a coherent, competitive and transparent framework for promotion in the teaching career, according to its own Methodology and the standards specific to each faculty. This process aims to boost academic excellence, support scientific performance and the professional development of teaching staff.
Doctoral supervisors , teaching staff and researchers benefit from professional training programmes provided by UCV, such as Erasmus+ mobilities , the SEE Financial Mechanism, AUF, Eugen Ionescu Scholarships, DAAD, the Fulbright Programme etc..

✓ Analysis of the state of facts

The data indicate that the professional development of the teaching staff within SDAP is supported through functional and documented institutional mechanisms. By providing initial and continuing training programmes, research and development opportunities, UCv secures a conducive environment for the evolution of teaching staff, thus contributing to maintaining a high standard of education. UCv has proven its commitment to human resources development by implementing clear strategies in the Strategic Plan for the period 2024-2029 which aimed at developing mechanisms for the training/development of teaching staff, inside/outside UCv, especially with European funding..

✓ Aspects that constitute best practice examples

Examples of good practice include the sustained participation of doctoral supervisors in Erasmus+ teaching and training mobilities, the institutional support for habilitation and academic career development, and the development of a cotutelle methodology that promotes the internationalization and European integration of doctoral studies. These measures strengthen doctoral supervision capacity and international academic cooperation.

✓ Recommendations: N/A.

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures Teaching staff recruitment procedures compliant with the provisions of the law.	
Indicator	Recruitment procedures comply with the provisions of the law, and are established

I.P.A.3.2.1	and carried out transparently.

✓ Presentation of the state of facts

The teaching staff of IOSUD–UCv, including within SDAP – field of Philology, is employed according to institutional recruitment criteria, having regard to legal provisions and regulated by the Methodology for the selection competition for the filling of vacant teaching and research positions in higher education. UCv ensures the transparency of the recruitment process by publishing the competition methodology and the competition announcements on the official website of the university https://www.ucv.ro.This practice allows free access of all stakeholders to relevant information regarding recruitment procedures. The filling of teaching positions is carried out through an open competition, in accordance with the Law no. 199/2023 of Higher Education, the UCv Charter and the Decisions of the University Senate, in compliance with the principles of transparency, competence and academic merit. Employment is for a fixed or indefinite period, depending on the professional status, and teaching staff employed for a fixed period have the status of associate teaching staff. Tenured teaching staff who have reached the age of 65 may request to maintain their status, in accordance with the Methodology for continuing the activity after reaching retirement age by teaching and research staff and with Art. 219 (5) of Law no. 199/2023 of Higher Education.

✓ Analysis of the state of facts

At the level of IOSUD–UCv and SDAP, the recruitment and selection processes of teaching and research staff are carried out in strict accordance with the national legislative framework and institutional regulations, guaranteeing a transparent, competitive and standardizsed mechanism for filling vacant positions. This approach ensures a fair and accessible process for all candidates, contributing to maintaining the university's high academic standards. To be a member of SDAP, a doctoral supervisor must cumulatively meet the following requirements: i) has the habilitation certificate in a field accredited within SDAP; ii) meets the habilitation standards in force at the time of submitting the application for affiliation with the doctoral school; iii) is not simultaneously affiliated with another Doctoral School; iv) presents evidence of relevant academic activity in the last 3 years (publications, participation in conferences, research and development projects, etc.; v) undertakes, by declaration on his/her own responsibility, to actively participate in the SDAP activities (doctoral thesis supervision, Advisory committee, internal evaluations, teaching activities, administrative activities, etc.) – Regulations of the "Alexandru Piru" Doctoral School . SDAP operates with doctoral supervisors who have acquired this right under the law. Other researchers or affiliated teaching staff may also operate at SDAP as a result of their involvement in research and/or teaching activities within the doctoral school, within the partner institutions of IOSUD-UCv or within other institutions or research and development units from the country or abroad.

✓ Aspects that constitute best practice examples

Examples of good practice include the publication of all competition information on the institutional platform, ensuring transparency and equal access, as well as the structured affiliation procedure for doctoral supervisors based on academic file evaluation and validation by academic bodies. The inclusion of academics from other universities further supports institutional openness and academic development.

✓ Recommendations: N/A.

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

The Department of Information and Communications Technology provides constant support and technical consultancy to the members of the academic community, with guides and procedures for the use of infrastructure and related services: the electronic admission platform , the academic management platform EvStud , the online resource library, student scholarships, the Faculty website , the webpage of the doctoral school, digital application to facilitate the process of annual evaluation of teaching staff by students, etc. In the last year, IT solutions have been implemented within UCV that allow for unified, secure wireless access for faculty staff, students and guests, as well as video conference systems to be used at the administrative and operational level by faculty management.

✓ Analysis of the state of facts

At UCV, IT tools are used to ensure tuition fee management, the scholarship awarding process, student accommodation, access to bibliographic databases, student evaluation of teaching staff, etc. The implementation of IT tools has had a positive impact on the academic community, leading to a significant reduction in bureaucracy, optimisation of workflows and better transparency of institutional processes. Doctoral students and teaching staff benefit from quick access to information and resources, which contributes to an improved academic experience. UCv demonstrates constant commitment to improving access to education and ensuring optimal administrative services through the use of IT technologies.

✓ Aspects that constitute best practice examples

Examples of good practice include the implementation of the integrated EvStud platform covering the entire academic trajectory of students, the digitalization of administrative workflows through electronic registry and online admission systems, and the use of CNATDCU-recognized plagiarism detection software with clearly defined similarity thresholds and multi-level verification procedures ensuring academic integrity.

✓ Recommendations: N/A.

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[2] 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

[2] The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

The field of doctoral studies in Philology is designed and structured in accordance with the expected learning outcomes, on the basis of the European Credit Transfer System (ECTS). The programme integrates theoretical, applied and scientific research activities, which, cumulatively, lead to the acquisition of an advanced university qualification, in accordance with EQF/CNC level 8. IOSUD–UCV has a Regulation on the development of curricula and a Regulation on the initiation, approval, monitoring and periodic review of university study programmes, which define the procedural framework of teaching and research activities and ensure the coherence, quality and timeliness of doctoral programmes. The Curriculum of the field of Philology includes, in the first year of studies, the first semester of core and specialty subjects: 2 subjects of the advanced studies programme are shared at the level of the doctoral school/field, namely: Methods and techniques of scientific research in the field of Philology and Ethics and Academic Integrity. Another 2 subjects are chosen by the doctoral student together with the doctoral supervisor from the 2 packages of optional courses, and are relevant to the individual research topic (Evolution and innovative orientations in linguistics, Phraseology and terminology: interdisciplinary approaches, Literary studies in an interdisciplinary context, Cultural dimensions of philological studies). Each subject is allocated a number of credits (ECTS) acording to the ECTS User Guide. Transferable credits have been allocated considering the volume of the learning effort required by the subject. Teaching methods and learning activities are chosen/designed to ensure the achievement of the expected learning outcomes. The Philology doctoral study programme within SDAP thus facilitates academic mobility and the recognition of qualifications at the national and international level. The course descriptions include the expected learning outcomes, specifying the knowledge, skills, responsibilities and level of autonomy that the doctoral student must acquire. The teaching, practical training and assessment methods are also specified, in accordance with the ARACIS standards. Starting from the second semester of the first year, the scientific research programmeme, tailored to each doctoral student, contains scientific research activities carried out within relevant thematic directions. The evaluation of progress in the research activity is carried out through scientific reports, by defending the doctoral thesis before the Advisory committee and, subsequently, the public defense of the doctoral thesis. The entire programme is integrated to a curriculum supported by an adequate infrastructure and qualified human resources. Teaching, learning, research and assessment activities are correlated in a coherent way, ensuring the acquisition of advanced skills and leading to the award of a qualification in accordance with national and European quality standards in education.

✓ Analysis of the state of facts

The doctoral programme in Philology has a coherent curricular structure, with 240 ECTS credits distributed between advanced training, research activities, scientific dissemination, and final evaluation. The analysis of the content of the Course descriptions highlights the fact that the programme integrates all the experiences of learning, teaching, applied training, scientific research and evaluation, which, cumulatively, lead to the acquisition of professional, scientific and transversal competences required for the training of future researchers and experts in the field. The programme is built in such a way as to support interdisciplinarity, knowledge transfer and the integration of applied research to teaching activity, ensuring that doctoral training is adapted to the current needs of society and European trends in education and innovation.

✓ Aspects that constitute best practice examples

Examples of good practice include the allocation of ECTS credits for measurable research outputs such as publications and participation in international conferences, the systematic monitoring of doctoral progress through annual reports and pre-defence evaluations, and the inclusion of courses taught in English by international academics, supporting both research performance and the internationalization of doctoral education.

✓ Recommendations:

Implementation of structured institutional professional development programs, including training in doctoral supervision and teaching.

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

The expected learning outcomes are highlighted at the IOSUD–UCv level for all fields of doctoral studies, in correlation with the professional and transversal competences provided for in Art. 9(9) and (10) of the Framework Regulation on doctoral studies, respectively, Minister Order no. 3020/2024. For the doctoral field of Philology, the learning outcomes are also formulated in accordance with level 8 of the National Qualifications Framework (NQF) and with Minister Order no. 4837/2025 on the recognition of non-formal and informal learning outcomes. Programme Based on Advanced University.

The curriculum supports the acquisition of advanced research methods, scientific dissemination skills, and interdisciplinary competencies required in academic and professional contexts. Through this alignment, the doctoral programme ensures coherence between qualification level, targeted competencies, and occupational standards, preparing graduates for advanced research, higher education, publishing, and communication-related careers in accordance with European academic and professional requirements.

✓ Analysis of the state of facts

The Course desciption represents an essential guidance tool for the doctoral student, going through an approval process at the SDAP level, which ensures the unity and quality of the formative process. Through the Course descriptions and curriculum , the Philology doctoral study programme clearly highlights the skills, knowledge, professional autonomy and independent research capacity acquired by the doctoral students, in full accordance with the ARACIS standards and the requirements of the European Qualifications Framework (EQF – level 8). Doctoral students have the opportunity to express their opinion on the content, in the teaching activity evaluation questionnaire, applied each semester, in relation to all subjects in the curriculum.

✓ Aspects that constitute best practice examples

Examples of good practice include the explicit alignment of doctoral competencies with Level 8 EQF descriptors, as well as the integration of professional and transversal competencies into the curriculum and course syllabi. This approach ensures transparency, international comparability, and strong relevance of the programme to academic and research careers.

✓ Recommendations: N/A.

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	The organisational component ensures implementation of the student-centred

I.P.B.3.1.1	learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

✓ Presentation of the state of facts

The teaching-learning-assessment methods used, highlighted in the Course descriptions, aim to develop professional, scientific and transversal skills, while the organisation of education activities is supported by state-of-the-art digital resources and the diversity of learning experiences offered within SDAP. The Course descriptions reflect the student-centredness of the teaching-learning-assessment process, including by providing for activities specific to individual study (homework, portfolios, individual or team projects, etc.) and imaking them part of the assessment process. Each teacher flexibly uses a variety of methods to encourage dialogue, free debates, exchange of opinions and, last but not least, teamwork among doctoral students. The teaching staff provides customised support and guidance, depending on the specific needs of each doctoral student according to a Timetable. This personalised approach is essential in student-centred learning, contributing to the development of autonomy and responsibility in the learning process. Each doctoral student benefits from the expertise of an Advisory commitee during the doctoral training period. The role of this committee is to support and guide the doctoral student in carrying out documentation and research, to collaborate and ensure scientific support for participation in national and international conferences, as well as in research projects..

✓ Analysis of the state of facts

Through its curriculum content – the Curriculum and the Course descriptions – the Philology doctoral field ensures the implementation of the principles of student-centred learning in all three fundamental components of the education process: learning, teaching and assessment. The teaching and research activities are designed to stimulate the active participation, autonomy and critical reflection of doctoral students, enhancing the required professional and transversal competences. Doctoral students can express their opinions and level of satisfaction through the teaching activity evaluation questionnaires , applied twice a year to all subjects, the results being analysed at the level of IOSUD and the doctoral school for the constant improvement of the teaching-learning process.

✓ Aspects that constitute best practice examples

Examples of good practice include the individualized doctoral pathways based on thesis topics, and the inclusion of research dissemination activities, conferences, and publication support within the educational process. The combination of face-to-face and online supervision further strengthens flexibility and continuous academic support.

✓ Recommendations: N/A.

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

Academic mobility represents a valuable opportunity for doctoral students to gain international experience, improve their academic and cultural skills, and increase their chances of integration into the labor market. IOSUD-UCV and SDAP provides doctoral students numerous academic mobility opportunities, carried out both in person and in a virtual environment, which allow them to have relevant educational and cultural experiences. Over the years, collaborative relationships have been established between UCv and other universities, doctoral schools or philological research institutes in the country and abroad, both at the teaching and research levels. International mobility programmes such as Erasmus+ have allowed for exchanges of teaching staff and doctoral students with important European universities. In this regard, SDAP facilitates doctoral students' access to international mobility programmes at partner

universities abroad, to international collaborative projects, online courses, etc. It should be noted that UCv is part of the ACROSS university alliance , which has the mission of offering students, especially those at Master's and doctoral levels, a truly European learning experience, through cross-border collaborations, cultivating lifelong learning environments that meet diverse academic and professional needs, while ensuring flexibility. At the SDAP level, mobilities are targeted through the Erasmus+ programme, according to the methodology contained in the Erasmus+ guide, displayed on the University of Craiova website. Periodically, through the relevant department of the Faculty of Letters, information and selection of doctoral students for study and training mobilities within various partner institutions are carried out. The structure of the curriculum allows students to participate in international mobilities, in compliance with the norms provided for in the regulations of the professional activity of students . A number of 35 institutional agreements with a component on doctoral studies are signed at the SDAP - Faculty of Letters level with institutions from the following partner countries: Belgium, Bulgaria, France, Germany, Greece, Italy, Macedonia, Poland, Portugal, Slovenia and Spain. The selection of students for participation in mobilities is brought to the attention of doctoral students, including on the SDAP website, under the Internationalization section . Between 2021 and 2025, 55 mobility internships for doctoral students were carried out at the SDAP level at 16 partner institutions, through the Erasmus + programme. There are also training internships through other programmes - research scholarships offered by prestigious institutions (e.g., at the Université de la Sorbonne Nouvelle Paris 3 - ESIT), participation in summer schools and other scientific events within the ACROSS alliance, research internships, etc. IOSUD–UCv and SDAP also provides doctoral students the opportunity to pursue doctoral studies in internal, national and international co-supervision, according to the procedures that provide for the conclusion of Co-supervision Agreements with universities, research institutes or other relevant entities, thus strengthening the international dimension of doctoral education and promoting interdisciplinary collaboration and the integration of Romanian research into the European academic space. At the SDAP level, for the evaluated period, 3 international co-tutelle agreements are in force (with the University of Liège, the University of Lille and the University of Bourgogne Europe), 1 national co-tutelle agreement (with Babeş Bolyai University of Cluj-Napoca) and 1 internal, interdisciplinary co-tutelle agreement (Philology Law.

✓ Analysis of the state of facts

During the period under evaluation, IOSUD–UCv and SDAP provided doctoral students in the field of Philology with opportunities to participate in academic mobility programmes, through the involvement of relevant departments, through transparent information and material and logistical support for completing the selection and mobility stages. Doctoral students also benefited from financial support for participation in international scientific conferences, thus contributing to increasing the scientific visibility and international impact of the field. Participation in research internships, training courses and international academic events facilitated the development of intercultural, management and applied research skills, strengthening the integration of doctoral students to the academic community and European and global scientific networks..

✓ Aspects that constitute best practice examples

Good practice examples include integrating mobilities into individual doctoral research plans, recognising Blended Intensive Programmes within the doctoral pathway, and providing broad international access through 55 Erasmus+ agreements with 16 institutions.

✓ Recommendations: N/A.

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

IOSUD–UCv promotes an inclusive, equitable and personal growth-oriented education environment, providing all doctoral students access to opportunities tailored to their potential and aspirations. In a state-of-the-art education system, ensuring equity for students is a core objective of higher education institutions. SDAP undertakes this commitment by implementing policies and practices that allow each doctoral student to reach their potential, regardless of their learning style or individual skills. Through an adaptive and inclusive approach, SDAP builds an academic environment conducive to the development of all doctoral students, providing them with the resources and support required for academic, scientific and professional performance. In order for each student to reach their maximum potential, SDAP provides mentoring and academic guidance activities, each student has the opportunity to receive personalised academic guidance from doctoral supervisors, Advisory committees, which help them shape their educational and scientific research path according to their professional aspirations. IOSUD – UCv offers the possibility of pursuing doctoral studies in the budget, budget with scholarship or tuition fee forms, depending on the criteria established by the admission regulations for doctoral studies and the specific admission procedure. Equal access to educational resources, internship programmes, research activities and professional training is complemented by career counseling and guidance services, available through CCOC, the Regulation on the professional activity of UCV students and the Regulation of the "Alexandru Piru" Doctoral School.

✓ Analysis of the state of facts

The analysis of the data indicates the existence of functional institutional mechanisms ensuring equity in doctoral education and throughout the training process. The individualized doctoral pathway allows educational activities to be adapted to the needs and capacities of each doctoral student. Periodic monitoring of progress and personalized support measures contribute to preventing academic risk and supporting educational performance. Interactive teaching methods and digital tools facilitate equal access to academic resources and support diverse learning styles. Measures dedicated to students with specific needs reflect the institution's commitment to inclusion and equal opportunities. The educational framework is equitable, adaptive, and focused on supporting each doctoral student's academic and professional development.

✓ Aspects that constitute best practice examples

Examples of good practice include the systematic evaluation of doctoral students' satisfaction and doctoral supervisors' performance, with the results being analysed and integrated into institutional improvement measures. Another example is the monitoring and support of students at risk of exclusion or dropout through dedicated equity and inclusion policies.

✓ Recommendations:

Ensuring the systematic collection of data on student profiles and needs to inform policy development.

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

Within IOSUD–UCV is ensured equitable access to educational resources and services for all doctoral students, including people with special educational needs or disabilities, in accordance with the provisions of the Regulation for the organisation and conduct of doctoral study programmes of the institution organising doctoral university studies .

The Department of Information and Communications Technology actively supports the academic learning and communication process and provides constant support and technical consultancy to the members of the academic community, facilitating their access to online platforms. Using institutional email accounts, both doctoral students and doctoral supervisors have access to scientific databases for which the University of Craiova has purchased unlimited access for members of the academic community: The learning materials and teaching methods are adapted to the individual needs of the students (Course descriptions). The individual research plans of the doctoral students are developed in accordance with the individual training needs and the specificities of the doctoral field of Philology.

✓ Analysis of the state of facts

The institutional data indicate the existence of a functional and diversified system of resources and support services for doctoral students. Counselling and guidance structures support individual educational pathways and help prevent academic dropout. The monitoring of doctoral progress and personalized academic guidance allows the adaptation of the educational process to individual needs and capacities. Access to digital infrastructure and online educational resources facilitates equal opportunities and supports accessibility, including for students with specific needs. The integration of counselling services, individual academic support, and modern educational resources reflects a coherent institutional framework focused on the effectiveness, accessibility, and quality of the doctoral educational process in accordance with current standards.

✓ Aspects that constitute best practice examples

Examples of good practice include the provision of periodic training in scientific documentation and academic writing through the university library and the integration of structured academic monitoring through Supervisory and Academic Integrity Committees.

✓ Recommendations: N/A.

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)

The learning outcomes represent a fundamental element of university education, being clearly formulated in the description of the doctoral field and reflected in the Course descriptions related to each subject in the Curriculum. Their dimensioning was done in correlation with the provisions of Minister Order no. 3020/2024 for the approval of the Framework Regulation on doctoral studies and encompasses the

professional and transversal competences of the doctoral field of studies Philology, thus ensuring a coherent path of *the Framework Regulation on doctoral studies* and encompasses the professional and transversal competences of the doctoral field of studies Philology, thus ensuring a coherent path of the learning process and facilitating a structured and predictable educational process for students. Doctoral students have the opportunity, through their feedback, to evaluate the curriculum and the teaching staff, a mechanism that determines the permanent adjustment of the training process to the needs of doctoral students and increases the quality of the educational act. It ensures the transparency and coherence of the programme, providing teachers and doctoral students with a shared understanding of the training objectives and standards.

✓ Analysis of the state of facts

The learning outcomes of the doctoral programme are formulated in a unitary and operational manner, aligned with Level 8 competencies of the National Qualifications Framework and with current directions in Philology and humanities research. They cover discourse and literary analysis, advanced linguistic studies, interdisciplinary approaches, digital research methods, and the use of specialized IT tools. Course syllabi clearly present content, teaching methods, and evaluation criteria, ensuring coherence and transparency in the training process. Performance assessment focuses on advanced competencies, including critical analysis, original research contributions, academic writing, ethical conduct, and the dissemination of scientific results through publications and participation in national and international academic events.

✓ Aspects that constitute best practice examples

Examples of good practice include the transparent publication of learning outcomes in the curriculum and course syllabi, their detailed discussion with doctoral students and supervisors at the beginning of each academic year, and the possibility of annually adapting individual doctoral study plans according to the student's research pathway and training needs.

✓ Recommendations: N/A.

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

Within IOSUD UCv, the learning outcomes are an integral part of the plan and are highlighted as the student goes through the stages provided throughout the training period. Thus, the verification of the achievement of learning outcomes in the field of Philology is carried out through exams and assessments organised annually, which include the defence of research reports, scientific papers and individual progress. These are analyzed by the Advisory committees designated at the doctoral school level, according to *the Regulation on the organisation and conduct of doctoral study programmes of IOSUD UCV* . The individual research programme includes annual reports and the corresponding number of credits, being approved by CSD and CSUD, in order to ensure the coherence of scientific training and the validation of the stages of progress. The final evaluation consists of the public defence of the doctoral thesis, before the public defence committee, in compliance with the IOSUD–UCV regulations and methodologies, which guarantee the monitoring of scientific progress and validation of acquired skills. To ensure the originality of the doctoral thesis, before the defense, it is scanned using anti-plagiarism software to detect similarities and verify compliance with academic ethics norms. Moreover, in accordance with legal provisions, the doctoral thesis is available for public consultation for 90 calendar days on the national platform managed by UEFISCDI. During this period, any natural or legal person may make observations regarding compliance with ethical standards and the identification of possible deviations, including suspicions of plagiarism, and notifications can be made electronically to the SDAP e-

mail address: sd.alpiru@ucv.ro or directly to the UCV Registry. The last stage before the public defence of the thesis provides for the drafting of a Report on observations regarding the existence of deviations from ethical and deontological standards, including from the perspective of plagiarism.

✓ Analysis of the state of facts

The institutional data indicate the existence of a formalized and staged system for verifying learning outcomes within the doctoral field of Philology, based on institutional regulations and national legislation. Assessment is carried out continuously through evaluations, annual progress reports, and monitoring of scientific output, allowing systematic supervision of doctoral students' performance. The correlation between assessment methods, course syllabi, and curriculum ensures transparent and standardized evaluation criteria. The involvement of doctoral supervisors and Supervisory and Academic Integrity Committees confirms the collegial character of the assessment process. Final stages, including pre-defence, originality verification, transparency procedures, and public defence, ensure academic and ethical validation of doctoral research. The entire professional path of doctoral students is transparent and details the stages that the doctoral student and the doctoral supervisor must complete until the public defense of the thesis, in accordance with IOSUD-UCV regulations and national standards on academic integrity.

✓ Aspects that constitute best practice examples

Examples of good practice include the staged assessment system distributed throughout the doctoral pathway, the mandatory 90-day transparency period for doctoral theses, and the multi-level verification of academic integrity through repeated originality checks and evaluation by Supervisory and Academic Integrity Committees and external reviewers.

✓ Recommendations: N/A.

The indicator is: fulfilled.

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

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

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

The admission conditions are transparent, displayed on the IOSUD–UCv website (Admission) and on the SDAP webpage (Admission Topics and Admission Information) at least 6 months prior to the admission exam. Only graduates holding a Bachelor's degree or equivalent from long-term study programmes organised according to Law 84/1995 and graduates holding a Master's degree from the Master's study programmes organised according to Law no. 288/2004 are entitled to participate in the admission competition for doctoral studies. Information regarding the admission process (number of places, admission criteria, required documents, fees) are brought to the attention of those interested at least 6 months prior to the registration period. The periods of the admission sessions, the formats and the competition tests are established according to a specific methodology and are made public in compliance with the legal provisions in force, by posting at the IOSUD–UCv headquarters and on the dedicated webpages. The registration of candidates for the admission process to all study programmes within UCv is carried out through the electronic platform EvStud. Admission to the Philology doctoral programme is based on quality criteria, presented in *the Evaluation Criteria for Admission to the Doctoral Programme within the "Alexandru Piru" Doctoral School*. Candidates are selected based on: the quality of the doctoral research project and the results

obtained in the presentation of the research project and the interview conducted following the oral presentation of the research project; The level of general professional training and in the field of the research topic; Previous scientific experience. The status of enrollment following admission to the field of Philology by academic year and its dynamics is presented on the SDAP website (https://litere.ucv.ro/litere/ro/content/admitere).

✓ 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 documented admission procedures and institutional practices reveal a transparent and well-structured framework governing access to doctoral studies. The publication of regulations, admission requirements, research topics, and information regarding doctoral supervisors ensures that prospective candidates have access to complete and relevant information prior to admission. Furthermore, the availability of information in multiple languages and the use of dedicated digital platforms facilitate accessibility, transparency, and equal opportunities for applicants. The admission process is therefore supported by clearly defined regulations and mechanisms that contribute to the effective organisation and management of doctoral studies. For the doctoral field of Philology, admission is based on an open competition, the specific conditions of which (procedure, selection criteria, calendar) are established annually and displayed on the official websites of IOSUD UCv and SDAP. According to opinion polls (through the Evaluation Questionnaire by doctoral students of the Doctoral School, of the Advanced Training Doctoral Programme and Scientific Research Programme), a high degree of satisfaction with the admission competition is recorded among doctoral candidates/students.

✓ Aspects that constitute best practice examples

Good practice examples include the publication of comprehensive admission information through dedicated digital platforms, the availability of information in both Romanian and English, and the integration of online registration mechanisms into the admission process. These measures enhance transparency, facilitate access for prospective candidates, including international applicants, and contribute to the efficient administration of doctoral admissions.

✓ Recommendations: N/A.

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)

IOSUD–UCV and SDAP ensure a transparent, fair and non-discriminatory admission process to university studies doctoral studies, providing public access to all information through the institutional website and other digital means of communication. The procedures are clear and accessible, observing the principles of equal opportunities, objectivity and legal compliance, so that admission is carried out in a competitive and fair framework. The admission conditions are transparent, posted on the IOSUD UCv website and SDAP webpage (Admission) at least 6 months before the admission exam. Only graduates holding a Bachelor's degree or equivalent from long-term study programmes organised according to Law 84/1995 and graduates holding a Master's degree from Master's programmes organised in accordance with Law no. 288/2004 are entitled to participate in the admission competition for doctoral studies.

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

The institutional arrangements governing admission to doctoral studies provide a transparent and coherent framework for access to the programme. The existence of clearly defined regulations for both Romanian and international candidates, together with the systematic publication of admission information through dedicated digital platforms, ensures that prospective applicants have access to complete and up-to-date information. Furthermore, the use of such procedures leads to the reinforcement of an inclusive, equitable and socially accountable academic environment, in full accordance with the institutional values promoted. In the field of doctoral studies in Philology within SDAP, admission is based on open competition, the specific details of which are established annually and posted on the official website..

✓ Aspects that constitute best practice examples

The integration of digital platforms into the publication of admission information and the management of the application process, together with the availability of clear regulations and contractual documents for all categories of candidates, contributes to a transparent and accessible admission framework. The combination of online registration mechanisms and publicly available documentation facilitates equal opportunities and supports the efficient administration of doctoral admissions.

✓ Recommendations: N/A.

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.

The Doctoral students in the field of Philology have the opportunity to pursue their studies under national or international co-tutelle agreements, under the conditions provided by the Standard Agreements adopted by IOSUD-UCv, which establish the legal framework for collaboration between partner institutions and the responsibilities of each party. The professional activity of the students of the University of Craiova is organised in accordance with *the Regulation on the professional activity of students*. The Regulation establishes the rules regarding the organisation and conduct of academic activities, the evaluation and progression of students, as well as the associated administrative procedures. The *Code of Student Rights and Obligations* includes the rights and responsibilities of the students enrolled at the University of Craiova. Also, the regulations regarding the activity of doctoral students in the evaluated field are transparently displayed on the SDAP website. These regulations define essential aspects such as the structure of the academic year, the number of credit points required for progression, the conditions for access to exams and the activities within the scientific research programme. They also provide for the obligations of students regarding attendance, active participation in courses and compliance with academic standards.

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

The institutional arrangements governing the organisation of doctoral studies reveal a coherent framework designed to support academic progression, transparency, and equal access to educational opportunities. The integration of regulatory provisions, digital administrative tools, and formal procedures for the allocation of scholarships and the recognition of qualifications ensures the effective management of doctoral studies. Moreover, SDAP implements, in its current activity, the provisions of the *Regulation*

on the professional activity of students and the *Code of Student Rights* and *Obligations* , thus ensuring a fair and transparent academic environment. These regulations ensure flexibility, equity and continuity in the doctoral training process, providing students with the legal and institutional framework required for a sustained and responsible academic development..

✓ Aspects that constitute best practice examples

The integration of digital administrative platforms with transparent procedures for scholarship allocation, academic record management, and the recognition of study periods and qualifications obtained abroad constitutes an effective institutional practice. The combination of clearly defined regulations, publicly accessible documentation, and structured administrative support promotes equal opportunities and facilitates the efficient organisation and internationalisation of doctoral studies.

✓ Recommendations: N/A.

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 internationalization strategy aims at strengthening IOSUD-UCv's position in the European Higher Education Area (EHEA) and the European Research Area (ERA), increasing academic performance through constant openness to global educational, scientific and cultural values. All these objectives are achievable by strategic directions aimed at developing international mobility programmes, especially through participation in international framework programmes (ERASMUS+): Institutional affiliations, in which UCv and implicitly, IOSUD-UCv, is affiliated with prestigious international academic associations, including: EUA, CER, IAU, IAUP, AUF, BSUN, AEUA, IEEE. And Bilateral agreements, in which UCV provides the legal and methodological framework required for international cooperation agreements. Accordingly, academic and inter-institutional cooperation with European partners has been established as follows: 1. Erasmus+ agreements: IOSUD-UCv has concluded bilateral agreements, within the framework of the Erasmus+ mobility scheme for students and staff in higher education , Key Action 1, with 307 universities abroad, covering all fields of study in the study programme portfolio of the University of Craiova. 2. Non-Erasmus agreements: Regarding non Erasmus cooperation, IOSUD-UCv has concluded 77 bilateral agreements with non-European countries or members of the European Union, alike. 3. International mobilities: Bilateral cooperation agreements have allowed for academic exchanges and mobilities for study and placement for students, and teaching or training mobilities for the academic staff. SDAP is affiliated with doctoral networks such as: PLIDAM - INALCO , Paris, France and Collège doctoral francophone régional de l'Europe Centrale et Orientale en Sciences humaines (CODFREURCOR), a project supported by AUF. Additionally, SDAP, through its doctoral supervisors, doctoral students and members of Advisory committees, is part of the research network *The European Society for the Study of English* (ESSE), the Head of SDAP, Prof. hab. Titela Vîlceanu being the President of RSEAS (The Romanian Society for English and American Studies, part of ESSE) and member of the ESSE Board since 2017. The internationalisation component is also supported by the participation of Prof. hab. Mihai Vladimirescu as an expert of international bodies such as EACEA and REA .

✓ 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 internationalisation mechanisms established at the institutional level provide a coherent framework for integrating doctoral studies into the European and international academic environment. The existence of cooperation agreements, participation in mobility programmes and scientific events, and the availability of joint supervision mechanisms create opportunities for academic exchange and research collaboration. Moreover, the inclusion of international experts in the public thesis defence committees reflects the effective integration of SDAP into the European Higher Education Area and the European Research Area. Active participation in doctoral networks and international scientific associations, as well as involvement in European university alliances (ACROSS, FOREU4ALL), strengthens the international dimension of doctoral training and fosters the development of collaborative research. Also, the unfailing organisation of scientific events with international participation and the involvement of doctoral students in such events contributes to increasing the international visibility of the field of Philology, to the updating of the doctoral curriculum and transfer of good European academic practices.

✓ Aspects that constitute best practice examples

The integration of institutional partnerships, mobility opportunities, and joint supervision arrangements within a unified internationalisation framework strengthens the international dimension of the doctoral study field. The combination of international agreements, participation in conferences and mobility programmes, and support for collaborative doctoral research enhances the programme's international profile and contributes to the continuous development of its academic and research capacity.

✓ Recommendations:

Expand opportunities for joint research and co-supervision with international partners.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

✓ Presentation of the state of facts

The scientific research activity carried out by the teaching staff is significant in volume and quality and has an impact on the education process. Within SDAP, this link is strengthened by integrating research results to the curriculum (Course descriptions), in teaching and mentoring methods, as well as in the applied activities in which students participate. The teaching staff actively involved in research projects contribute to knowledge transfer from research to the teaching process by: (i) updating course content with state-of-the-art scientific data and concepts; (ii) developing interactive teaching methods, based on case studies, empirical investigation, etc.; (iii) scientific publications (PhD supervisor CVs, Minimum Standard Sheets), which become resources and bibliographic sources for doctoral students. At the same time, the research conducted by PhD students is capitalised on in the process of knowledge tarnsfer from research to the teaching process and have the potential to become part of mainstream literature. IOSUD-UCV and SDAP financially support the publishing activity of doctoral students and doctoral supervisors through adequate measures – reimbursement of publication fees for ISI or ERIH+ scientific papers. IOSUD-UCV and SDAP have also allocated funds for the publication of symposia and conference proceedings dedicated to doctoral students, and organised by SDAP.

✓ Analysis of the state of facts

The institutional arrangements reflected in the supporting documentation reveal a coherent framework for supporting doctoral research activities through clearly defined academic, administrative, and financial mechanisms. The combination of formal procedures for monitoring research progress and institutional measures for funding research activities and scientific dissemination creates favourable conditions for the development of high-quality doctoral research. Furthermore, the integration of these mechanisms into the overall governance of doctoral studies contributes to the effective planning, implementation, and monitoring of research activities. Within the SDAP – Philology field, scientific research represents a core component of the education process, being systematically integrated into the development of advanced research skills of doctoral students. Learning based on scientific investigation is valued through the direct involvement of doctoral students in basic and applied research activities, correlated with the topics of the doctoral theses and with the research directions developed by doctoral supervisors.

✓ Aspects that constitute best practice examples

Good practice examples include the integration of research planning, progress monitoring, and financial support mechanisms within a unified institutional framework. The combination of annual research planning, structured scientific progress evaluations, and dedicated funding opportunities for doctoral research and publication activities supports the continuous development of doctoral students and strengthens the research capacity of the doctoral study field.

✓ Recommendations: N/A.

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

SDAP carries out an intensive scientific research activity, in line with the strategic directions of the university and in accordance with the priorities of European research. Excellenece research directions at the UCV level are embedded in the research directions in the field of Philology within SDAP, Faculty of Letters and the Centre for Research in Humanities and Arts and its laboratories. The topic addressed and the research projects of the teaching staff of SDAP fall within the scientific area of Philology, impacting on the doctoral study programme. The doctoral supervisors showcase an intense and extensive activity of disseminating research outcomes through participation in conferences and publication of thematic volumes in prestigious publishing houses in the country or abroad (Peter Lang), some of which are ISI-indexed (see Open Linguistics - Special Issues Translation Times, 2022, 2023), articles in ISI or ERIH+ indexed journals and books. The research within SDAP has been recognised at the level of UCv and other tp institutions by granting awards and diplomas of excellence (Research Gala, Doctoral supervisors' CVs, Minimum standard sheets). Also, some of the major works, as a product of research grants in collaborative networks (ITLR), in which doctoral supervisors and doctoral students were actively involved, published with the Romanian Academy Publishing House, have been awarded at the national level by prestigious institutions and disseminated at the international level, being indexed in reference databases. Doctoral students are involved in research activities and encouraged to participate in scientific projects relevant to their doctoral course, within UCv or in collaboration with other institutions (e.g. with the West University of Timișoara - UEFISCDI project, with the "Ștefan cel Mare" University of Suceava - ITLR project). Doctoral students' research is facilitated by access to research centres and

laboratories within the Faculty of Letters, to which many of them are affiliated (coordinated by doctoral supervisors of SDAP), to the INCESA infrastructure, etc. At the level of the Vice-Rector's Office for Scientific Research and Relations with the Business Environment, the *Journal of Young Researchers* is dedicated to doctoral students, where several thematic issues coordinated by 2 doctoral supervisors from SDAP have been published. The results obtained by doctoral students in their research activity are disseminated within well-established scientific events at the level of SDAP, Faculty of Letters - UCV and at international conferences in the country and abroad.

✓ Analysis of the state of facts

The institutional practices reflected in the supporting documentation reveal a well-developed framework for integrating doctoral students into national and international research activities. The existence of specialised research centres, regular participation in scientific conferences, publication opportunities, and international mobility schemes supports the development of advanced research competencies and promotes the visibility of doctoral research. Furthermore, the systematic dissemination of research results through institutional structures and scientific events contributes to strengthening the academic profile and international dimension of the doctoral study field. The doctoral supervisors in the field of Philology prove a solid scientific activity, characterised by continuity, visibility and academic recognition, reflected in a relatively large number of publications in Web of Science and ERIH+ indexed journals, thematic volumes published by internationally prestigious publishing houses (including ISI indexed volumes), books published by established publishing houses, research grants, as well as prizes and distinctions awarded for excellence in research. These achievements indicate the scientific relevance of the research carried out and its impact at the national and international level.

✓ Aspects that constitute best practice examples

Examples of good practice are the active integration of doctoral students into the research centres affiliated with IOSUD-UCv, together with their sustained participation in international conferences, scientific publications, and mobility programmes. The close connection between doctoral training, institutional research structures, and international academic collaboration creates a dynamic research environment that enhances the quality, visibility, and impact of doctoral education

✓ Recommendations: N/A.

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

IOSUD-UCv implements a structured quality assurance system through institutional and doctoral-level bodies, including The Quality Management System (SMQ) which ensures internal quality assessment and monitoring of performance indicators, through the Evaluation Procedures and Activities. approved by the University Senate and displayed on the institution's website, in order to ensure decision-making transparency. Quality management is integrated to the teaching and research activity of the teaching

staff, through institutional evaluation mechanisms, which include the evaluation of the teaching staff by students, peer evaluation of scientific activity and evaluation of the teaching staff by the management representatives. The Department of Quality Management (DMC) periodically organises evaluation campaigns of all study programmes, these activities being located at the intersection of internal and external evaluation and expanding the practice of programme evaluation by students. Quality Assessment and Assurance Committee (CEAC) operates under DMC and has a representative structure, consisting of 8 members: 1 chair, 2 UCv teaching staff members, 1 representative of the representative union, 1 representative of the employers, 1 administrative representative and 2 student representatives. The activity of the DMC is monitored by the Committee for Education, Quality Management and Academic Evaluation, under the Senate, which reports according to the ARACIS methodologies and instructions. Quality assurance in education and research is a permanent concern of the university management, being integrated as a fundamental dimension of university management at the level of all entities that make up UCv. From this perspective, the main objectives are related to the promotion of a culture of quality consciously assumed by the academic community members, evaluation and continual improvement of the quality of education, as well as increasing the degree of professional insertion of graduates, in accordance with the provisions of the Quality Assurance Code, as a reference document for the configuration and operation of an integrated quality management system.

✓ Analysis of the state of facts

The institutional quality assurance practices reflected in the supporting documentation reveal a coherent and comprehensive framework for the continuous monitoring and improvement of doctoral studies. The combination of regulations, methodologies, and operational procedures ensures the systematic evaluation of doctoral programmes, doctoral students' progress, and the performance of doctoral supervisors. The integration of quantitative indicators and periodic evaluations into institutional reports provides a reliable basis for academic planning and quality enhancement. Furthermore, the coordinated involvement of specialised quality assurance structures supports transparency, consistency, and the continuous adaptation of doctoral education to academic and research developments. The internal quality assurance system of IOSUD–UCv and, implicitly, of SDAP, is coherent, consolidated and functional, being strategically oriented towards excellence, continual improvement and alignment with European standards in the field of doctoral education and research, based on accountability and professional ethics.

✓ Aspects that constitute best practice examples

Good practice examples include the integration of institutional regulations, operational procedures, and periodic evaluations into a unified quality assurance framework, together with the systematic monitoring of doctoral students' progress, doctoral supervisors' performance, and research outcomes. The regular use of evidence gathered through internal evaluations and institutional reports to support academic decision-making contributes to the continuous improvement, international visibility, and overall quality of doctoral education within IOSUD-UCv.

✓ Recommendations: N/A.

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

UCv conducts periodic consultations with representatives of the academic environment, including students, of the business and cultural-artistic environment and of the labour market in general regarding the objectives and outcomes of the study programmes. These consultations are held within the organised framework of official meetings, large-scale events, etc. In the case of SDAP, meetings with employer representatives were held either within larger events such as *the Career Forum* organised at UCv level (the 1st edition was held in 2016, the 5th in November 2025), or through periodic consultations (even if not formalised) with representatives of the school inspectorates in the region (Dolj, Gorj, Olt, Mehedinți, Vâlcea), of multinational companies interested in the development and recruitment of highly qualified human resources in the field of Philology (especially foreign languages - Ford Romania and Ford Otosan, Clariant, cultural institutions - County Library, museums, etc.). The CEAC Committee at the university level includes 2 students designated by student organisations, a representative of the business environment and a representative of the administrative structure. CEAC, in accordance with the national legislation in force, is in charge with developing and coordinating the implementation of procedures and assessment and quality assurance activities, approved by the UCv management. s.

✓ Analysis of the state of facts

The institutional practices reflected in the supporting documentation reveal a well-established framework for stakeholder participation in the governance and quality assurance of doctoral studies. The involvement of doctoral students, doctoral supervisors, and external stakeholders through formal consultation mechanisms, evaluation instruments, and structured feedback processes supports the continuous adaptation of doctoral programmes to academic, scientific, and societal developments. Moreover, by actively involving members of the academic community, including students, employers and other stakeholders in the quality process, UCv ensures the consistent and transparent implementation of the procedures, contributing to maintaining an academic environment of excellence. Institutional documents confirm UCV's commitment to integrating the opinions and proposals of members of the academic community and other stakeholders from the external environment in the process of implementing academic procedures.

✓ Aspects that constitute best practice examples

Good practice examples include the systematic involvement of doctoral students and external stakeholders in quality assurance processes through formal consultation and evaluation mechanisms, complemented by their active participation in conferences, scientific events, and collaborative activities organised by IOSUD-UCv.

The incorporation of these perspectives into programme evaluation and institutional decision-making supports the continuous enhancement of the quality, relevance, and societal responsiveness of doctoral education.

✓ Recommendations: N/A.

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

According to *the Regulation on the organisation and functioning of the University Ethics Committee* of UCv, approved in 2024, it is established to ensure compliance with the norms of academic ethics and deontology, holding a term of office of 4 years. The University Ethics Committee monitors, within UCv, compliance with *the Code of Academic Ethics and Deontology*. In terms of composition, CEU is made up of 6 teaching staff members and 2 student representatives from UCv. These members enjoy professional prestige, do not hold management positions in the university and have no professional or ethical sanctions. The composition is approved by the Rector, upon the proposal of the Administrative Board and approved by the University Senate. In cases related to criminal law, the Committee urgently notifies the university management and makes all required information available to it. In order to ensure the transparency and efficiency of the analysis process, CEU drafts Case Reports and ensures confidentiality, and its members sign declarations of impartiality and confidentiality, thus guaranteeing the integrity of the analysis process.

✓ Analysis of the state of facts

The analysis of the supporting documentation demonstrates the existence of a coherent institutional framework for ensuring academic integrity throughout the doctoral education process. The combination of regulatory instruments, formal procedures for investigating ethical misconduct, systematic similarity checks, and preventive actions provides a structured approach to safeguarding research quality and originality. UCv has established the University Ethics Committee (CEU) to ensure compliance with the norms of academic ethics and deontology. This Committee operates on the basis of a regulation approved by the University Senate and acts independently, in accordance with the legislation in force. CEU is responsible for preventing and eliminating unethical practices within the university.

✓ Aspects that constitute best practice examples

Examples of good practice are the systematic verification of doctoral theses through specialised anti-plagiarism software, the existence of a dedicated institutional strategy for preventing plagiarism, and the publication of the Ethics Commission's annual activity reports. The integration of preventive, monitoring, and corrective mechanisms within a unified ethical framework strengthens the culture of academic integrity and supports the credibility of doctoral research at IOSUD-UCv.

✓ Recommendations: N/A.

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

UCv has developed and implemented clear procedures for the initiation, monitoring and periodic review of study programmes. The initiation, approval, monitoring and periodic evaluation of study programmes are a basic component of academic activities at the University of Craiova and are applied in compliance with *the Regulation on the initiation, approval, monitoring and periodic review of study programmes*. These are associated with periodic quality assessments at the level of each study programme and at the institutional level. The internal evaluation reports of study programmes include a SWOT analysis. Monitoring of the quality and efficiency of study programmes is carried out on a permanent basis, according to the

evolution of the labour market, technology and international standards in the field. At the level of doctoral schools, the study programme committees implement an internal monitoring system, and in collaboration with the CEAC committee, they establish concrete measures to optimise the educational process. SDAP applies these procedures in the Philology field, actively involving doctoral students, doctoral supervisors and external partners. Thus, students participate through programme evaluation and feedback on the teaching activity and scientific research; employers and other stakeholders are consulted in order to align programmes with the real requirements of the labour market and the cultural and educational needs of the community; doctoral supervisors apply the procedures established by SDAP and participate in the evaluation and updating of the curriculum and teaching methodologies.

✓ Analysis of the state of facts

The examination of the supporting documentation demonstrates the existence of a coherent institutional framework governing the initiation, monitoring, and periodic review of doctoral studies. The systematic analysis of academic indicators, research performance, and doctoral students' progress, together with the annual evaluation of curriculum plans and study documentation, provides a reliable evidence base for institutional planning and quality assurance. IOSUD-UCv adopts a coherent and sustainable approach to the management of study programmes and fields, through clearly defined and periodically reviewed regulations and evaluation procedures. This approach ensures the maintenance of academic quality, contributing to increasing the competitiveness of the educational offer, meeting the needs of doctoral students and aligning graduates' skills with the requirements of the labour market. The consistent implementation of the procedures for initiating, monitoring and reviewing study programmes ensures a stable and predictable framework for academic and scientific growth.

✓ Aspects that constitute best practice examples

Examples of good practice are the annual review and updating of curriculum plans and study documentation, combined with the systematic monitoring of doctoral students' scientific progress and research outcomes.

The integration of these evaluation mechanisms within the activities of CSUD and the Doctoral School Council supports evidence-based decision-making and contributes to the continuous enhancement of the quality and relevance of the doctoral study field.

✓ Recommendations: N/A.

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

UCv and its entities ensure a clear and transparent procedural framework for the initiation, monitoring and review of doctoral programmes and fields of university studies – as can be seen in the *Regulation for the initiation, approval, monitoring and periodic review of study programmes* , *the Institutional Regulation for the organisation and functioning of doctoral studies at IOSUD -UCv* and *the Regulation of the Doctoral School "Alexandru Piru"*, approved by the Senate. These regulations provide the reference framework for policies, procedures and common principles that guarantee quality in the organisation and conduct of doctoral programmes, including in terms of transparency, consultation of stakeholders and the roles of institutional structures in charge with quality. The established procedures provide clear stages and defined responsibilities for: initiation and approval of study programmes, including doctoral curricula; annual monitoring through internal assessments and performance indicators; periodic review of programmes based on evaluation results and feedback from stakeholders; the active involvement of SDAP decision-making structures. Stakeholder engagement is ensured at both IOSUD and SDAP levels: doctoral students are actively included in the process of evaluating courses and the training and scientific

programme, as well as in consultations on the adaptation of individual and curriculum; doctoral supervisors participate in decisions on the curriculum and the development of research plans; employers and other external stakeholders are consulted informally or formally to ensure the relevance of the programmes to the requirements of the labour market and the community. All procedures and decisions are approved by the Senate and are made available on institutional platforms.

✓ Analysis of the state of facts

The examination of the supporting documentation demonstrates the existence of a participatory institutional framework that integrates the perspectives of doctoral students, academic staff, and external stakeholders into the governance and quality assurance of doctoral studies. The use of formal evaluation procedures, consultation mechanisms, and structured feedback instruments ensures the systematic collection and analysis of information relevant to the development of the doctoral programme. Furthermore, the incorporation of evaluation outcomes into institutional reports and decision-making processes supports continuous improvement and strengthens the transparency and accountability of doctoral education. Through these practices, UCv, IOSUD-UCv and SDAP ensure an efficient and coherent operation of the doctoral education quality management system, integrating the active consultation of relevant stakeholders and meeting the current requirements of the academic and professional environment.

✓ Aspects that constitute best practice examples

Examples of good practice are the active involvement of doctoral students in both institutional satisfaction surveys and the periodic evaluation of doctoral supervisors, together with the systematic consultation of external partners and socio-cultural stakeholders. The integration of these perspectives into formal quality assurance mechanisms and institutional decision-making contributes to the continuous enhancement of the doctoral study field and promotes a participatory governance model.

✓ Recommendations: N/A.

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

In order to ensure and maintain a high-performance academic body, capable of supporting education and research activities at high quality standards, UCv applies unitary institutional procedures regarding the periodic evaluation of the activity of the teaching, non-teaching and administrative staff. These procedures are also implemented at the level of IOSUD-UCv and SDAP, in accordance with the quality assurance policies approved by the University Senate. The evaluation of the performance of teaching staff by doctoral students is carried out twice a year, through the institutional platform EvStud , and, through online questionnaires administered by IOSUD-UCv (Google forms), sent to the doctoral students' institutional accounts. The Evaluation form is standardised, ensuring a comparative basis and the transparency of the process. The results of the evaluations are centralised and analysed at the level of the competent bodies – CSUD, CSD-SDAP – being communicated to the evaluated teaching staff and used in the decision-making process. Their analysis allows for the identification of the strengths of the teaching and doctoral guidance activity, as well as the aspects that require improvement. Based on the

conclusions formulated, measures are proposed and implemented to optimise the academic activity, to fully meet the needs and expectations of the doctoral students.

✓ Analysis of the state of facts

The examination of the supporting documentation demonstrates the existence of a structured institutional framework for the periodic evaluation of doctoral supervisors and the systematic integration of doctoral students' feedback into quality assurance processes. The use of multiple assessment instruments, together with the clearly defined procedural flow for data processing, analysis, and reporting, ensures the consistent collection and use of evaluation results Depending on the results of the evaluations, the teaching staff are encouraged to participate in training and professional development programmes, exchanges of good practices and pedagogical and scientific improvement activities, including through institutional or international projects carried out within UCv. This approach reflects an organisational culture oriented towards quality, responsibility and steady improvement, in which evaluation does not have a formal character, but a constructive and formative one.

✓ Aspects that constitute best practice examples

Examples of good practice are the implementation of a multi-source evaluation system for doctoral supervisors, combining doctoral student feedback, peer evaluation, direct supervisor assessment, and self-evaluation within a unified institutional procedure. The use of the Solaris platform, together with the systematic consolidation and publication of evaluation results and the integration of findings into institutional action plans, promotes transparency, accountability, and the continuous improvement of doctoral supervision activities.

✓ Recommendations: N/A.

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

UCv uses an integrated Quality Management System (SMQ), which includes institutional databases and IT tools dedicated to collecting, centralising and analysing relevant information for internal quality assurance. This system is based on policies, procedures and methodologies approved by the University Senate and consistently implemented at the level of IOSUD-UCv and SDAP. In support of quality assurance activities, UCv uses databases aimed at: 1. The periodic evaluation of the teaching staff by students and doctoral students (EvStud platform and online questionnaires administered by IOSUD); 2. self-evaluation and management and peer evaluation of the teaching staff, according to institutional procedures; 3. monitoring the academic career of students and doctoral students (data on enrollment, progress, completion of studies); 4. Th outputs of the scientific research activity, managed through the UCv Research Portal , which provides updated information on scientific production, projects and performance indicators. The collected data are used in the drafting of the annual report on internal quality assurance, a public document, available on the university website, which highlights both the achievements and the areas for improvement in the functioning of the quality system. At the level of IOSUD and SDAP, the relevant data for the assessment of the quality of doctoral education are centralised and periodically analyzed, being used in the monitoring process of teaching and research activities, as well as in substantiating decisions regarding the development of the doctoral field of Philology.

✓ Analysis of the state of facts

The examination of the supporting documentation demonstrates the existence of a structured institutional framework for the systematic collection, analysis, and use of data supporting the quality assurance of doctoral studies. The integration of digital platforms and formal monitoring procedures enables the continuous tracking of doctoral students' academic progress, research outputs, admission trends, mobility activities, and the results of doctoral supervisor evaluations. The annual consolidation of these data within the Self-evaluation Report of the Doctoral Schools provides a reliable evidence base for institutional planning and supports informed academic and managerial decision-making. At the SDAP level, the integration of data from doctoral student evaluations, from monitoring of the tutoring activities and from scientific research outputs, contributes to the strengthening of a transparent and predictable quality assurance framework, in the context of doctoral studies.

✓ Aspects that constitute best practice examples

Examples of good practice are the use of integrated digital platforms and formalised institutional mechanisms for the systematic collection, analysis, and use of data supporting the quality assurance of doctoral studies. The annual consolidation of academic indicators, research outputs, admissions, mobility activities, and doctoral supervision results within the Self-evaluation Report of the Doctoral Schools provides a robust evidence base for institutional planning and informed decision-making. The regular analysis of these data by the relevant academic structures supports the continuous monitoring and improvement of doctoral programmes and strengthens evidence-based governance at the IOSUD-UCv level.

✓ Recommendations: N/A.

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

IOSUD-UCv ensures the availability and free access to information of public interest, in accordance with the legislation in force and the principles of institutional transparency. Relevant information regarding the organisation of doctoral studies, the doctoral schools and the doctoral fields of study within IOSUD are available on the institutional website of IOSUD-UCv, and are updated periodically. At the SDAP level, doctoral students and the interested parties have access, through the dedicated webpage, to complete and updated information regarding: the structure of the academic year, curriculum, timetables, research topics , information regarding the organisation and conduct of doctoral programmes, information regarding the content of doctoral programmes, learning outcomes, information regarding the funding of studies, the template of the doctoral study framework contract, the scheduling of exams/report evaluation sessions, etc. IOSUD–UCv also makes available detailed information regarding scientific research activity, educational projects and programmes, applicable regulations and methodologies, extracurricular activities and support services, as well as the rights, obligations and opportunities offered to doctoral students. SDAP has its own webpage (Studies section) on the Faculty of Letters website and, in addition to the official information channels, it uses social media platforms, such as the official Facebook page of the "Alexandru Piru" Doctoral School, as an effective tool for communication and dissemination of information of interest to doctoral students and the wide public. Accordingly, institutional announcements, academic events, scientific activities, calls and relevant information regarding the academic life of the

doctoral school are promoted, contributing to increased visibility and facilitating quick access to updated information. Analysis of the current state of affairs:.

✓ Analysis of the state of facts

The analysis of the documentation and institutional practices shows that IOSUD-UCv has an effective and coherent system for ensuring information transparency and accessibility related to doctoral studies. The comprehensive range of publicly available documents, covering regulations, admission procedures, academic activities, doctoral supervision, thesis defence processes, opportunities for mobility and professional development, and the recognition of qualifications, enables prospective candidates, doctoral students, and stakeholders to obtain complete and up-to-date information regarding the organisation and conduct of the doctoral programmes. The combined use of official websites and social media platforms contributes to diversifying communication channels, improving interaction with doctoral students and increasing the level of information of the interested parties, without affecting the official character and validity of the information made available.

✓ Aspects that constitute best practice examples

- centralized publication and regular updating of all information relevant to doctoral studies through the IOSUD-UCv website.
- integration of academic, administrative, and regulatory information into a single digital platform, including regulations, admission procedures, doctoral supervision, thesis activities, recognition procedures, and mobility opportunities, promotes transparency, enhances communication with stakeholders, and ensures equal access to information for students, applicants, and the wider academic community.

✓ Recommendations: N/A.

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

UCv ensures the clarity and transparency of decision-making processes by implementing explicit information and consultation mechanisms, which guarantee free access to relevant information for all interested parties. The decisions of the University Senate and of the Administrative Board are unfailingly displayed on the official websites, along with regulations, methodologies and annual activity reports, thus facilitating the tracking and understanding of the stages of substantiation and adoption of decisions. At the IOSUD-UCv level, decisions regarding the organization and conduct of doctoral studies are adopted and communicated transparently through institutional channels. Decision-making processes are based on official documents, consultation with relevant academic bodies and compliance with the national regulatory framework in force. Within SDAP, decision-making transparency is ensured by periodically informing doctoral students and teaching staff about the decisions and measures adopted, including through the use of institutional communication channels (e-mail). Doctoral students are represented in the consultative structures and participate, under the law, in decision-making processes regarding the organization of doctoral activities.

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

✓ Aspects that constitute best practice examples

Examples of good practice are the systematic publication of strategic, operational, and self-evaluation documents, as well as the integrated communication of decisions adopted by the University's governing

bodies. The public availability of the Annual Operational Plan, its implementation report, the Annual Research Plan, and the Annual Self-Evaluation Report of the Doctoral Schools promotes accountability, traceability, and stakeholder engagement. This comprehensive approach strengthens institutional transparency and supports evidence-based governance within IOSUD-UCv. The institutional mechanisms implemented at the level of IOSUD-UCv and SDAP ensure a high degree of transparency of decision-making processes, through the systematic publication of relevant documents and through the adequate functioning of management structures.

✓ Recommendations: N/A.

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

In 2021, the University of Craiova was institutionally evaluated by ARACIS, following which it was accredited and received the qualification "High Degree of Confidence", confirming the quality of educational, research and academic management activities. This qualification validated the coherent functioning of the quality assurance system, as well as the institution's commitment to excellence and constant improvement. Also in 2021, the doctoral field of Philology was subject to the periodic ARACIS evaluation, in accordance with the national legislation and methodological standards in force. The result of this evaluation - The ARACIS Council Decision No. 95 /25.11.2021, as per the official ARACIS report, indicates compliance with high quality standards and the relevance of the doctoral programme in the academic and professional context. In accordance with the provisions in force, in 2024, the Interim Evaluation Report was drafted and submitted to ARACIS, a document that highlighted the progress made and the full implementation of the recommendations formulated by the ARACIS experts in the previous evaluation..

✓ Analysis of the state of facts

The doctoral university study field Philology complies with ARACIS requirements for external evaluation and accreditation. Following the successful external evaluation completed in 2021, the programme continued its quality assurance activities through the preparation of a self-evaluation report and supporting documentation for the progress evaluation finalized in 2025.. The implementation of ARACIS recommendations has allowed the field of Philology to further its competitiveness at the national and international levels and enhance a lasting and sustainable evolution of the quality of philological doctoral education.

✓ Aspects that constitute best practice examples

Examples of good practice are the existence of a structured institutional mechanism for monitoring and implementing ARACIS recommendations through the coordinated involvement of CSUD, CSD, DSUD Philology, and CEAC-IOSUD. The systematic tracking of quality indicators, the documentation of corrective measures, and the integration of external evaluation findings into internal quality assurance processes ensure continuous compliance with accreditation standards. This approach promotes evidence-based decision-making, supports the continuous improvement of doctoral programmes, and facilitates effective preparation for future external evaluation cycles.

✓ Recommendations: N/A.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ The existence of a well-structured, coherent and functional academic and administrative management system at all hierarchical levels (UCv, IOSUD, SDAP). the doctoral school has been functioning since 2005, ensuring institutional stability and academic continuity; ✓ Doctoral students' access to state-of the art infrastructure and varied resources through the interoperability of UCv entities - research centres and laboratories within the Faculty of Letters, INCESA infrastructure, digital resources of the UCV Library, etc.; ✓ The intensive digitalisation of administrative and academic processes, which reduces bureaucracy and increases transparency - use of the EvStud platform and the UCv Research Portal to monitor academic progress and scientific production.. ✓ Diversified expertise: an academic body currently consisting of 15 doctoral supervisors in the field of Philology, to which experts in the field of Music and Communication Sciences add up, ensuring a solid foundation for inter- and transdisciplinary research and for the development of SDAP as an environment fostering these types of research. ✓ Scientific and professional prestige and visibility: participation of doctoral supervisors in major international conferences abroad, some of them as Keynote speakers, as well as participation of doctoral students in international conferences abroad; accreditation of doctoral supervisors as evaluators with research bodies (management authorities such as ANC, UEFISCDI), with ARACIS (4 experts and 1 permanent expert in the C2 committee), etc.; ✓ Curriculum flexibility: the doctoral study programme allows the choice of innovative optional courses, such as Phraseology and Terminology or Cultural Dimensions of Philological Studies; ✓ Academic tradition and prestige: a well-established philological school, bearing the name of Professor Alexandru Piru, who laid the foundations of doctoral studies in this field at UCv in 1968; numerous awards and diplomas of excellence conferred to the doctoral supervisors by UCV and other prestigious institutions at the national and international level; ✓ Excellence research: conference proceedings following scientific events organised by SDAP or in partnership with SDAP, published with	INTERNAL FACTORS	✓ Dependence on public funding: a small share from the private sector or non-governmental associations; the need to diversify funding sources, SDAP's participation in international grant competitions is not consistent.structural dependence on the existing human resources for covering philological sub-fields; ✓ Integrating external feedback: the need for a more systematic correlation of curricula with the requirements of partners from the business and cultural environment; ✓ Limited consultation of the business and cultural environment in defining applied research topics and, implicitly, their low motivation to fund doctoral scholarships; ✓ Thesis completion rate: frequent extension of the 3-year doctoral programme length.; ✓ Inter- and transdisciplinary collaboration insufficiently capitalised on through joint research projects.

prestigious publishing houses abroad or as Special issues of ISI indexed journals, including the research of doctoral students; ✓ Active internationalisation: 35 ongoing Erasmus+ agreements at the doctoral level; participation in high profile international networks such as PLIDAM (INALCO Paris), CODFREURCOR, ESSE and the ACROSS alliance; the existence and implementation of international co-tutelle agreements; ✓ Extensive networking capacity: at the national and international level, demonstrated by the organisation of scientific events in partnership with other universities, scientific and professional associations, organisation of networking events to attract foreign researchers to UCv and SDAP (as part of projects carried out by UCv); coordination of national networks (RSEAS) and participation in the boards of European networks (ESSE); ✓ The active mentoring relationship of doctoral supervisors with their doctoral students and cascade mentoring (graduates and doctoral students in their final years provide support and counseling to those in their first and second years of study).		
SWOT analysis		
Opportunities: ✓ Collaboration within the international ACROSS consortium: the opportunity of developing co-tutelle and double degree doctoral programmes, as well as advanced collaborative excellence research by capitalising on the consortium infrastructure; ✓ Access to international databases: expanding access to global information resources to increase the quality of theses and the degree of dissemination of doctoral research outcomes within SDAP; ✓ Emerging research: the potential to develop inter-, multi- and transdisciplinary research directions, aligned with new paradigms in the humanities and digital sciences; ✓ BIP type mobilities: organisation of hybrid intensive programmes (Blended Intensive Programmes) to attract foreign doctoral students to IOSUD-UCv a nd SDAP; ✓ Digital Humanities: accessing funds for the digitalisation of the cultural and linguistic heritage, alongside technical fields;	↻ EXTERNAL FACTORS	Threats: ✓ Legislative instability: changes to national legislation on doctoral studies and ARACIS norms; ✓ Financial vulnerabilities: underbudgeting of higher education and the extremely low number of funding schemes for the Humanities (including Philology), both at the national and European level; ✓ Demographic decline: reduction in the number of candidates eligible for doctoral studies at the national and regional levels; ✓ Artificial Intelligence: ethical challenges related to the use of AI in academic writing - including doctoral theses - and the need for new methods of evaluating original scientific production, as well as for securing intellectual property rights; ✓ Brain Drain: the exodus of young researchers to university centres with more attractive postdoctoral funding; ✓ Devaluation of the Humanities: social perception regarding the reduced usefulness of philological studies compared to STEM fields on the labour market;

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	Formalize stakeholder consultation processes, particularly for external stakeholders, through clearly defined procedures.
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	

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
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	Expand opportunities for joint research and co-supervision with international partners.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
	DOMAIN C. Quality management		
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	required for the internal quality assurance process.		
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.
Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions

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

The evaluation of the doctoral program in Philology at IOSUD – University of Craiova indicates that the program operates within a coherent institutional, academic, and regulatory framework, aligned with national legislation and ARACIS standards. The organizational structures, governance mechanisms, and regulatory instruments ensure the smooth operation of the doctoral program and support the achievement of its objectives. The program benefits from qualified human resources, with doctoral advisors who meet national standards and are actively involved in teaching and research activities. The program emphasizes research, integrating scientific inquiry into doctoral training, as evidenced by doctoral students' participation in research activities, publications, and scientific events. Sufficient material and academic resources, such as library services, research infrastructure, and digital tools, effectively support learning and research activities. The evaluation also confirms the existence of

functional quality assurance mechanisms, including internal evaluation processes, institutional procedures, and participation in external evaluation exercises. Transparency of information and participatory governance contribute to the overall coherence and credibility of the program. At the same time, the analysis identified areas where further strengthening would enhance the overall quality and visibility of the doctoral program. These include strengthening the evidence base demonstrating the impact of quality assurance processes, improving the explicit alignment between learning outcomes, curriculum, and assessment, expanding the systematic use of data and digital tools in program management, as well as further developing structured stakeholder engagement and support measures for diversity and inclusion. Additional attention to monitoring and documenting the results of internationalization and professional development activities would also contribute to the program's continuous improvement. Overall, the doctoral study program in Philology demonstrates a good level of compliance with ARACIS standards, with no major deficiencies affecting its operation. The areas identified for improvement represent directions for development rather than structural weaknesses.

Propose and substantiate a decision.
Following the completion of the accreditation[3]/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:

a) maintaining accreditation (MAC).

VII. Annexes

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

[3] When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining 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

Instituția de învățământ superior/Organizația furnizoare de educație/ Higher Education Institution / Education Provider Organization: **Universitatea din Craiova**

Școala doctorală/ Doctoral School:
Domeniul de doctorat/ Doctoral Domain**:** Filologie/Philology
Obiectivul evaluării externe/ The objective of the external evaluation**:** *menținerea acreditării domeniului de doctorat/ maintaining accreditation*
Perioada vizitei de evaluare/ The evaluation period: *8-9 septembrie 2026*

Comisia de experţi evaluatori ai ARACIS/Evaluation panel:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	***Prof. univ. dr. Iulian Boldea***	*Membru - Cadru didactic RNE*
2.	***Conf. univ. dr. Carolina Dodu Savca***	*Membru - Evaluator internațional RNE-I*
3.	***Bogdan Marius Negrea***	*Membru - Student doctorand RNE-S*

Reprezentantul ÎÎS/OFE:

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Marţi/ *Tuesday*, 08.09.2026			
11:00-11:30	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*	Sala 210, Clădirea centrală a Universităţii din Craiova / Room 210, University of Craiova Main building
11:30-12:20	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 416, Clădirea centrală a Universităţii din Craiova / Room 416, University of Craiova Main building Lista participanţilor / List of participants: 1. Prof. univ. dr. , Prorector Programe de Studii şi Asigurarea Calităţii / Professor , PhD, Vice-Rector for Study Programmes and Quality Assurance 2. Prof. univ. dr. , Membru CSUD / Professor , PhD, Member of the Council of Doctoral Studies 3. Prof. univ. dr. , Membru CSUD / Professor , PhD, Member of the Council of Doctoral Studies 4. Prof. univ. dr. , Director Şcoala Doctorală „Alexandru Piru" – persoană de contact / Professor , PhD, Head of "Alexandru Piru" Doctoral School – Contact person 5. Prof. univ. dr. , Membru al Consiliului Şcolii Doctorale „Alexandru Piru" / Professor , PhD, Member of the Council of "Alexandru Piru" Doctoral School 6. Prof. univ. dr. , Membru al Consiliului Şcolii Doctorale „Alexandru Piru" / Professor , PhD, Member of the Council of "Alexandru Piru" Doctoral School 7. Drd an II, Membru CSUD / 2nd year Doctoral student, Member of the Council of Doctoral Studies 8. Drd. , an III, Membru CSUD / 3rd year Doctoral student, Member of the Council of Doctoral Studies 9. Drd. an III, Membru al Consiliului Şcolii Doctorale „Alexandru Piru" / 3rd year Doctoral student,

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			Member of the Council of ”Alexandru Piru” Doctoral School
12:30-13:20	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)**/ *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala 277, Clădirea centrală a Universității din Craiova / Room 277, University of Craiova Main building Lista participanților / List of participants: 1. Prof. univ. dr. , Director Școala Doctorală „Alexandru Piru” / Professor PhD, Head of ”Alexandru Piru” Doctoral School 2. Prof. univ. dr. , Membru al Consiliului Școlii Doctorale „Alexandru Piru” / Professor PhD, Member of the Council of ”Alexandru Piru” Doctoral School 3. Prof. univ. dr. , Școala Doctorală „Alexandru Piru” / Professor , PhD, ”Alexandru Piru” Doctoral School 4. Dr. , Referent științific Școala Doctorală „Alexandru Piru” / , PhD, Scientific reviewer, ”Alexandru Piru” Doctoral School
13:30-14:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala 277, Clădirea centrală a Universității din Craiova / Room 277, University of Craiova Main building Lista participanților / List of participants: 1. Conf. univ. dr. Școala Doctorală „Alexandru Piru” / Associate Professor PhD, ”Alexandru Piru” Doctoral School 2. Prof. univ. dr. , Școala Doctorală „Alexandru Piru” / Professor , PhD, ”Alexandru Piru” Doctoral School 3. Prof. univ. dr. , Școala Doctorală „Alexandru Piru” / Professor , PhD, ”Alexandru Piru” Doctoral School 4. Prof. univ. dr. , Școala Doctorală „Alexandru Piru” / Professor , PhD, ”Alexandru Piru” Doctoral School 5. Prof. univ. dr. , Școala Doctorală „Alexandru Piru” / Professor , PhD, ”Alexandru Piru” Doctoral School 6. Prof. univ. dr. , Școala Doctorală „Alexandru Piru” / Professor , PhD, ”Alexandru Piru” Doctoral School

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			7. Prof. univ. dr. , Școala Doctorală „Alexandru Piru” / Professor , PhD, ”Alexandru Piru” Doctoral School 8. Prof. univ. dr. , Școala Doctorală „Alexandru Piru” / Professor , PhD, ”Alexandru Piru” Doctoral School 9. Conf. univ. dr. , Școala Doctorală „Alexandru Piru” / Associate Professor , PhD, ”Alexandru Piru” Doctoral School 10. Prof. univ. dr. , Școala Doctorală „Alexandru Piru” / Professor , PhD, ”Alexandru Piru” Doctoral School
14:30-15:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenţi** [4] **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 277, Clădirea centrală a Universității din Craiova / Room 277, University of Craiova Main building Lista participanților / List of participants: 1. Drd. , an I / 1st year Doctoral student 2. Drd , an I / 1st year Doctoral student 3. Drd. an I / 1st year Doctoral student 4. Drd. , an II / 2nd year Doctoral student 5. Drd. , an III / 3rd year Doctoral student 6. Drd. , an III, / 3rd year Doctoral student 7. Drd. , an III / 3rd year Doctoral student 8. Drd. , an III, / 3rd year Doctoral student 9. Drd. , an IV / 4th year Doctoral student 10. Drd. , an IV / 4th year Doctoral student 11. Radu , an V / 5th year Doctoral student
15:30-16:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenţi**[5],[6] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[7] *of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala 277, Clădirea centrală a Universității din Craiova / Room 277, University of Craiova Main building Lista participanților / List of participants: 1. , anul absolvirii 2025 / graduation year: 2025

[4] 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.

[5] Se va evita invitarea absolvenților care sunt angajați ai ÎIS sau ai OFE, după caz.

[6] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

[7] Avoid inviting alumni 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*
			2. , anul absolvirii 2025 / graduation year: 2025 3. anul absolvirii 2025 / graduation year: 2025 4. , anul absolvirii 2024 / graduation year: 2024 5. , anul absolvirii 2024 / graduation year: 2024 6. , anul absolvirii 2023 / graduation year: 2023 7. , anul absolvirii 2023 / graduation year: 2023 8. , anul absolvirii 2022 / graduation year: 2022 9. , anul absolvirii 2020 / graduation year: 2020
16:30-17:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers[8] of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala 277, Clădirea centrală a Universității din Craiova / Room 277, University of Craiova Main building 1. , Smart School Concept, Craiova 2. , Manager Resurse Umane Elpreco / Human Resources Manager Elpreco 3. , Director TVR Craiova / Director of TVR Craiova 4. , Consilul Național al Audiovizualului / National Audiovisual Council 5. , Inspector Școlar General, ISJ Dolj / School Inspector English and German Languages, Dolj County School Inspectorate 6. , Director Muzeului Cărții și Exilului Românesc / Director of the Museum of Books and the Romanian Exile 7. , Președinte Today Social Skills / President, Today Social Skills 8. , Director Muzeului Olteniei / Director of the Museum of Oltenia 9. , Manager SC TotalTrad SRL / Manager SC TotalTrad SRL

[8] 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*
17:30-18:30	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai instituţiei sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	Sala 210 - Școala doctorală „Alexandru Piru” / Room 210 -“Alexandru Piru” Doctoral School Sala 208 - Școala doctorală „Alexandru Piru” / Room 208 -“Alexandru Piru” Doctoral School Sala 416, Sala de Consiliu CSUD / Room 416 CSUD Council Room Sala 415, Biroul studii doctorale / Room 415 Doctoral Studies Office Sala 337A (multimedia) – Facultatea de Litere / Room 337A (multimedia room) – Faculty of Letters Sala 321 (amfiteatru) – Facultatea de Litere Sala 444 (amfiteatru) / Room 321 (multimedia room) – Faculty of Letters Lectoratul englez - Facultatea de Litere / English language reading room - Faculty of Letters Lectoratul francez - Facultatea de Litere / French language reading room - Faculty of Letters Lectoratul spaniol - Facultatea de Litere / Spanish language reading room - Faculty of Letters Sala 277 – sala de lectură multidisciplinară – carte veche / Room 277 – Multidisciplinary Reading Room – Rare Books Sala 368 – sala de lectură a Facultății de Litere / Room 368 – Faculty of Letters Reading Room Lista participanților / List of participants: 1. Prof. univ. dr. , Director Școala Doctorală „Alexandru Piru” / Professor , PhD, Head of ”Alexandru Piru” Doctoral School 2. Prof. univ. dr. , Membru al Consiliului Școlii Doctorale „Alexandru Piru” / Professor PhD, Member of the Council of ”Alexandru Piru” Doctoral School 3. Prof. univ. dr. Școala Doctorală „Alexandru Piru” / Professor , PhD, ”Alexandru Piru” Doctoral School
Miercuri / *Wednesday*, 09.09.2026			

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
9:00 - 9:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala 210, Clădirea centrală a Universității din Craiova / Room 210, University of Craiova Main building
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala 277, Clădirea centrală a Universității din Craiova / Room 277, University of Craiova Main building Lista participanților / List of participants: 1. Prof. univ. dr. , Director *Centrul de Cercetare în Științe Umaniste și Arte* (*SumArt*) / Professor , PhD, Director of the *Research Centre for Humanities and Arts (SumArt)* 2. Prof. univ. dr. , Coordonator *Laboratorul de Traducere, terminologie și analiză de corpus (CoTraT)* / Professor , PhD, Head of the Laboratory for *Translation, terminology nad corpus analysis (CoTraT)* 3. Prof. univ. dr. , Coordonator *Laboratorul Diversitate lingvistică și practici discursive identitare (PraxLingua)* / Professor , PhD, Head of the *Laboratory for Linguistic Diversity and Identity Discursive Practices (PraxLingua)* 4. Prof. univ. dr. , Coordonator *Laboratorul de studii antropologice și literare asupra imaginarului, creativității și limbajelor moderne și contemporane (Antropo-Lit)* / Professor , PhD, Head of the *Laboratory for Anthropological and Literary Studies of the Imaginary, Creativity, and Modern and Contemporary Languages (Antropo-Lit)*
10:30 - 11:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala 277, Clădirea centrală a Universității din Craiova / Room 277, University of Craiova Main building

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	structurilor organizatorice în domeniul asigurării calităţii/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	Lista participanților / List of participants: 1. Prof. univ. dr. – Președinte Comisia pentru Evaluarea și Asigurarea Calităţii Universităţii din Craiova (CEAC-UCv) / Professor , PhD, President of the Committee for the Evaluation and Quality Assurance of the University of Craiova (CEAC-UCv) 2. Conf. univ. dr. , Membru Comisia pentru Evaluarea și Asigurarea Calităţii Universităţii din Craiova (CEAC-UCv) / Associate Professor , PhD, Member of the Committee for the Evaluation and Quality Assurance of the University of Craiova (CEAC-UCv)
11:20 - 12:00	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 277, Clădirea centrală a Universității din Craiova / Room 277, University of Craiova Main building 1. Prof. univ. dr. – Membru Comisia de Etică / Professor , PhD, Member of the Ethics Committee 2. Drd. – Membru Comisia de Etică / Doctoral Student , Member of the Ethics Committee
12:10 - 12:50	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	
13:00- 14:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational*	- 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 416, Clădirea centrală a Universității din Craiova / Room 416, University of Craiova Main building Lista participanților / List of participants: 1. Prof. univ. dr. , Prorector Programe de Studii și Asigurarea Calității / Professor , PhD, Vice-Rector for Study Programmes and Quality Assurance 2. Prof. univ. dr. , Membru CSUD / Professor , PhD, Member of the Council of Doctoral Studies 3. Prof. univ. dr. , Membru CSUD / Professor ,

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	component, to communicate the conclusions of the evaluation process		PhD, Member of the Council of Doctoral Studies 4. Prof. univ. dr. , Director Şcoala Doctorală „Alexandru Piru” – persoană de contact / Professor , PhD, Head of ”Alexandru Piru” Doctoral School – Contact person 5. Prof. univ. dr. , Membru al Consiliului Şcolii Doctorale „Alexandru Piru” / Professor , PhD, Member of the Council of ”Alexandru Piru” Doctoral School 6. Prof. univ. dr. , Membru al Consiliului Şcolii Doctorale „Alexandru Piru” / Professor , PhD, Member of the Council of ”Alexandru Piru” Doctoral School 7. Drd. , an II, Membru CSUD / 2nd year Doctoral student, Member of the Council of Doctoral Studies 8. Drd. , an III, Membru CSUD / 3rd year Doctoral student, Member of the Council of Doctoral Studies 9. Drd. an III, Membru al Consiliului Şcolii Doctorale „Alexandru Piru” / 3rd year Doctoral student, Member of the Council of ”Alexandru Piru” Doctoral School

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,
Iulian Boldea
Titela Vîlceanu