HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

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

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

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

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

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

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

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

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

Luând în considerare:

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

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

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

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

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

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

Consiliul Agenţiei Române de Asigurare a Calităţii în Învăţământul Superior
HOTĂRĂŞTE:

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

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

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

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

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

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

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

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

Consilier juridic

NR. 318/H/22.10.2026

ANEXA NR. 6
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 6.2

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea de Ştiinţe Agricole şi Medicină Veterinară din Cluj-Napoca
Şcoala(ile) doctorală(e)	Științe Agricole Inginerești
Domeniul de studii universitare de doctorat (DSUD)	*Horticultură*
Procedura/procesul de evaluare externă a calităţii educaţiei	Menținerea acreditării

DECIZIA

Descrierea pe scurt a procesului de luare a deciziei

Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Agricole, Silvice și Medicină Veterinară (CPS_C9) din 02.10.2026, propunerea de decizie fiind consemnată în PV nr. 5021/02.10.2026.
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/20.10.2026.

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

Domeniul	Standarde Î / N	Indicatori de performanţă Î / PÎ / N
A	**Î:** S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: -	**Î:** I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ:- N: -
B	**Î:** S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: -	**Î:** I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ-: N: -
C	**Î:** S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: -	**Î:** I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ:- N:-

Motivarea deciziei

Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

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

*și, astfel, prin aplicarea art. 63 din Metodologie decide că **standardele sunt ÎNDEPLINITE.***

Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca
Doctoral School:	Doctoral School of Agricultural Engineering Sciences
Doctoral Domain:	Horticulture
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	COSMULESCU SINA NICULINA	Expert evaluator	
2.	KRUJA ALBA	International Expert	
3.	STANESCU VLAD ANDREI	PhD Student Evaluator	

I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);

Type of evaluation: Maintaining accreditation (MAC)
Period covered by the evaluation: September 9-10, 2026
Membership of the external quality experts:

Nr. crt.	Numele şi prenumele	Calitatea
1.	Prof.univ.dr. COSMULESCU SINA NICULINA	Coordonator comisie
2	Prof. dr. KRUJA ALBA	Evaluator international conducator de doctorat
3	STANESCU VLAD ANDREI	Student doctorand

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

Establishment, evolution. The University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca (USAMV Cluj-Napoca) is one of Romania's oldest and most prestigious higher education institutions in the fields of agriculture, veterinary medicine, horticulture, food sciences, forestry, and rural development. Its academic tradition dates back to 1869, when the Cluj-Mănăștur Institute of Agronomic Education was established. Throughout its history, the institution evolved through several stages, including the Cluj Academy of Agriculture (1906–1929), the Academy of Higher Agronomic Studies (1929–1948), and the Agronomic Institute (1948–1992), preserving and continuously developing its educational and scientific heritage. Following the restoration of university autonomy, the institution was renamed the University of Agricultural Sciences in the 1990–1991 academic year, a decision confirmed by the Ministry of Education in 1991. Since 1992, it has operated under the name University of Agricultural Sciences Cluj-Napoca, and since 1995, according to Government Decision No. 568/1995 and Ministerial Order No. 4620/1995, it has officially borne its current name: University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca. The University's organisational structure has continuously evolved in response to educational and labour market needs. The Faculty of Food Science and Technology was established in 2012 (Government Decision No. 707/2012), while the Faculty of Forestry and Cadastre was created in 2022 (Government Decision No. 433/2022). In the same year, the Faculty of Horticulture was renamed the Faculty of Horticulture and Business in Rural Development. At present, USAMV Cluj-Napoca comprises six faculties offering undergraduate, master's, doctoral, and lifelong learning programmes across a broad range of agricultural and life science disciplines. Since the 2020–2021 academic year, the University has also operated a Tertiary College, currently offering the Forestry Technician programme.
Mission. According to the University Charter (approved by the Senate on 7 February 2024), USAMV Cluj-Napoca's mission is to provide advanced education and scientific research, contributing to knowledge generation through research, innovation, technological development, and technology transfer, while ensuring high-quality professional training aligned with national and international educational standards and labour market requirements. Master's and doctoral programmes are designed as a natural continuation of undergraduate education, enabling graduates to develop advanced competencies and research skills.
Governance and Institutional Structure. The University operates under the principles of university autonomy, academic freedom, institutional responsibility, transparency, and participatory governance. Its organisational and managerial framework is regulated by the University Charter, which establishes the University's mission, governance structure, academic regulations, and quality assurance framework. The institution is governed by the University Senate, supported by the Rector, the Administrative Council, faculties, departments, and specialised administrative structures. USAMV Cluj-Napoca provides education through six faculties and benefits from extensive educational and research infrastructure, including five teaching and practical training facilities managed by the Experimental Teaching Station: Jucu (crop production), Cojocna (crop and livestock production), Hoia (livestock production), the Horticultural

Research Station, and the Vinea Apoldia Maior Viticultural Station (Apoldu de Sus). These facilities ensure students' practical training and support research and innovation activities.

Study Programmes. The University offers accredited bachelor's, master's, doctoral, and tertiary education programmes covering agriculture, horticulture, veterinary medicine, animal sciences, food science and technology, forestry, cadastre, biotechnology, environmental sciences, and rural development. The curricula are developed in accordance with the European Higher Education Area (EHEA) principles and are based on the European Credit Transfer and Accumulation System (ECTS), as regulated by the University's Student Professional Activity Regulations.

External Quality Evaluation Procedures. USAMV Cluj-Napoca maintains a comprehensive internal quality assurance system complemented by regular external quality evaluations conducted in accordance with Romanian legislation and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). Institutional and programme evaluations are performed by the Romanian Agency for Quality Assurance in Higher Education (ARACIS), while doctoral studies are periodically evaluated according to the national quality assurance framework. The University continuously updates its study programmes, governance mechanisms, and quality assurance procedures based on evaluation outcomes, stakeholder feedback, and labour market requirements. Public information regarding institutional governance, quality assurance, academic regulations, and student services is available through the University's official website.

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

General Description of the Doctoral Study Domain in Horticulture. The Doctoral Study Domain in Horticulture within the Institution Organising Doctoral Studies (IOSUD) – University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca (USAMV Cluj-Napoca) operates under the Doctoral School of Agricultural and Engineering Sciences. Its primary objective is to educate highly qualified researchers and specialists capable of contributing to the advancement of scientific research, innovation, and technology transfer in the field of horticulture. The mission of the doctoral programme is to prepare specialists able to initiate, coordinate, and implement research and development projects in horticulture, both in academia and in the economic sector, while adhering to the principles of academic integrity and research ethics.

Evolution of the Doctoral Study Domain During the Reference Period. During the evaluation period (2020–2025), the Doctoral Study Domain in Horticulture maintained its attractiveness and capacity for doctoral education. All 27 state-funded doctoral places allocated through the admission competitions during the reference period were filled, complemented by five tuition-paying doctoral candidates, demonstrating the sustained interest in the programme and its relevance within both the academic and professional environments. As of 30 September 2025, the doctoral study domain enrolled 19 doctoral students, of whom 16 were undertaking their regular doctoral studies and 3 were in the extension period. Between 2021 and 2025, a total of 19 doctoral theses were successfully defended and validated by the Romanian National Council for the Attestation of University Degrees, Diplomas and Certificates (CNATDCU). All theses were validated without any cases of plagiarism or breaches of academic ethics and research integrity. Among these, two doctoral theses were completed under international co-supervision with the Polytechnic University of Valencia (Spain), while two theses were written in English, reflecting the increasing internationalisation of the doctoral programme and its integration into the European Research Area. The human resources involved in doctoral supervision also showed positive development during the reference period. As of 1 October 2025, the Horticulture doctoral study domain had 10 doctoral supervisors, including 8 tenured academic staff members of IOSUD–USAMV Cluj-Napoca and 2 associate academic staff members. Compared with the previous external quality evaluation, the Doctoral Study Domain in Horticulture has further strengthened its academic performance by maintaining a high occupancy rate of the available doctoral places, expanding international cooperation, increasing the number of qualified doctoral supervisors, and diversifying its research directions. These developments demonstrate the maturity of the doctoral study domain and its capacity to respond effectively to the current challenges of

scientific research, socio-economic development, and the objectives of the European Higher Education Area.

II. Methods used

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

The evaluation process consisted of the analysis of the Internal Evaluation Report (REI) of the Doctoral Study Domain in Horticulture (DSUD–Horticulture) and its annexes. The evaluation also took into consideration the information and supporting documentation available in electronic format on the official website of the University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca (USAMV Cluj-Napoca). This comprehensive review enabled an assessment of the doctoral study domain's compliance with the national regulatory framework and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015), as well as with the quality assurance standards established by ARACIS for doctoral studies.

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

During the site visit, the evaluation panel visited the main teaching and research facilities of the Doctoral Study Domain in Horticulture**,** including the specialised laboratories and experimental platforms dedicated to horticultural sciences, plant breeding, biotechnology, pomology, viticulture, vegetable science, floriculture, and landscape architecture**.** The panel also visited the research facilities supporting doctoral research in horticulture and related life sciences. Meetings and discussions were held with the management of the Institution Organising Doctoral Studies (IOSUD) and the Doctoral School, doctoral supervisors, academic and research staff, doctoral students, graduates, employers, administrative staff responsible for doctoral studies and quality assurance, as well as representatives of the university leadership. The discussions focused on research infrastructure, doctoral education and supervision, quality assurance mechanisms, research performance, internationalisation, collaboration with the socio-economic environment, and the strategic development of the doctoral school. The evaluation panel also assessed the adequacy of the research facilities, scientific equipment, laboratories, experimental fields, and support services available to doctoral students for conducting high-quality research in the field of horticulture.

- Other relevant methods or aspects.

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

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

DOMAIN A. Institutional capacity

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

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

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

At the level of IOSUD – University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca (USAMV Cluj-Napoca), the organisational structures responsible for the management and administration of doctoral studies are clearly defined and publicly available on the university website (https://www.usamvcluj.ro/invatamant/doctorat/), together with information on their composition, responsibilities and contact details. The Doctoral Study Domain in Horticulture operates within the Doctoral School of Agricultural and Engineering Sciences, under the coordination of the Council for Doctoral Studies (CSUD) and the Doctoral School Council, which are responsible for the strategic management, organisation, monitoring and quality assurance of doctoral studies. The administrative management of doctoral students, from admission to graduation, is carried out by the Doctoral School Secretariat. Since the 2024–2025 academic year, IOSUD has implemented its own registry system, ensuring the registration and traceability of all documents related to doctoral studies. The organisational relationships and governance structure are described in the USAMV Cluj-Napoca Organisational Chart, approved by the University Senate on 23 July 2024. The organisation and functioning of doctoral studies are regulated through a comprehensive set of institutional regulations, publicly available on the doctoral school's website under the section Legislation, Regulations, Procedures and Forms. The main documents include the Institutional Regulations on the Organisation and Conduct of Doctoral Studies (RU24), the Regulations on the Admission to Doctoral Studies (RU24B), the Regulations on the Organisation and Functioning of the Doctoral School of Agricultural and Engineering Sciences (RU65), the Regulations on the Completion of Doctoral Studies (RU24A), and the Operational Procedure on Academic Ethics and Integrity (PO-127).
Admission procedures, doctoral training, thesis preparation and public defence are regulated through dedicated procedures, which include detailed workflows, standard forms and supporting documentation. Beginning with the 2024–2025 academic year, updated regulations governing the preparation and defence of doctoral theses have been introduced, allowing both traditional and article-based doctoral theses, in accordance with the provisions of Law No. 199/2023 and Order of the Minister of Education No. 3020/2024. Most institutional regulations are also available in English.

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

The evidence analysed confirms that the organisational structures responsible for doctoral education are clearly defined, institutionalised and publicly available, ensuring transparent governance of the Doctoral Study Domain in Horticulture. The internal regulatory framework is comprehensive, regularly updated in accordance with the current national legislation, and provides clear procedures covering all stages of doctoral studies, including admission, academic progress, quality assurance, thesis preparation and completion of doctoral studies. The existence of well-defined organisational responsibilities, publicly accessible regulations and standardised procedures demonstrates the effective institutional organisation of doctoral studies and ensures transparency, consistency and compliance with national regulations and European quality assurance standards.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

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

Within the Doctoral Study Domain in Horticulture, doctoral supervisors carry out their activities within the Faculty of Horticulture and Business in Rural Development and the Faculty of Forestry and Cadastre. The governance of doctoral studies is ensured by the Council for Doctoral Studies (CSUD) and the Doctoral School of Agricultural and Engineering Sciences (SDSAI), whose decisions and regulations are publicly available on the university website. IOSUD–USAMV Cluj-Napoca has established internal procedures for the monitoring and quality assurance of doctoral studies, including regular evaluations based on doctoral students' feedback, annual activity reports and institutional questionnaires. Feedback from academic staff, doctoral students, graduates and employers is systematically collected and used to support the continuous improvement of the doctoral programme. Collaboration with the socio-economic environment is promoted through institutional partnerships and consultation mechanisms aimed at aligning doctoral education with labour market needs.

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

The evidence confirms that effective consultation and decision-making mechanisms are implemented at institutional, doctoral school and faculty levels. The publication of agendas, decisions and regulations, together with the consultation of the academic community prior to their adoption, ensures transparency and stakeholder participation in the governance of doctoral studies. The systematic collection of feedback from doctoral students, academic staff, graduates and employers, combined with periodic internal evaluations, provides an effective basis for the continuous improvement of the Doctoral Study Domain in Horticulture. Furthermore, the University's Strategic Plan 2024–2029 identifies collaboration with the socio-economic environment as one of its strategic priorities, supporting the continuous adaptation of doctoral education and research activities to the needs of society, the labour market and scientific development.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

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

USAMV Cluj-Napoca provides adequate teaching, research and support facilities for doctoral studies in the Doctoral Study Domain in Horticulture. Doctoral students have access to the University's research infrastructure, including the Institute of Life Sciences, the Transylvanian Institute for Advanced Horticultural Research (ICHAT) and the Centre for Biodiversity Research, as well as specialised laboratories, experimental fields and research centres relevant to horticultural sciences. The research infrastructure is publicly available on the university website and on the EERTIS platform. Doctoral students also benefit from comprehensive academic support through the University Library, which provides access to extensive printed collections and major international scientific databases (e.g., Web of Science, ScienceDirect, SpringerLink, CABI), as well as through the Career Counselling and Guidance Centre. Accommodation, catering services and dedicated support for students with disabilities are provided in accordance with institutional regulations, ensuring equal access to educational and research resources.

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

The available evidence demonstrates that the Doctoral Study Domain in Horticulture benefits from an appropriate and well-developed infrastructure for education and research. Modern laboratories, experimental facilities, extensive library resources and access to international scientific databases provide doctoral students with the necessary conditions to conduct high-quality research. In addition, the support services offered by the University contribute to an inclusive academic environment and facilitate both the professional development and well-being of doctoral students.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

Research activities in the Doctoral Study Domain in Horticulture are supported by the laboratories and research centres of the Institute of Life Sciences (ISV), the Transylvanian Institute for Advanced Horticultural Research (ICHAT), and the laboratories of the relevant faculties and departments. Doctoral students have unrestricted access to the University's research infrastructure, in accordance with the ISV Regulations (RU56), ICHAT Regulations (RU57) and Operational Procedure PO-124, under the supervision of their doctoral supervisors. The University ensures the maintenance and continuous development of the research infrastructure through its administrative structures. All teaching and research facilities comply with health and safety regulations, while laboratory equipment is regularly maintained and operated only by trained personnel or doctoral students working under appropriate supervision.

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

The available evidence confirms that the Doctoral Study Domain in Horticulture benefits from adequate research facilities, specialised laboratories and modern equipment that effectively support doctoral education and research activities. Institutional regulations governing access, maintenance and safe use of the research infrastructure ensure appropriate conditions for conducting high-quality doctoral research.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

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

The Doctoral Study Domain in Horticulture is supported by 10 doctoral supervisors, all of whom are experienced researchers and academics. The doctoral training programme also involves academic staff teaching compulsory and elective courses, as well as members of the doctoral guidance and academic integrity committees. All compulsory courses are delivered by doctoral supervisors holding the academic rank of Professor, while all members of the guidance committees hold a doctoral degree. All doctoral supervisors fulfil and exceed the minimum CNATDCU standards required for doctoral supervision. Recruitment, promotion and recognition of academic and research staff are governed by transparent institutional regulations and procedures covering academic appointments, habilitation, the recognition of qualifications obtained abroad, and the affiliation of doctoral supervisors.

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

The evidence demonstrates that the Doctoral Study Domain in Horticulture benefits from highly qualified academic and research staff with recognised expertise in horticultural sciences. The academic profile and research performance of the doctoral supervisors ensure the effective delivery of the doctoral training programme, high-quality supervision, and the successful implementation of doctoral research activities, fully supporting the achievement of the programme's educational and research objectives.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

USAMV Cluj-Napoca actively supports the professional development of academic and research staff involved in the Doctoral Study Domain in Horticulture through institutional policies and continuing education programmes. These include training in teaching, digital, language and research skills, participation in Erasmus+, CEEPUS, DAAD, Fulbright, Horizon Europe, COST and MSCA programmes, as well as support for scientific publications, conference participation, workshops and summer schools. The University is also a founding member of the EU-GIFT European University Alliance, promoting international cooperation and academic networking. Professional development activities are monitored through the institutional self-evaluation system and supported by dedicated university regulations.

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

The evidence demonstrates that USAMV Cluj-Napoca provides a coherent framework for the continuous professional development of doctoral supervisors and academic staff involved in the Doctoral Study Domain in Horticulture. Institutional support for training, international mobility, research collaboration and scientific dissemination contributes to strengthening academic competences, enhancing research performance and ensuring the continuous improvement of doctoral education.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

At USAMV Cluj-Napoca, the recruitment of academic and research staff is carried out through public and competitive procedures, in accordance with national legislation and institutional regulations (RU37). The recruitment process is based on the principles of transparency, equal opportunities, professional competence and non-discrimination. The admission of new doctoral supervisors to the Doctoral School of Agricultural and Engineering Sciences is regulated by RU48, RU65 and PO-88. Candidates must hold the right to supervise doctoral students (habilitation) obtained in Romania or recognised from abroad and must fulfil the national CNATDCU standards applicable to the field. Their affiliation to the doctoral school is subject to approval by the Doctoral School Council (CSDSAI), CSUD, the Administrative Council, and the University Senate.

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

The available evidence confirms that the recruitment of academic staff and the affiliation of doctoral supervisors are based on transparent, competitive and merit-based procedures. Compliance with national standards and the multi-level institutional approval process ensure the quality of doctoral supervision and the integrity of the recruitment process, while the procedures for recognising qualifications obtained abroad support the internationalisation of the doctoral school.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

Criterion A.4. Digitalisation of institutional processes

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

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

USAMV Cluj-Napoca provides a modern digital infrastructure supporting education, research and administrative activities through its IT Centre and integrated Intranet platform. Teaching staff and doctoral students have access to institutional e-mail, electronic learning resources, Google Classroom, Google Meet, and the University's e-learning platform. The USAMV CN – DIGITAL CONNECTING project has further enhanced the digital competences of academic staff and students. In addition, the University uses the Erasmus Without Paper platform to support digital academic mobility. Within IOSUD, key doctoral processes, including admission, habilitation and doctoral thesis defence, are supported by digital tools and online access to regulations, procedures, forms and relevant information, facilitating efficient communication and administrative management.

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

The available evidence demonstrates that USAMV Cluj-Napoca has implemented effective ICT infrastructure and digital services that support doctoral education and research. The digitalisation of academic and administrative processes improves accessibility, transparency and efficiency, while contributing to the quality of doctoral studies and aligning institutional practices with current digital transformation objectives.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

The Horticulture doctoral study programme is structured in accordance with the national legal framework, USAMVCN institutional regulations and the principles of the European Higher Education Area, CNC and EQF (level 8). The programme comprises 240 ECTS credits (60 ECTS/year) and includes two main components: the Advanced University Studies Programme (PSUA) – 60 ECTS in Year I, and the Individual Scientific Research Programme (PCS) – 180 ECTS in Years II–IV. PSUA includes compulsory and optional courses, complementary training activities, scientific events, the preparation and defence of the Bibliographic Report, and the development of the doctoral research project. PCS focuses on experimental and applied research, annual progress reports, scientific dissemination, mobility and participation in research projects. Expected learning outcomes are defined in the discipline files through professional and transversal competences and associated performance indicators. The structure, content, learning activities, assessment methods and ECTS allocation are documented in the 2025–2026 Curricula, PSUA Discipline Files, Study Contract, Doctoral Student's Individual Study Plan (PSUA), Individual Training Programme (PCS) and the relevant institutional regulations (RU24, RU65 and RU66).

✓ 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 structure of the doctoral programme demonstrates a clear correspondence between the expected learning outcomes, learning and research activities, assessment processes and the allocation of transferable study credits. The progressive distribution of 240 ECTS across the four years supports the gradual development of advanced knowledge, research competences, autonomy and responsibility corresponding to CNC/EQF level 8. The combination of specialised courses, complementary and interdisciplinary training, individual research, progress reports, scientific publications, conference participation and research projects provides an integrated doctoral training pathway. Continuous supervision by the doctoral supervisor and the guidance and academic integrity committee further supports the achievement and monitoring of the expected learning outcomes.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled

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

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

* The term "programmes" concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term "programme" shall be used hereinafter.

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

The expected learning outcomes (ELOs) of the Horticulture doctoral programme are formulated in accordance with CNC/EQF level 8 and OMEC No. 4837/2025 and are correlated with the advanced professional competences required in scientific research, technological development, innovation and higher education in the horticultural field. The ELOs address advanced competences such as the independent design and implementation of scientific research, use of modern horticultural methods and technologies, development and validation of sustainable horticultural technologies, analysis and interpretation of complex experimental data, scientific publication and dissemination, research project management, and compliance with ethical, biosafety and regulatory requirements. These competences are correlated with relevant occupations identified through ESCO/ISCO-08, including scientific and agricultural researchers, plant breeders/geneticists, agricultural and horticultural advisers, higher education teachers, horticultural production managers and research and development managers. The correlation is further supported by the curriculum, doctoral students' participation in competitively funded research projects, scientific publication requirements, development of transversal competences and monitoring of graduates' professional integration. Thus, the programme documentation demonstrates the relationship between expected learning outcomes, CNC/EQF level 8 competences and the requirements of relevant occupations identified through COR/ESCO.

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

The analysis indicates a consistent correlation between the expected learning outcomes, the curriculum and research activities, and the competences required for relevant occupations in the horticultural sector. The strong research component of the doctoral programme, complemented by advanced methodological training, scientific communication, project management and interdisciplinary activities, supports the acquisition of the knowledge, skills, autonomy and responsibility required at CNC/EQF level 8. The alignment with ESCO/COR occupational requirements is reflected particularly in the development of competences related to advanced scientific research, innovation, complex data analysis, application of modern horticultural technologies, research management and higher education. The involvement of doctoral students in research projects and scientific dissemination further contributes to the practical validation of these competences and to graduates' employability in research, academia and specialised horticultural sectors.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

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

The organisational component of SDSAI/IOSUD-USAMVCN supports the implementation of student-centred learning through a flexible and research-oriented curriculum, allowing the doctoral training pathway to be adapted to the research topic, individual learning needs and professional objectives of each doctoral student. The programme promotes autonomy and active involvement, under the individual guidance of the doctoral supervisor and within the research team. Each doctoral student benefits from a formally appointed guidance and academic integrity committee, which provides continuous scientific and academic support throughout the doctoral programme, including research planning and implementation, scientific

dissemination and participation in research projects. The functioning of these committees is documented through the minutes of progress report and doctoral thesis presentations, while scientific collaboration is demonstrated by joint publications. For the period 2020–2025, 27 doctoral students in Horticulture were supported by 21 teaching staff and researchers (10 doctoral supervisors and 11 members of guidance and academic integrity committees, including 5 external members), corresponding to a favourable doctoral student/supervisor ratio of 1.28. Assessment criteria are established in advance and specified in curricula and course descriptions, contributing to transparency and predictability of the learning and assessment process.

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

The available evidence indicates that the organisational framework effectively supports student-centred doctoral education, particularly through individualised supervision, flexible learning pathways, transparent assessment and continuous academic and scientific guidance. The favourable student/supervisor ratio facilitates personalised interaction and allows doctoral training and research activities to be adapted to individual needs and research objectives. The active involvement of doctoral students in research projects, scientific events and publications supports learning through research and promotes autonomy, responsibility, critical thinking and active participation. Furthermore, consideration of diverse learning needs, including those of students with disabilities, together with access to modern infrastructure and interactive teaching approaches, strengthens the implementation of student-centred learning principles.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Doctoral students within SDSAI – Horticulture have access to academic mobility opportunities conducted in person, virtually or in a blended format, mainly through Erasmus+, CEEPUS and other international mobility and cooperation programmes. USAMVCN provides institutional procedures for the organisation, recognition and validation of study and traineeship mobility, in accordance with the Erasmus Charter and the ERASMUS+ Regulation. The Erasmus Office and the International Relations Office regularly disseminate information on available opportunities and provide dedicated support to doctoral students. The flexibility of the doctoral curriculum facilitates the recognition and crediting of learning and research outcomes achieved during mobility periods without extending the duration of doctoral studies. Internationalisation is also supported through participation in international conferences, research and documentation internships, study visits, summer schools and other scientific and professional training activities. During the evaluation period, Horticulture doctoral students participated in 11 physical or online mobility activities, including Erasmus and other mobility programmes, study visits, conferences and invention fairs. Moreover, all doctoral students who completed their studies between 2021 and 2025 participated in at least one international scientific conference, while doctoral students presented a total of 34 papers at national and international scientific conferences. Institutional financial support is also available, including the recommendation to use up to 3,500 lei/year from the funds allocated to doctoral students for professional training activities, such as international conferences, summer schools, training courses and mobility (Decision CA 29.03.2022, point 23). Doctoral supervisors further facilitate access to international opportunities through their participation in Erasmus+, CEEPUS, COST and MSCA projects and by supporting applications for DAAD, DBU and Fulbright scholarships.

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

The evidence demonstrates that USAMVCN has an operational institutional framework that enables doctoral students to participate in physical, virtual and blended academic mobility. Dedicated institutional structures, transparent procedures, curricular flexibility, recognition of mobility outcomes and financial support provide the necessary conditions for effective participation in national and international mobility opportunities. The involvement of doctoral supervisors in international educational and research networks further enhances access to mobility and contributes to integrating doctoral students into the international academic and scientific environment. The documented participation of doctoral students in mobility programmes, international conferences, research visits and other international activities confirms that these opportunities are effectively used and contribute to the development of research, professional, communication and intercultural competences.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

USAMVCN provides doctoral students with equal and non-discriminatory access to education, research resources and academic support, in accordance with the USAMVCN Charter, Regulations for the organisation and conduct of doctoral studies, RU72 – Guide for Equal Opportunities and Treatment, and the Gender Equality Plan. The organisation of doctoral education takes into account different learning styles, individual circumstances and students' academic and professional aspirations. Flexibility is ensured through different forms of study and delivery. Full-time doctoral students attend face-to-face activities, while part-time students follow PSUA in a modular format; optional and complementary activities may also be provided in person, online or in hybrid format. Doctoral students may, under the conditions established by institutional regulations, interrupt, extend or reduce the duration of doctoral studies, allowing individual circumstances and progress to be accommodated (RU24, RU24B, RU65). Feedback mechanisms concerning the study programme, administrative services, teaching staff and doctoral supervision further support adaptation to students' needs. Equal opportunities are also supported financially. Budget-funded doctoral students receive 7,500 lei/year for research and professional training activities (Decision CA 29.03.2022, point 23), while institutional mechanisms provide support for scientific publication (RU73) and scholarships or other forms of material support (RU43). Doctoral students also have access to the University's research infrastructure, laboratories, equipment and services through the USAMVCN research infrastructure and centres. Specific measures are implemented for students with disabilities and special educational needs, including adapted assessment procedures (RU63), accessible teaching and research spaces, ramps, lifts, adapted sanitary facilities and digital accessibility measures. Personalised administrative assistance and counselling are provided with the support of the USAMVCN Centre for Inclusion of Persons with Disabilities.

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

The evidence indicates that USAMVCN provides a flexible and inclusive doctoral education environment that supports equal opportunities while recognising differences in students' abilities, learning styles, individual circumstances and aspirations. The availability of full-time, part-time, modular, hybrid and online learning arrangements, together with possibilities for interruption, extension or reduction of the doctoral period, allows the educational pathway to be adapted to individual needs. Financial support for research,

professional development and scientific dissemination contributes to reducing economic barriers and facilitates equitable participation in doctoral research activities. At the same time, accessible infrastructure, adapted assessment and specialised support for students with disabilities demonstrate institutional mechanisms aimed at ensuring effective inclusion rather than merely formal access. The combination of regulatory provisions, flexible study arrangements, financial support, accessible infrastructure and student feedback mechanisms therefore provides evidence of a systematic approach to equal opportunities and individualised doctoral education.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

USAMVCN provides doctoral students with access to appropriate learning, research and support resources, including teaching spaces, specialised laboratories, research centres, greenhouses, experimental fields, computing facilities and licensed software (https://cercetare.usamvcluj.ro/). The USAMVCN Library provides physical and digital access to learning resources, including international scientific databases such as Web of Science, Scopus, SpringerLink, ScienceDirect and CABI, through institutional subscriptions and ANELIS+.

Doctoral students also have access to specialised infrastructure through the USAMVCN research centres and laboratories, supporting individual and collaborative research activities appropriate to doctoral-level studies. Student support services include the Career Counselling and Guidance Centre (CCOC), which provides educational, psychological and career counselling, and the Inclusion Centre for People with Disabilities, which supports students with disabilities or special educational needs. The Doctoral School, Erasmus Office and International Relations structures also provide information and support regarding scholarships, mobility and international academic opportunities.

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

The available evidence demonstrates that USAMVCN provides adequate and diversified academic, research, digital and support resources appropriate to doctoral education and individual learning needs. Physical and digital accessibility, specialised research infrastructure and counselling services facilitate participation in learning and research activities, including for students with special educational needs or disabilities. Student feedback and satisfaction monitoring, complemented by counselling and individual support, contribute to identifying and addressing learning difficulties and supporting students' academic progression.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.

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

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

The content of the PSUA curriculum is designed to develop doctoral students' research competences, combining general research training with specialised activities adapted to each doctoral student's research topic (SAI 2025 Curriculum). Within the Horticulture doctoral field, the expected learning outcomes are defined at doctoral level in terms of knowledge, skills, responsibility and autonomy and are explicitly included in the PSUA course descriptions. They are correlated with the targeted competences, course content, teaching and learning methods, and assessment methods. Learning outcomes and assessment requirements are communicated to doctoral students and made accessible through institutional curriculum documents and platforms, ensuring transparency of the educational process. IOSUD–USAMVCN also collects doctoral student feedback through questionnaires, covering PSUA course content, teaching and assessment methods, as well as doctoral supervision, in order to support the continuous improvement of doctoral training.

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

The evidence indicates that doctoral training in Horticulture is coherently structured around both field-specific professional competences and transversal research competences. The alignment between learning outcomes, course content, teaching strategies and assessment methods provides a consistent framework for achieving doctoral-level competences. The feedback mechanisms enable the continuous adaptation of teaching and assessment practices to doctoral students' needs. Furthermore, doctoral students demonstrate the acquired competences through scientific publications, presentations at international conferences, participation in research projects and grants, interdisciplinary collaboration and knowledge and technology transfer activities.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled

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

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

Within the Horticulture doctoral programme, the achievement of learning outcomes is assessed throughout the study period through examinations, continuous assessment and projects within PSUA, and through annual research reports and individual progress assessment within PCS. PCS assessments are conducted by the academic guidance and integrity committee, based on the Individual Study Plan and Individual Training Programme, in correlation with the curricula and Subject Files. Doctoral studies are completed through the preparation and public defence of the doctoral thesis, according to RU24A – Regulations for the completion of doctoral studies at IOSUD-USAMVCN. The procedure includes similarity checking, evaluation by the guidance and academic integrity committee, a 90-day public transparency period, evaluation by the doctoral committee and public defence. The required stages and documents are available on the doctoral thesis public defence procedure page, while information concerning scheduled and completed defences is published on the doctoral thesis defence page. During the evaluation period, all 19 doctoral theses defended in Horticulture complied with academic integrity and scientific quality requirements and were validated by CNATDCU. The achievement of learning outcomes is also supported by doctoral students' scientific outputs.

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

The evidence demonstrates that learning outcomes are assessed systematically and progressively throughout the doctoral programme and at its completion. PSUA assessments verify the acquisition of advanced knowledge and research-related competences, while annual PCS reports enable continuous monitoring of scientific progress and allow corrective or formative interventions when necessary.
The final assessment process combines internal and external quality assurance mechanisms, including academic integrity checks, evaluation by the guidance and doctoral committees, public transparency and public thesis defence. The validation of all 19 defended theses by CNATDCU further supports the effectiveness of these assessment mechanisms.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

Admission to the Horticulture doctoral programme is organised according to RU24B – Regulations on the organisation and conduct of admission to doctoral studies at USAMVCN, updated annually and based on the principles of transparency, fairness and equal opportunities. The regulations establish eligibility requirements, selection criteria, application documents, admission tests and the admission calendar.
Candidates are ranked based on 50% of the average grade obtained in previous university studies and 50% of the interview grade. The interview assesses research experience, motivation for doctoral studies, the proposed research project and knowledge relevant to the doctoral field. It is conducted by the doctoral supervisor together with at least two academic/research staff members with relevant expertise. Candidates are also required to demonstrate English language competence. Admission information, including the calendar, requirements and available research topics, is published in Romanian and English at least six months in advance through the doctoral admission calendar, the USAMVCN doctoral admission page and the Doctoral School website. During the 2021–2025 admission sessions, 20 candidates were admitted to state-funded positions and 2 to fee-paying positions in the Horticulture doctoral field.

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

The documented admission procedure demonstrates the existence of clear, publicly available and consistently applied selection criteria. The combination of previous academic performance with an interview assessing research competence, motivation and the proposed research project provides an appropriate basis for evaluating candidates' capacity to undertake doctoral-level studies.
The prior publication of admission requirements, research topics and schedules, together with the involvement of several academic experts in candidate assessment, supports transparency, objectivity, fairness and equal access to the admission process. Admission data for 2021–2025 also indicate sustained interest in doctoral studies in Horticulture.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

IOSUD-USAMVCN applies an admission procedure designed to assess candidates' theoretical knowledge, research competences and motivation for doctoral studies, based on the Candidate Form, including the proposed research project, and an interview. Available doctoral research topics are published in advance (SDSAI 2025 PhD Topics), while admission criteria, procedures and schedules are publicly accessible through the USAMVCN doctoral admission website. The updated admission regulations and calendar are published at least six months before the competition. Admission results are validated by the Doctoral Schools and CSUD and are made public (Admission Results 2024; Admission Results 2025). Equal access is supported through institutional measures for candidates with disabilities or special educational needs and for vulnerable or underrepresented groups. Dedicated state-funded places are also available for national minorities and Romanians from abroad. Equal opportunity principles are regulated through RU72 – Guide for Equal Opportunities and Treatment and the institutional Gender Equality Plan.

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

The available evidence indicates that doctoral admission is based on transparent, objective and publicly communicated criteria, applied consistently to all candidates. The assessment of academic preparation, research potential, proposed research project and motivation provides an appropriate mechanism for selecting candidates capable of successfully undertaking doctoral studies. The publication of admission information and results, together with measures for reasonable accommodation and dedicated opportunities for vulnerable or underrepresented groups, supports fairness, non-discrimination and equal access to doctoral education.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

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

The academic progress and professional activity of doctoral students are managed in accordance with RU65 – Regulations of the Doctoral School of Agricultural Engineering Sciences and RU24A – Regulations for the completion of doctoral studies at IOSUD-USAMVCN. The institutional framework supports flexible doctoral pathways, including national and international co-supervision, based on specific co-supervision agreements, as well as partnerships with other institutions for research and professional training activities. Doctoral students may also temporarily interrupt their studies for justified reasons, extend the doctoral period by up to two years or reduce it by one year, in accordance with the applicable regulations. These mechanisms allow the academic pathway to be adapted to individual circumstances and research needs. IOSUD-USAMVCN provides doctoral students with free access to similarity analysis software (sistemantiplagiat.ro), scientific documentation resources through ANELIS/Enformation, and the University's teaching and research infrastructure. Students are also regularly informed about opportunities for conferences, workshops, research internships, training activities and scholarships.

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

The available evidence demonstrates that IOSUD-USAMVCN provides a regulated, transparent and flexible framework for managing doctoral students' academic progress, from admission to thesis defence. Institutional regulations and procedures are periodically updated and made publicly available, supporting transparency and predictability throughout the doctoral pathway. The possibilities for co-supervision, research activities in partner institutions, interruption, extension or reduction of the study period, together with access to research infrastructure, scientific information and academic integrity tools, enable doctoral training to be adapted to individual academic and research needs and support continuity and successful progression.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

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

The Doctoral School of Agricultural Engineering Sciences within IOSUD–USAMVCN systematically promotes internationalisation through academic mobility, international research cooperation, institutional partnerships and participation in European academic networks. Mobility activities are supported by the International Relations Office and the Erasmus Office. USAMVCN has an extensive international cooperation network, including agreements with 40 foreign universities, 121 Erasmus+ interinstitutional agreements with partners from EU Member States and associated third countries, and 54 agreements with non-associated third countries. Information on these partnerships is available on the Erasmus+ interinstitutional agreements page and the international partner universities page. USAMVCN is also a partner in the EU-GIFT European University project (2025–2029). During the evaluation period, Horticulture doctoral students completed three Erasmus mobilities, including two research internships of three and six months, and participated in eight international conferences and congresses abroad. Doctoral supervisors completed 12 Erasmus teaching, training or research mobilities and participated in international conferences and research projects. Internationalisation is also demonstrated by 19 of the 71 doctoral student papers (2021–2025) being published in collaboration with international teams, two doctoral theses completed under international co-supervision, two theses written in English and the involvement of 15 foreign experts in doctoral teaching activities. At institutional level, IOSUD-USAMVCN participates in international academic organisations and programmes, including the EUA Council for Doctoral Education, Erasmus+ and AUF, and hosted the 2023 EUA-CDE Thematic Workshop on Sustainability in Doctoral Education.

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

The evidence indicates a well-established institutional framework for internationalisation, supported by numerous international agreements, mobility programmes, research collaborations and participation in European academic networks. The international activity of doctoral supervisors, their involvement in professional associations and international research projects, and collaborations with foreign institutions contribute significantly to the visibility and international integration of the doctoral field. Doctoral students benefit from opportunities for research mobility, international scientific dissemination and interaction with foreign experts. International co-authored publications and internationally co-supervised theses provide

additional evidence of the integration of doctoral research into international scientific networks. At the same time, the relatively limited number of Erasmus mobilities, international co-supervised theses and foreign doctoral students indicates scope for further development of the international dimension of doctoral education.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

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

The Horticulture doctoral programme integrates theoretical training with experimental and applied research, involving doctoral students in research activities from the early stages of their studies. Under the supervision of doctoral supervisors and guidance committees, students develop advanced competences in formulating research hypotheses, experimental design, data collection and analysis, and interpretation of results, in accordance with the SDSAI curriculum and optional courses. Doctoral research topics are aligned with the University's strategic research directions and current European and international scientific priorities in Horticulture. Students have access to specialised research centres, modern laboratories, experimental platforms, scientific databases and advanced equipment. Research also includes an applied dimension, supporting knowledge and technology transfer to the socio-economic environment. Doctoral students are actively involved in research projects: three doctoral students acted as directors/managers of national research projects (ADER, AFIR, etc.), while four participated as research team members. Research results are disseminated through scientific publications and participation in national and international conferences. All 19 doctoral graduates from the evaluation period published at least three scientific papers, including at least one first-author article in an impact-factor journal. Overall, they published 45 first-author articles in impact-factor journals, with a cumulative impact factor of 120.598. Furthermore, one doctoral student contributed as co-author to the development of the Zendra plum variety, approved by ISTIS.

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

The evidence demonstrates that scientific research represents a central component of doctoral training in Horticulture and is effectively integrated with theoretical and methodological preparation. Access to specialised infrastructure, scientific databases, research projects and academic supervision provides appropriate conditions for developing advanced research and innovation competences. Doctoral students' involvement in research projects strengthens their competences in applied research, project management and collaboration with the socio-economic environment. The substantial scientific output of graduates, participation in conferences and the development of an approved horticultural variety demonstrate the effective achievement and practical application of doctoral-level learning outcomes.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Scientific research in the Horticulture doctoral field is supported by the active involvement of doctoral supervisors and doctoral students in research projects, scientific publishing and dissemination activities. Doctoral supervisors have coordinated nationally and internationally funded projects, including five nationally funded grants/projects (ADER, PNDR and three research and consultancy projects with the socio-economic environment), as well as institutional development and human resources projects (POCU, PEO). Doctoral supervisors demonstrate sustained scientific performance, with an average of 44 impact-factor publications per supervisor over their entire academic activity and 19.2 publications per supervisor during the last five years. Their international scientific visibility is also reflected by an average Hirsch index of 12.1. Between 2021 and 2025, doctoral students published 45 articles in Web of Science/Clarivate impact-factor journals and 20 articles in journals indexed in international databases (BDI). Research results also contributed to the approval by ISTIS of a new plum variety. During the same period, doctoral students presented 34 scientific papers at 17 scientific events, including international conferences and congresses.

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

The available data demonstrate sustained scientific productivity and visibility within the Horticulture doctoral field. The involvement of doctoral supervisors in competitive research projects and their significant publication and citation records provide an appropriate scientific environment for doctoral training. Doctoral students' publications in internationally indexed journals, participation in scientific events and contribution to applied research outputs demonstrate their active integration into research and dissemination activities. Collaboration with the socio-economic environment further strengthens the relevance and potential impact of doctoral research.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

DOMAIN C. Quality management

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

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

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

Quality assurance within doctoral studies is aligned with the USAMVCN institutional quality assurance policy and is implemented through dedicated structures, regulations and monitoring procedures. At institutional level, the Department for Quality Assurance (DAC) coordinates the development and application of quality regulations, procedures and evaluation criteria, in accordance with RU14. Information on quality assurance activities and methodologies is available on the DAC institutional website. At IOSUD level, quality assurance is coordinated and monitored by the Commission for Evaluation and Quality Assurance in Doctoral Schools (CEACSD), according to PO-125 – Internal Evaluation and Monitoring of Doctoral Studies at IOSUD-USAMVCN (2024). Doctoral students' satisfaction is periodically assessed through a dedicated questionnaire addressing the quality of training, institutional support, doctoral supervision and compliance with ethical standards. The results are analysed and included in the IOSUD Annual Report. Academic and research integrity is supported by the USAMVCN Code of Ethics and

Deontology, integrated into the University Charter, and by RU26 – Regulations for the Organisation and Functioning of the University Ethics Committee.

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

The available evidence demonstrates the existence of a functional and coherent internal quality assurance system, supported by dedicated institutional structures and clearly defined procedures. DAC and CEACSD provide systematic monitoring of educational and research activities at institutional, doctoral school and doctoral field levels. The use of doctoral student satisfaction surveys and annual activity reports enables the identification of areas requiring improvement and supports evidence-based measures, including adjustments to the Advanced University Studies Training Programme (PSUA). The integration of academic ethics and integrity requirements further strengthens the quality assurance framework.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

Stakeholder involvement in quality assurance at IOSUD-USAMVCN is organised primarily through the Commission for Quality Assessment and Assurance in Doctoral Schools (CEACSD), which includes two doctoral supervisors and one doctoral student. Its composition and activities are publicly available on the CEACSD webpage. CEACSD coordinates and monitors quality assurance procedures and prepares annual reports on its activities. Internal evaluation is conducted according to PO-125 – Internal Evaluation and Monitoring of Doctoral Studies at IOSUD-USAMVCN (2024) and covers the programme's objectives and curriculum, scientific results, research and learning infrastructure, human resources, doctoral student progress, regulations and compliance with academic ethics. USAMVCN also collects feedback from doctoral students, academic and administrative staff, graduates, employers and other external stakeholders through consultations and standardised questionnaires. The results are analysed and used in management review and improvement processes, according to institutional procedures such as PO8 – Satisfaction Assessment and Complaint Handling, PO120 – Relationship with Graduates/ALUMNI, and PO121 – Advisory Council Activities. Information on these quality assurance mechanisms is available through the DAC website and the Integrated Quality Management System (SIMC).

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

The evidence demonstrates that relevant internal and external stakeholders are involved in quality assessment and improvement processes through formal representation, consultations, questionnaires and feedback mechanisms. The inclusion of a doctoral student in CEACSD ensures direct student participation in the quality assurance structure. Institutional procedures provide a structured process for collecting, analysing and using stakeholder feedback, while consultations with graduates and employers contribute to assessing the relevance of doctoral education in relation to professional and labour-market expectations. The results are integrated into management analyses, procedural reviews and improvement measures.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

USAMVCN has an Ethics and Academic Conduct Committee responsible for promoting and monitoring academic integrity throughout the university community. Its activity is governed by RU26 – Regulations for the Organisation and Functioning of the University Ethics Committee and by the Code of Academic Ethics and Conduct, which establishes principles and mechanisms for preventing and addressing breaches of academic ethics, including plagiarism. The Ethics Committee operates within the institutional framework established by national legislation and University regulations and documents its activity through decisions and annual reports, supporting transparency and accountability in matters of academic and research integrity.

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

The available evidence indicates that the Ethics Committee has a clear regulatory and institutional framework that supports its independent functioning. Its own regulations, the University-wide Code of Academic Ethics and Conduct, together with its decisions and annual activity reports, provide the necessary mechanisms for promoting ethical conduct and preventing and addressing violations of academic integrity.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

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

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

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

At IOSUD-USAMVCN, the initiation, monitoring and periodic review of doctoral programmes and fields of study are based on the principles of transparency, participation, relevance, ethics and continuous improvement. Internal evaluation is conducted according to PO-125 – Internal Evaluation and Monitoring of Doctoral Studies at IOSUD-USAMVCN (2024), approved by the Board of Directors on 18 July 2024 and by the University Senate on 23 July 2024. At institutional/faculty level, the process is complemented by RU42 – Regulations on the Initiation, Approval, Monitoring and Periodic Evaluation of Study Programmes. Programme monitoring is carried out annually according to an approved calendar and includes the participation and feedback of doctoral students, graduates and employers in programme evaluation and review.

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

The evidence indicates that IOSUD-USAMVCN has established a systematic and regulated mechanism for the periodic monitoring, evaluation and review of doctoral programmes. The annual evaluation process and the involvement of doctoral students, graduates and employers provide relevant input for identifying

improvement needs and adapting doctoral education to academic, scientific and labour-market developments.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

At IOSUD-USAMVCN, the implementation and improvement of institutional procedures involve relevant members of the academic community, including doctoral supervisors, doctoral students, teaching and research staff from guidance committees, and other internal stakeholders. Their participation is ensured through representation in evaluation and quality assurance structures, regular consultations and feedback mechanisms. External stakeholder perspectives are also considered, particularly those of employers and representatives of the socio-economic environment, including through the activities of the Advisory Council. These mechanisms contribute to collecting relevant feedback for the implementation and improvement of institutional procedures.

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

The available evidence indicates that IOSUD-USAMVCN provides mechanisms for the active participation of internal and external stakeholders in the implementation and review of institutional procedures. Cooperation between doctoral students, doctoral supervisors and other academic staff contributes to the effective application of quality assurance measures and their adaptation to beneficiaries' needs. The involvement of employers provides an external perspective on the relevance of doctoral education; however, there is scope for strengthening the systematic participation of employers and external experts in the review and improvement of institutional procedures.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

At IOSUD-USAMVCN, teaching staff are evaluated annually through a system comprising self-evaluation, peer/management evaluation and student evaluation, in accordance with PO58 – Evaluation of Teaching Activity by Students and the applicable national legislation. The results are used for quality improvement according to PO55 – Improvement of the Quality of Teaching Following the Evaluation of Teaching Staff by Students, developed by DAC and approved by the relevant institutional structures. Teaching and research staff complete annual self-evaluation forms covering their academic and scientific activities. Doctoral students also evaluate teaching staff and doctoral supervision through dedicated feedback questionnaires. Evaluation results are analysed at IOSUD level and reported in the 2024 and 2025 IOSUD Reports, while teaching evaluation reports for the last five years are publicly available on the University website.
The feedback indicates a high level of satisfaction: over 70% of doctoral students rated as "very high" the support provided by supervisors in developing their research plans and encouraging participation in

national and international scientific events, while 63% rated as "very high" the monitoring provided by supervisors and guidance committees.

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

The evidence demonstrates that IOSUD-USAMVCN applies a systematic and multidimensional evaluation process for teaching and supervision activities, combining self-evaluation, institutional/peer assessment and direct doctoral student feedback. The results are analysed by the structures responsible for doctoral education and are used within formal quality improvement mechanisms. The positive feedback from doctoral students indicates effective academic supervision and support, while the annual evaluation process enables the identification of areas requiring further improvement.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

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

USAMVCN uses an institutional INTRANET platform for the collection, processing and analysis of academic and administrative data, including doctoral student records, academic status and information required for internal and national reporting (ANS, INS, RMU). Teaching staff, researchers and doctoral students undergo an annual self-evaluation through the institutional self-evaluation platform and documentation, in accordance with PO18 – Self-assessment of Teaching and Research Activities. Data reported by doctoral students are subject to internal verification/audit and are subsequently used to prepare reports at doctoral field and doctoral school levels. The evaluation system is complemented by periodic peer review and evaluation by department directors, based on standardised criteria and forms developed by DAC, according to PO60 – Operational Procedure for Peer Review and PO61 – Operational Procedure for the Evaluation of Teaching Staff by the Department Director.

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

The available evidence demonstrates that USAMVCN has a functional institutional data collection and evaluation system that supports systematic monitoring of academic and research performance. The INTRANET platform facilitates centralised data management and provides information required for institutional decision-making, quality assurance and external reporting. The combination of annual self-evaluation, peer review, management evaluation and student feedback provides multiple perspectives on academic performance and strengthens the reliability of the evaluation process. Standardised procedures and verification mechanisms further contribute to transparency and consistency.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

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

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

Information of public interest concerning doctoral studies is made available transparently through the official USAMVCN website and the dedicated Doctoral Schools webpage. The webpage provides access to relevant information on doctoral admission, research topics, legislation, regulations, procedures and forms, doctoral supervisors and their scientific profiles, curricula and course descriptions, qualification information, requirements for public thesis defence, scheduled thesis defences and awarded doctoral titles. Information is also available on the habilitation process and on the doctoral management structures (CSD and CSUD), including their decisions, as well as practical information for doctoral students organised by year of study.

- ✓ 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 centralised publication of academic, administrative and regulatory information provides transparent and accessible communication regarding the organisation and conduct of doctoral studies. The information covers the main stages of the doctoral pathway, from admission and selection of research topics to training, supervision, thesis defence and awarding of the doctoral degree. The availability of regulations, procedures, curricula, information on doctoral supervisors and decisions of management structures supports transparency, predictability and informed decision-making for current and prospective doctoral students and other stakeholders.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

USAMVCN ensures the transparency of decision-making processes by publishing relevant institutional documents on the official University website and the webpage dedicated to doctoral studies. Publicly available documents include the Rector's Report, University Charter and Regulations, tuition fees and charges, decisions of the Board of Directors and University Senate, job vacancies and financial documents. At doctoral level, transparency is ensured through the publication of CSUD decisions and decisions of the Doctoral School of Agricultural Engineering Sciences, providing stakeholders with access to information concerning the governance and organisation of doctoral studies. Documents are maintained in chronological archives, and access to public information is provided in accordance with Law No. 544/2001 on free access to information of public interest.

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

The systematic publication and archiving of institutional and doctoral-level decisions demonstrate the existence of functional mechanisms for transparency and public accountability. The availability of governance documents, regulations, reports and decisions allows doctoral students and other stakeholders to follow the institutional decision-making framework and access relevant information. The assignment of responsibilities for publishing and updating documents, together with procedures for responding to requests for public information, further supports the accessibility and traceability of institutional decisions.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

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

IOSUD-USAMVCN and the Horticulture doctoral field underwent periodic external evaluation by ARACIS in 2021. According to ARACIS Decision No. 133/16.12.2021, accreditation was maintained for both IOSUD-USAMVCN and DSUD-Horticulture. In 2024, USAMVCN underwent institutional external evaluation and was awarded the rating "High Degree of Confidence", with IOSUD also included in the evaluation process. In the same year, the Progress Report for the Horticulture doctoral field was submitted, documenting the improvement measures implemented following the previous external evaluation and reporting the fulfilment of all recommendations.

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

The evidence demonstrates that IOSUD-USAMVCN and DSUD-Horticulture systematically participate in external quality assurance processes in accordance with national requirements. The maintenance of accreditation following the 2021 evaluation and the institutional rating of "High Degree of Confidence" obtained in 2024 support the effectiveness of the quality assurance framework. Furthermore, the 2024 Progress Report indicates that external evaluation results are followed by documented improvement measures and monitoring of recommendations, supporting a continuous quality improvement process.

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:	INTERNAL FACTORS ↑	Weaknesses:
✓ Strong institutional framework supporting interdisciplinary research, co-supervision and international collaboration. ✓ Highly qualified PhD supervisors with strong research activity and international visibility. ✓ Modern research infrastructure and access to specialised laboratories and experimental facilities. ✓ Strong support for doctoral mobility, international internships, conferences and research collaborations. ✓ Effective links with the agri-food sector, promoting innovation, digitalisation/AI and technology transfer. ✓ Strong focus on sustainable horticulture and alignment with professional and scientific		✓ Limited external academic involvement, including few external professors/researchers and invited specialists. ✓ Interdisciplinary research complexity may contribute to longer doctoral completion times. ✓ Limited funding for long-term research activities and projects. ✓ Low retention of PhD graduates in academic careers. ✓ Challenges in accessing and managing European research funding.

requirements.		
SWOT analysis		
Opportunities: ✓ Expansion of doctoral supervision and interdisciplinary research. ✓ Increased access to European funding and international partnerships. ✓ Recruitment of more national and international doctoral students. ✓ Development of research projects and international academic mobility. ✓ Growing demand for sustainable horticulture, biodiversity conservation and innovative technologies. ✓ Stronger private-sector collaboration, technology transfer and AI integration in horticultural research.	EXTERNAL FACTORS	**Threats:** ✓ Declining student enrolment and interest in horticultural careers. ✓ Restrictive eligibility criteria and limited access to research funding. ✓ Dependence of experimental research on climatic conditions. ✓ Instability of agricultural and research policies and related public funding. ✓ Rising research, laboratory analysis and publication costs.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	**I.P.A.1.1.1** For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	**I.P.A.1.2.1** The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	**I.P.A.2.1.1** The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	**I.P.A.2.2.1** The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
5.	**I.P.A.3.1.1** The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	**I.P.A.3.1.2** The HEI ensures professional and personal development for its staff.	F	
7.	**I.P.A.3.2.1** Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	**I.P.A.4.1.1** The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	**I.P.B.1.1.1** The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	**I.P.B.2.1.2** The expected learning outcomes are correlated with the competences required by those occupations, 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 study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	
20.	**I.P.B.8.1.1** The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

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

VI. Conclusions

The evaluation of the doctoral study domain of Horticulture highlighted the existence of an appropriate institutional and organizational framework supporting doctoral education and research activities. The organization and operation of the doctoral study domain are based on institutional regulations and procedures that support the coordination, monitoring, and quality assurance of doctoral studies. The doctoral training process is supported by the academic and scientific experience of the doctoral supervisors, the available research infrastructure, and the involvement of doctoral students in research activities. The doctoral pathway is aligned with individual research topics and provides opportunities for the publication and dissemination of scientific results, participation in national and international scientific events, and integration into the academic and research community. The documents reviewed and the findings of the evaluation visit also indicate the implementation of mechanisms addressing academic ethics and integrity, the monitoring of doctoral students' progress, and the quality assurance of doctoral activities. Overall, the evaluation indicates that the doctoral study domain of Horticulture benefits from the academic, institutional, and research framework necessary to support a coherent doctoral education process, focused on the development of advanced research competencies and the integration of doctoral students into the scientific community.

Propose and substantiate a decision.

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

a) maintaining accreditation (MAC);

VII. Annexes

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

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

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

Instituţia de învăţământ superior/Organizaţia furnizoare de educaţie/ Higher Education Institution / Education Provider Organization**:**

Şcoala doctorală/ Doctoral School**:**

Domeniul de doctorat/ Doctoral Domain**:** HORTICULTURĂ / HORTICULTURE

Obiectivul evaluării externe/ The objective of the external evaluation**:** *(~~autorizare de funcționare provizorie/acreditare~~/menținerea acreditării domeniului de doctorat)*

Perioada vizitei de evaluare/ The evaluation period: **9-10.09.2026**

Comisia de experţi evaluatori ai ARACIS/Evaluation panel:		
Nr./No.	**Numele şi prenumele/ Last Name and First Name**	**Calitatea/Team role**
1.	Prof.dr. COSMULESCU Sina Niculina	*Membru - Cadru didactic RNE*
2.	Prof.dr. KRUJA Alba	*Membru - Evaluator internațional RNE-I*
3.	STANESCU Vlad Andrei	*Membru - Student doctorand RNE-S*

Reprezentantul IÎS/OFE:		
Nr./No.	**Numele şi prenumele/ Last Name and First Name**	**Calitatea/Team role**
1.	Prof.dr. C.M.I.	*Persoană de contact/Contact person*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Miercuri/ Wednesday 9.09.2026			
9:00-9:30	Discuţii tehnice în cadrul comisiei de experţi în evaluarea externă a calităţii/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala/Locaţia/ **Room/Location** **Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca**
9:30-10:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **reprezentanţii conducerii componentei organizatorice/ echipa care a realizat raportul de evaluare internă (REI)/** *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component / Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- 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* - Echipa care a realizat REI/ *Team that has drafted the IER* - Persoana de contact/ *Contact person*	Sala/Locaţia/ **Room/Location** **Sala Senatului - USAMV Cluj-Napoca** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof.dr. P.A – Director CSUD - Prof.dr. P.C.B. – Director Scoală doctorală SAI/*Director of the Doctoral School of Agricultural Engineering Sciences* - Prof.dr. R.I. – membru echipa REI/ *IER member* - Prof.dr. C.M.I.– Persoana de contact/ *Contact person*
10:30-11:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu echipa care a realizat raportul de evaluare internă (REI) *Meeting of the external quality evaluation expert panel with the team that has drafted the internal evaluation raport*	- Comisia de experţi evaluatori ai ARACIS/*Panel members* - Echipa care a realizat REI/*Team that has drafted the IER*	Sala/Locaţia/ **Room/Location** **Sală Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof.dr. R.I – membru echipa REI/ *IER member* - Prof.dr. C.M.I. – Persoana de contact/ *Contact person*

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
11:30-12:20	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/Locația/ **Room/Location** **Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: 1. CS I dr. B.F.D. 2. Prof.dr. B.C.I. 3. Prof.dr. C.M. 4. Prof.dr. C.M.I. 5. Prof.dr. P.F. 6. Prof.dr. R.I.A. 7. Prof.dr. S.F.A. 8. Prof.dr. S.R.E. 9. Prof.dr. S.R.M. 10.Prof.dr. S.C.R.
12:30-13:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala/Locația/ **Room/Location** **Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: AU PARTICIPAT 14 CADRE DIDACTICE
13:30-14:20	Pauză de prânz/ **Lunch**		
14.30-15.20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți**[1] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	Sala/Locația/ **Room/Location** **Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca**

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	experts' panel with doctoral students of the DSUD		Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: Au participat 10 studenti
15:30-16:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **absolvenţi**[2],[3] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[4] *of the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Absolvenţi ai domeniului de studii evaluat/ *Graduates*	Sala/Locaţia/ **Room/Location** **Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: Au partiicpat 11 absolventi
16.30-17.20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **angajatori** ai absolvenţilor DSUD/ *Meeting of the external quality evaluation experts' panel with employers*[5] *of the DSUD alumni*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala/Locaţia/ **Room/Location** **Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - reprezentant – director Staţiunea de Cercetare şi Dezvoltare pentru Pomicultură Bistriţa - reprezentant – Oficiul pentru Studii Pedologice şi Agrochimice Cluj (OSPA) -reprezentant – director Centrul de Cercetări Biologice Jibou - reprezentant – QIAGEN Cluj-Napoca

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

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			- reprezentant – AGROSEL SRL
17:30-18:20	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location** **Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca**
Joi/Thursday, 10.09.2026			
9:00 - 9:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location** **Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca**
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară/** *Meeting of the experts panel with members of the University Ethics Committee*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	Sala/Locația/ **Room/Location** **Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: Prof.dr. M.C - Preşedinte Şef lucr.dr. R.F CS I dr. B.F.
10:30 - 11:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţi ai conducerii componentei organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanţi ai**	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai	Sala/Locația/ **Room/Location** **Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the**

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	structurilor organizatorice în domeniul asigurării calităţii[6]/ *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures*	structurilor organizatorice în domeniul asigurării calităţii/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures* - Persoana de contact/ *Contact person*	meeting: - Prof.dr. B.A. – Prorector asigurarea calităţii şi informatizare - Prof.dr. S.S. - Prof.dr. D.S. - Prof.dr. V.R. – Preşedinte CEAC - Prof.dr. L.L.F - Conf.dr. S.L. - Drd. A.S. - Prof.dr. C.M.I. – Persoana de contact/ *Contact person*
11:30-14:00	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*	- Biblioteca USAMV Cluj-Napoca - Prof.dr. C.M. - Centrul de Biotehnologii in Agricultura BIOCERA - Institutul de ştiinţele vieţii "Regele Mihai I al României" - CS I dr. Hârţa Monica, CS I dr. C.D., Prof.dr. C.M. - Centrul pentru Biodiversitate - Prof.dr. C.C. Institutul de Cercetări Horticole Avansate din Transilvania (ICHAT): - Laboratorul pentru analiza calităţii produselor legumicole şi a substraturilor de cultură – Prof. dr. S.M.; - Laboratorul de Viticultură şi Oenologie – Prof.dr. B.C.; - Laboratorul de Pomicultură – Sef lucr. dr. A.A.; - Laboratorul de Floricultură şi

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			arboricultură ornamentală – Conf.dr. B.E.; - Laboratorul de Genetică şi ameliorare – Prof. dr. S.R; - Laboratorul de Microbiologie şi biotehnologii – Conf.dr. P.R.; - Laboratorul de Tehnologia produselor horticole - Sef. lucr. dr. R.S. ; - Laboratorul de Peisagistică – Prof.dr. D.A.; - Laboratorul de cromatografie şi analiză de biomolecule – CS I dr. B.F.
14:00 - 15:00	Pauză de prânz/ *Lunch*		
15:00- 15:50-	Întâlnirea membrilor comisiei de experţi evaluatori cu reprezentanţii conducerii IÎS sau a OFE, după caz şi ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii şi ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact*/ Contact person*	Sala/Locaţia/ **Room/Location** Sala Senatului/ Cladirea Rectoratului **Senate Room – Rectorate Building** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. dr. C.C. – Rector - Prof. dr. P.I. – Prorector didactic; - Prof.dr. M.V. - Prorector cu coordonarea activităţilor de cercetare, dezvoltare, inovare; - Prof. dr. V.S. - Prorector activităţi sociale şi studenţeşti; - Prof. dr. B.A. – Prorector asigurarea calităţii şi informatizare; - Prof.dr. T.M.A – Prorector relaţii internaţionale;

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
			- Prof. dr. P.A. – Director CSUD; - Prof.dr. P.C. – Director SDSAI; - Prof.dr. C.M. – Persoana de contact DSUD Horticultură.
16:00-16:20	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ Room/Location Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca
16:30-16:50	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ Room/Location Sala Consiliu, Et. III/ICHAT – USAMV Cluj-Napoca

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

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

Prepared by,
Prof.univ.dr. Sina Cosmulescu