HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

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

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

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

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

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

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

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

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

Luând în considerare:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

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

Consilier juridic

NR. 318/H/22.10.2026

ANEXA NR. 2
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 2.1

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea din Bucureşti
Şcoala(ile) doctorală(e)	Din cadrul Facultății de Litere; „Spațiu. Imagine. Text, Teritoriu“; Limbi și Identități Culturale; Studii Literare Culturale; Interdisciplinary School of Doctoral Studies - ISDS UB
Domeniul de studii universitare de doctorat (DSUD)	*Filologie*
Procedura/procesul de evaluare externă a calităţii educaţiei	Menținerea acreditării
DECIZIA	
Descrierea pe scurt a procesului de luare a deciziei	
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Umaniste și Teologie (CPS_C2) din 12.10.2026, propunerea de decizie fiind consemnată în PV nr. 5210/12.10.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/ 20.10.2026.	
Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei	

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

Motivarea deciziei

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

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

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

Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	University of Bucharest
Doctoral School:	Doctoral School within the Faculty of Letters (SDL) Doctoral School "Space, Image, Text, Territory" (CESI) Doctoral School "Languages and Cultural Identities" (LIC) Doctoral School "Literary and Cultural Studies" –(SLC) Interdisciplinary School of Doctoral Studies (ISDS-UB)
Doctoral Domain:	Philology
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	**Gheorghe Mihaela**	Expert evaluator	
2.	**Bantoş Ana**	International Expert	
3.	**Alupei Andi**	PhD Student Evaluator	

I. Introduction

This external evaluation report was prepared in the context of the periodic external evaluation of the doctoral study domain of Philology at the University of Bucharest, conducted to maintain accreditation. The evaluation covers developments since the previous periodic external evaluation, completed in 2021, with particular reference to the period 2021–2026 and to the information and evidence included in the Internal Evaluation Report submitted by the University in 2026.

The on-site evaluation visit took place on 23–24 September 2026. The external evaluation panel consisted of: Mihaela Gheorghe, expert evaluator; Ana Bantoş, international expert; Andi Alupei, PhD student evaluator.

The evaluation was conducted in accordance with applicable national legislation and the methodology, standards, and performance indicators of the Romanian Agency for Quality Assurance in Higher Education. Prior to and during the visit, the panel examined the Internal Evaluation Report and its annexes, relevant institutional regulations and procedures, publicly available information on the websites of the University, the faculties, and the doctoral schools, as well as additional documents provided during the evaluation. The documentary analysis was complemented by meetings with representatives of the University and IOSUD management, the directors of the doctoral schools, the team that prepared the Internal Evaluation Report, doctoral supervisors and other teaching staff, doctoral students, graduates, employers, representatives of research centers, quality-assurance structures, and the University Ethics Committee. The panel also inspected the material resources available for doctoral education and research.

The University of Bucharest is one of the oldest and largest higher education institutions in Romania. Its academic tradition can be traced back to the Royal Academy, established in 1694, and to the School of Saint Sava, founded in 1818 as the first higher education institution in Wallachia to use Romanian as the language of instruction. The University of Bucharest was formally established by Decree No. 765 of 4/16 July 1864, issued by Prince Alexandru Ioan Cuza. At the time of its establishment, it comprised the Faculties of Law, Sciences and Letters; the Faculty of Theology was subsequently added in 1890.

According to the Internal Evaluation Report, the University currently has more than 36,000 students, approximately 1,300 academic staff members, 600 researchers, and 1,200 administrative staff members. Its academic structure comprises 20 faculties and includes 95 bachelor's degree programs, 223 master's degree programs, and eight teaching master's programs. As an institution offering doctoral studies, the University provides doctoral education across 21 doctoral study domains, along with interdisciplinary doctoral programs. All study programs are accredited or provisionally authorized, as applicable, and some programs are delivered in foreign languages. The University also has an extensive research infrastructure comprising more than 60 research centers and nine research stations. The University of Bucharest Research Institute, established in 2014, supports advanced and interdisciplinary research in the life, environmental, and earth sciences, the exact sciences, and the social sciences and humanities. The University's international profile is supported by partnerships with universities worldwide, numerous Erasmus+ agreements, and participation in national, regional, European, and international academic networks. Since 2019, the University of Bucharest has been a member of the CIVIS European University Alliance.

At the IOSUD level, the Council for Doctoral Studies (CSUD), established in 2012, is the primary organizational body responsible for coordinating doctoral education. The CSUD operates under the University regulations governing doctoral studies and includes representatives of doctoral supervisors and doctoral students. Its responsibilities include drafting and endorsing the regulations governing doctoral studies, approving the curricula and regulations of the doctoral schools, approving doctoral study

programs, formulating proposals concerning the establishment or reorganization of doctoral schools, and coordinating the institutional framework for the organization and completion of doctoral studies.

Doctoral education in Philology is a longstanding and significant component of the University of Bucharest's academic and research profile. Philological education was among the University's founding areas: the Higher School of Letters, established in 1863, became part of the newly founded University of Bucharest in 1864 as the Faculty of Letters and Philosophy. At present, doctoral study in Philology is organized across three faculties and five doctoral schools:

- the **Doctoral School within the Faculty of Letters**;
- the **Doctoral School "Space, Image, Text, Territory" / Centre of Excellence in Image Studies**, within the Faculty of Letters;
- the **Doctoral School "Languages and Cultural Identities"**, within the Faculty of Foreign Languages and Literatures;
- the **Doctoral School "Literary and Cultural Studies"**, within the Faculty of Foreign Languages and Literatures;
- the **Interdisciplinary School of Doctoral Studies of the University of Bucharest**, operating within the Faculty of Interdisciplinary Studies.

Two of these doctoral schools award doctoral degrees exclusively in Philology, while two award degrees in both Philology and Cultural Studies. The Interdisciplinary School of Doctoral Studies covers several doctoral study domains and supports interdisciplinary doctoral research, including doctoral theses written in languages of international circulation.

The accreditation of the doctoral study domain was maintained following the periodic external evaluation completed in 2021, by ARACIS Council Decision No. 137 of 28 December 2021. The implementation of the recommendations formulated during that evaluation was subsequently examined through a progress-evaluation procedure completed in 2025. The findings of that procedure indicate that, although progress had been made in several areas, a number of recommendations still required further or more consistent implementation.

II. Methods used

Analyzed documents: The Internal Evaluation Report and its annexes, relevant institutional regulations, publicly available information, and additional documents provided during the evaluation.

On-site visit: The panel visited the educational and research facilities and met with the University and doctoral-school management, academic staff, doctoral students, graduates, employers, and representatives of the quality-assurance and ethics structures.

Other relevant methods: The evaluation was based on the triangulation of documentary evidence, information collected during the meetings, and direct observations made during the visit.

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

DOMAIN A. Institutional capacity

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

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

✓ Presentation of the state of facts

The doctoral study domain of Philology is organized across five doctoral schools within three faculties. Doctoral studies are coordinated at the institutional level by the Council for Doctoral Studies (CSUD), while each doctoral school is managed by a director and a Doctoral School Council that includes doctoral student representatives. The institutional and doctoral-school structures operate under the University Charter and specific regulations, methodologies, and procedures, which are publicly available and periodically revised in accordance with legislative changes.

✓ Analysis of the state of facts

The University has adequate organizational and managerial structures for delivering the doctoral program in Philology. Responsibilities are defined at University, faculty, and doctoral-school levels, and the regulatory framework supports the effective organization of doctoral education. Given the distribution of the domain across five doctoral schools, continued coordination is necessary to ensure consistent academic and administrative practices.

✓ Aspects that constitute best practice examples - N/A
✓ Recommendations - N/A

The indicator is: fulfilled.

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

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

At the University of Bucharest, methodologies, regulations, and implementation procedures are adopted or revised through consultation at several institutional levels. At the university level, draft regulations are analyzed by the specialized committees and approved by the University Senate, which includes representatives from the faculties and students. The relevant regulations and Senate decisions are publicly available on the University Senate webpage. Within CSUD, representatives of the doctoral schools and doctoral students are consulted during the preparation or revision of doctoral regulations. Working groups involving members of different doctoral schools may also be established for this purpose. The composition of CSUD confirms the participation of academic staff and doctoral students in its governance structures. At faculty and doctoral-school level, consultations take place through Faculty Council and Doctoral School Council meetings, seminars, meetings with doctoral supervisors and students, and online or hybrid

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

consultations. Relevant external stakeholders are involved through external members of doctoral-school councils and doctoral supervisors affiliated with Romanian Academy research institutes and other cultural or research institutions.

✓ Analysis of the state of facts

The available evidence indicates that the University has established formal mechanisms that allow academic staff, doctoral supervisors, and doctoral students to participate in adopting and revising regulations. The involvement of researchers from relevant external institutions also supports the consideration of labor-market and research-sector perspectives. Nevertheless, documentation of the consultation process and of how stakeholders' proposals lead to specific regulatory changes is not fully consistent across the five doctoral schools.

✓ Aspects that constitute best practice examples

The involvement of researchers from Romanian Academy institutes, also representing important potential employers of Philology graduates, creates a direct connection between doctoral governance, advanced research and the relevant professional environment.

✓ Recommendations

The five doctoral schools should implement a common mechanism for documenting stakeholder consultations, including the participants consulted, proposals received, decisions adopted and subsequent actions taken.

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

The University of Bucharest provides adequate premises for teaching, research, administrative activities and student services. The Faculty of Letters and the Faculty of Foreign Languages and Literatures have lecture theatres, seminar rooms, laboratories, libraries and research centers equipped with computers, projectors and other digital facilities. Doctoral students also have access to the infrastructure of partner institutes of the Romanian Academy and the "Carol I" Central University Library. Accommodation, catering, sports, medical, counseling, and career guidance services are available. The University also provides assistive technologies and specialized support for students with disabilities.

✓ Analysis of the state of facts

The available facilities and equipment are generally adequate for doctoral education and research in Philology.

✓ Aspects that constitute best practice examples - N/A
✓ Recommendations - N/A

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

The University of Bucharest ensures the maintenance and modernisation of its teaching, research, administrative and student facilities. Recent investments include refurbished premises, hybrid teaching rooms, computer laboratories, digital equipment and improved study and relaxation areas. The faculties and doctoral schools also maintain their equipment through institutional funds, research projects and sponsorships.

✓ Analysis of the state of facts

The movable and immovable assets are generally maintained adequately. However, some facilities, particularly those used by SD SITT/CESI, require further technological modernization.

✓ Aspects that constitute best practice examples

✓ Recommendations: The University should continue its investment in the refurbishment and technological upgrading of the facilities used by doctoral students.

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

The doctoral study domain of Philology benefits from a highly qualified academic community comprising 85 doctoral supervisors across the five doctoral schools. The teaching staff includes distinguished scholars with extensive teaching, research, and doctoral supervision experience, as well as recognized national and international academic profiles. The advanced training program is delivered by doctoral supervisors and invited specialists whose expertise closely aligns with the subjects assigned to them.

✓ Analysis of the state of facts

The academic staff constitute a major strength of the doctoral study domain. Their diverse and complementary expertise ensures comprehensive coverage of Linguistics, Literary Studies, Cultural Studies, and Interdisciplinary Studies, providing a stimulating environment for advanced research.

✓ Aspects that constitute best practice examples

The high academic quality and strong national and international reputation of the doctoral supervisors represent an aspect of best practice. This is further demonstrated by the international co-supervision agreements concluded with prestigious institutions, including KU Leuven, Université Sorbonne Nouvelle –

Paris 3, the University of Poitiers, the University of Fribourg, Université Paris-Est, the École des Hautes Études en Sciences Sociales and the University of Oxford. These partnerships enhance the international dimension and academic quality of doctoral supervision in Philology.

✓ 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

The University of Bucharest supports staff development through professional training and peer-learning sessions, Erasmus mobility, funding for conferences and workshops, and financial support for publication in high-ranking journals. The SciResCareer platform provides mentoring and specialised workshops, while the UB Learning Centre promotes innovative teaching methods and digital skills.

✓ Analysis of the state of facts

The University provides diverse and appropriate opportunities for the continuous professional development of academic, research and administrative staff.

✓ Aspects that constitute best practice examples

✓ Recommendations - N/A

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures Teaching staff recruitment procedures compliant with the provisions of the law.

Indicator 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

The recruitment and affiliation of doctoral supervisors are conducted in accordance with national legislation and the University's regulations. Candidates must hold a habilitation certificate or obtain formal recognition of an equivalent qualification awarded abroad. Affiliation requires approval by the University Senate, following evaluation and endorsement by the Doctoral School Council, Faculty Council and CSUD. The applicable procedures, stages and specific criteria are publicly available.

✓ Analysis of the state of facts

The procedures include clear academic and ethical criteria and involve several institutional levels, ensuring transparency and appropriate quality control.

✓ Aspects that constitute best practice examples - N/A
✓ Recommendations - N/A

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

✓ Presentation of the state of facts

The University uses digital platforms such as Moodle, Google Classroom, and Microsoft 365 for teaching, assessment, communication, and access to learning resources. Doctoral students receive institutional accounts and have online access to academic records and administrative services. Dedicated doctoral school webpages provide regulations, timetables, announcements, and information on thesis defenses. Turnitin is used to verify academic integrity. The MOPAS platform supports the digital management of admissions, doctoral progress, research reports, thesis defenses, and graduation.

✓ Analysis of the state of facts

The digital tools facilitate access to educational resources, communication and academic and administrative services throughout the doctoral program.

✓ Aspects that constitute best practice examples - N/A
✓ Recommendations - N/A

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

✓ Presentation of the state of facts

The doctoral programs in Philology cover a broad range of research areas in linguistics, literary studies, cultural studies, translation studies and interdisciplinary research. The curricula include advanced academic training and individual scientific research, with teaching, research, practical training, progress reports and assessment activities. All activities are allocated transferable study credits, totaling 240 ECTS credits across the four years of doctoral study. Course descriptions specify the expected learning outcomes, content, assessment methods and time allocated to independent study, leading to a Level 8 qualification under the EQF and the Romanian National Qualifications Framework.

✓ Analysis of the state of facts

The doctoral programs are coherently structured, research-oriented and aligned with the expected learning outcomes and qualification level.

* 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.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

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

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

- ✓ Presentation of the state of facts

The learning outcomes defined in the course descriptions are correlated with competences relevant to research institutes, universities, schools, cultural institutions, publishing houses, translation agencies and the media. The SER identifies relevant ESCO occupations, including linguist, lexicographer, literary researcher, translator, editor, university lecturer and language teacher.
Complementary courses organized by CSUD and SciResCareer develop transferable competences in research methodology, academic writing, information management and project development.

- ✓ Analysis of the state of facts

The doctoral programs provide both specialized and transferable competencies relevant to the occupations and professional environments associated with Philology. Discussions with employers confirmed that graduates are employed in positions corresponding to the occupations and professional fields identified in the program documentation, particularly in research, education, cultural institutions, publishing, and translation. This provides evidence of the correlation between the expected learning outcomes, the competencies acquired by graduates, and the requirements of the relevant labor market.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The five doctoral schools should make the correspondence between learning outcomes, acquired competencies, and relevant ESCO occupations more explicit in their program and course documentation.

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)

Student-centered learning is implemented through annually updated courses tailored to doctoral students' research topics, interactive teaching, individualized bibliographies, continuous tutoring, and participation in research projects. With the supervisor's approval, doctoral students may replace certain courses with courses from other programs when relevant to their research. The scientific research program is based on individual research, progress reports, publications, and regular guidance. According to the internal survey,

over 80% of doctoral students report that the advanced training modules meet their training needs and support autonomy, creativity, and personal development.

✓ Analysis of the state of facts

The curriculum's flexibility and the close connection between teaching activities and individual research topics demonstrate a consistent student-centered approach. During the discussions, doctoral students expressed strong appreciation for their supervisors' involvement throughout the doctoral journey, emphasizing the constant academic and personal support provided, supervisors' availability, and the high standards they consistently uphold.

✓ Aspects that constitute best practice examples

The annual adaptation of course content to doctoral students' research topics and the option to select courses from other programs are examples of good practice.

✓ 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

Doctoral students have access to Erasmus+, CIVIS and other mobility opportunities, including research internships, summer schools, conferences, short courses and international co-supervision programs. Information is disseminated through institutional and doctoral-school webpages, seminars, newsletters and information sessions. Academic staff also support applications through mentoring and letters of recommendation.

✓ Analysis of the state of facts

The University provides diverse opportunities for physical and virtual international mobility. Participation in the CIVIS Alliance and the partnerships established by the doctoral schools broaden the range of destinations and academic experiences available to doctoral students.

✓ Aspects that constitute best practice examples

The combination of mobility opportunities with individual academic support for applications and the development of international co-supervision agreements represents an aspect of good practice.

✓ 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

The University provides doctoral students with free academic, psychological, and career support through the UB Learning Centre, CAIPE, and the Career Counselling and Guidance Department. Workshops on academic writing, critical thinking, coaching, and personal development address diverse learning and professional needs. The Program for Preventing Dropout from Doctoral Studies includes progress

monitoring and support for students facing difficulties. Doctoral students may also receive scholarships and funding for research placements, conference participation, and practical research activities.

✓ Analysis of the state of facts

The available academic, financial, psychological, and career support measures provide fair opportunities for doctoral students, taking into account their individual potential, aspirations, and support needs.

✓ Aspects that constitute best practice examples

The dedicated program for monitoring and preventing dropout from doctoral studies represents an aspect of good practice.

✓ 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

Doctoral students have access to learning materials through Moodle and Google Classroom, as well as to the collections and electronic resources of the "Carol I" Central University Library. Remote access is provided to databases such as Web of Science, Scopus, ProQuest, JSTOR, SpringerLink and Cambridge Journals. Students with disabilities or special educational needs benefit from assistive technologies, adapted accommodation and personalised services provided through the Inclusion, Equity and Diversity Service. Detailed information on available facilities is published on the University's dedicated support webpage.

✓ Analysis of the state of facts

The academic resources and specialised support services are appropriate to the doctoral level and take account of individual learning and accessibility needs.

✓ Aspects that constitute best practice examples

✓ Recommendations

The University should continue extending physical and digital accessibility across all premises used by the doctoral schools.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

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

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

✓ Presentation of the state of facts

The expected learning outcomes are specified in the course descriptions associated with the curricula of the five doctoral schools. They define the knowledge, specialized research competences and transferable competences to be acquired by doctoral students. The course descriptions also present the content, teaching activities and assessment methods, thereby clarifying expectations for both doctoral students and teaching staff. Relevant curricular documents are publicly available, for example on the Doctoral School of Letters – Curricula webpage. The general structure and objectives of doctoral training are established by the UB Regulation on doctoral study programmes.

✓ Analysis of the state of facts

The learning outcomes are adequately defined and correlated with the course content, research activities and assessment methods.

✓ Aspects that constitute best practice examples - N/A
✓ Recommendations

The five doctoral schools should ensure the consistent public availability and presentation of course descriptions and learning outcomes.

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

The achievement of the learning outcomes is assessed each semester through examinations, colloquia, research papers, and progress reports. During the scientific research program, doctoral students are evaluated by their supervisors and guidance committees. The final assessment comprises the evaluation and public defense of the doctoral thesis. The completion process, including thesis evaluation, similarity checking, and public defense, is regulated by the UB procedure for the completion of doctoral studies. The same webpage provides doctoral students with access to the procedure for using the electronic similarity-checking system.

✓ Analysis of the state of facts

Learning outcomes are assessed progressively throughout the doctoral program using methods appropriate to each stage of doctoral training. Examinations and colloquia evaluate competencies acquired during the advanced training program, while research papers, progress reports, and presentations monitor the development of doctoral research and provide opportunities for regular academic feedback. The doctoral supervisor and the guidance and academic integrity committee play a central role in monitoring research progress. The final evaluation, based on the doctoral thesis, similarity report, and public defense before a specialist committee, provides a comprehensive assessment of the doctoral student's ability to conduct original research, communicate scientific results, and meet the academic and ethical standards associated with a Level 8 qualification. Thus, the assessment system ensures continuity among the expected learning outcomes, the doctoral student's research activity, and the final qualification.

✓ 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

Admission is organised according to the University's regulations and annual calendar, approved by the Senate. Information on admission periods, available places, fees, eligibility requirements, language certificates and examination methods is published on the UB doctoral admission webpage. Each doctoral school publishes its specific admission regulations, selection criteria, examination requirements and results. Relevant examples include the Doctoral School of Languages and Cultural Identities and the Doctoral School of Literary and Cultural Studies.

✓ Analysis of the state of facts

The admission procedures are applied within a common institutional framework, while allowing each doctoral school to establish criteria and examinations appropriate to its academic profile. The publication of regulations, calendars, examination requirements and results ensures transparency and predictability for candidates.

✓ Aspects that constitute best practice examples - N/A
✓ Recommendations - N/A

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

Admission is open to all candidates who meet the published legal and academic requirements. The University allocates dedicated places for Roma candidates and Romanians living abroad and provides support measures for candidates from vulnerable groups and candidates with disabilities or special educational needs. The UB doctoral admission webpage publishes the admission regulations, calendar, available places and examination methods. The University also provides information on support for students with disabilities and special educational needs.

✓ Analysis of the state of facts

The institutional framework supports fair and non-discriminatory access to doctoral studies. Dedicated places, accessibility measures and institutional inclusion services contribute to equal opportunities for candidates from vulnerable or underrepresented groups.

✓ Aspects that constitute best practice examples
✓ Recommendations

The doctoral schools should publish a clear procedure through which candidates may request reasonable accommodations for the admission examinations.

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

Doctoral students' academic activity is governed by the UB Regulation on doctoral study programmes, the regulations of the doctoral schools, the study contract and the Code of Students' Rights and Obligations. These documents regulate doctoral students' rights and responsibilities, participation in training and research activities, assessment, representation in decision-making bodies and completion of doctoral studies. The relevant procedures are published on the UB doctoral studies webpage.

✓ Analysis of the state of facts

The regulatory framework covers the entire doctoral journey and is applied through individual study plans, periodic assessments, progress reports and the procedures for thesis completion and public defense. Doctoral students are also represented in the governance structures of the doctoral schools, CSUD and the University Senate.

✓ Aspects that constitute best practice examples

The annual monitoring of the observance of students' rights and obligations by the University of Bucharest Students' Association represents an aspect of good practice.

✓ 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

Internationalization is supported through Erasmus+, the CIVIS Alliance, bilateral agreements, international conferences, visiting professors and joint research activities. Doctoral students and academic staff benefit from mobility opportunities published on the UB Erasmus webpage and through CIVIS mobility calls. The doctoral schools have developed international co-supervision agreements with prestigious institutions, including KU Leuven, Université Sorbonne Nouvelle–Paris 3, the University of Poitiers, the University of Fribourg, Université Paris-Est and the École des Hautes Études en Sciences Sociales. International experts are also involved in courses, research seminars, guidance committees and thesis defense committees.

✓ Analysis of the state of facts

International cooperation is a significant strength of the doctoral study domain. Mobility, co-supervision agreements and the systematic involvement of international scholars contribute to the quality, visibility and international relevance of doctoral education and research.

✓ Aspects that constitute best practice examples

The quality of the international partner universities and the integration of international experts into doctoral supervision, teaching, research and thesis evaluation represent an aspect of best practice.

✓ 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

Research-based learning is central to doctoral programs and includes scientific papers, progress reports, conference presentations, and publications. Doctoral students disseminate their results at events such as the "Paul Cornea" National Colloquium, the International Conference of the Department of Linguistics, and the FLLS Annual International Conference. Selected research results are published in conference proceedings, University of Bucharest Press volumes, and journals such as Bucharest Working Papers in Linguistics, a peer-reviewed, open-access journal.

✓ Analysis of the state of facts

The doctoral programs systematically integrate scientific investigation, dissemination, and publication. These activities enable doctoral students to develop research autonomy, receive feedback from the academic community, and demonstrate achievement of the intended learning outcomes.

✓ Aspects that constitute best practice examples

The extensive participation of doctoral students in specialized conferences and the opportunities to publish selected contributions represent an aspect of good practice.

✓ 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

Doctoral supervisors and doctoral students disseminate their research through national and international conferences, peer-reviewed journals, edited volumes and publications issued by the University of Bucharest Press. The doctoral schools also organise scientific events and maintain publication outlets, including Bucharest Working Papers in Linguistics and the "Text and Image" series.
Doctoral students may receive institutional financial support for publishing and disseminating their research. UB-affiliated authors can also publish Open Access without individual publication fees through the ANELIS Plus transformative agreements.

✓ Analysis of the state of facts

The volume and diversity of publications, conference participation, and international academic collaborations demonstrate the national and international visibility of the research conducted within the doctoral domain. Research results are effectively leveraged through publications, academic events, international partnerships, and public engagement.

✓ Aspects that constitute best practice examples

Institutional financial support for research dissemination and Open Access publishing represents an aspect of good practice.

✓ Recommendations

The five doctoral schools should develop a common system for monitoring publications, citations and other indicators of national and international research impact.

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

Quality assurance is coordinated by the University Quality Assessment and Assurance Committee – CEAC-UB, which implements the Quality Assurance Strategy and publishes annual self-evaluation reports and improvement measures. At the faculty level, CEAC structures prepare annual reports and action plans based on student evaluations, peer review, and institutional data. Relevant documents are published by the Faculty of Letters and FLLS.

✓ Analysis of the state of facts

The quality assurance system operates at the university, faculty, and doctoral school levels. Its impact is reflected in the periodic revision of curricula and regulations, the development of digital services, the improvement of learning resources, and the introduction of additional support measures for doctoral students.

✓ Aspects that constitute best practice examples

✓ Recommendations

The five doctoral schools should use a common monitoring instrument explicitly linking identified quality issues, improvement measures, responsibilities, deadlines and achieved results.

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

Academic staff and doctoral students participate in quality assurance and decision-making through the Doctoral School Councils, Faculty Councils, CSUD and the University Senate. Employers and external stakeholders, particularly representatives of Romanian Academy research institutes, are involved as doctoral supervisors and external members of doctoral-school councils.

Student opinions are collected through surveys and teaching evaluations. The results are included in the annual quality reports published by the Faculty of Letters and FLLS.

✓ Analysis of the state of facts

Stakeholder feedback has led to concrete changes, including annual updates to course content, greater curricular flexibility, and the option to select courses from other doctoral programs. Discussions with doctoral students and employers confirmed their involvement in program implementation and improvement.

✓ 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

Academic and research ethics are supported by two autonomous structures: the University Ethics Committee and the Research Ethics Committee. The University Ethics Committee operates according to regulations approved by the University Senate, examines alleged breaches of academic ethics and publishes annual activity reports. The Research Ethics Committee independently evaluates the ethical aspects of research projects and issues ethical approvals in accordance with its Senate-approved regulations.

✓ Analysis of the state of facts

The composition, responsibilities and procedures of the ethics structures are formally regulated. Their institutional autonomy, published regulations, annual reports and publicly available decisions provide evidence of independent and transparent operation. The discussions with the representatives of the Ethics Committee further confirmed that the Committee performs its duties autonomously, without interference from other institutional structures or individuals.

✓ 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

The doctoral programmes are monitored and periodically reviewed by the Doctoral School Councils, Faculty Councils, CSUD and quality assurance structures. The curricula, course descriptions and individual study plans are regularly updated, while modular course content is reviewed annually in consultation with doctoral supervisors and students. The procedures are supported by the CEAC-UB quality assurance framework and documented in the annual reports published by the Faculty of Letters and FLLS.

✓ Analysis of the state of facts

The systematic review of course content has resulted in its closer alignment with doctoral research topics, increased curricular flexibility and changes in course provision where necessary. These measures demonstrate the impact of the monitoring procedures on the relevance and quality of doctoral training.

✓ 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

Academic staff, doctoral students, alumni, and employers participate in program monitoring and review through doctoral school and faculty councils, CEAC structures, surveys, and consultations. Doctoral students are represented on decision-making bodies and contribute to curriculum revision and quality assurance procedures. External stakeholders include representatives from Romanian Academy institutes, cultural institutions, embassies, and professional organizations. Their perspectives are considered when reviewing curricula and evaluating the relevance of doctoral training.

✓ Analysis of the state of facts

Stakeholder involvement is both formal, through representation in governance and quality assurance structures, and operational, through surveys, consultations and meetings. Feedback has contributed to updating course content, increasing curricular flexibility and adapting doctoral training to research and professional needs.

✓ Aspects that constitute best practice examples

The annual Quality Week, which includes cross-faculty evaluations, meetings with employers and exchanges of good practices, represents an aspect of good practice.

✓ 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

Students evaluate teaching activities on a biannual basis. The results are analyzed within the faculties and incorporated into the annual quality-assurance reports prepared at the institutional level. The evaluation

complements staff self-evaluation, peer evaluation, and management evaluation. Relevant evidence is available on the UB Quality Assurance Commission webpage and on the evaluation pages of the Faculty of Letters and FLLS.

✓ Analysis of the state of facts

The systematic analysis of student feedback supports the monitoring of teaching quality and the identification of areas needing improvement. Discussions with doctoral students and graduates confirmed that their feedback is collected and considered in the evaluation and improvement of teaching activities.

✓ Aspects that constitute best practice examples
✓ Recommendations

The panel recommends consistently communicating aggregated results and the resulting improvement measures to doctoral students.

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

The University systematically collects and analyses data on teaching, research, students' academic progress, learning outcomes, graduate employability and administrative activities. Relevant data are managed through institutional platforms such as MOPAS, FOCUS, MIS and EMSYS. The Statistics, Monitoring and Evaluation Service also conducts surveys and prepares reports supporting evidence-based institutional decisions. Relevant information is available on the webpages of the Statistics, Monitoring and Evaluation Service, MOPAS and FOCUS.

✓ Analysis of the state of facts

The diversity and integration of the collected data provide an adequate basis for monitoring the doctoral domain, preparing internal and external evaluation reports and identifying areas requiring improvement.

✓ Aspects that constitute best practice examples - N/A
✓ Recommendations - N/A

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

Information about doctoral studies is publicly available on the websites of the University, CSUD, the faculties, and the five doctoral schools involved in the Philology domain. The published information covers the doctoral schools and supervisors, admission, regulations, curricula, mobility opportunities,

scholarships, doctoral theses, and contact details. Relevant entry points include the UB doctoral studies webpage, the doctoral schools portal and the Faculty of Letters doctoral studies webpage.

✓ Analysis of the state of facts

The available information is extensive, accessible, and generally up to date, ensuring adequate transparency regarding the organization and delivery of doctoral studies in Philology.

✓ Aspects that constitute best practice examples
✓ Recommendations

The panel recommends maintaining a consistent structure and regularly updating information across all five doctoral-school websites.

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

Decisions, regulations and procedures are debated and approved by the competent collegial structures, which include elected representatives of academic staff and students. Decisions and minutes of the University Senate and the Board of Administration are publicly available, alongside information on institutional regulations and governance. Faculty-level decisions are also published on the relevant websites. Evidence is available on the UB public information webpage, the University Senate webpage and the Board of Administration webpage.

✓ Analysis of the state of facts

The publication of decisions and minutes, together with the participation of students and academic staff in collegial governing bodies, supports transparent and participatory decision-making.

✓ Aspects that constitute best practice examples
✓ Recommendations

The panel recommends consistently publishing decisions and minutes at doctoral-school level as well.

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

All doctoral study programmes at the University of Bucharest undergo external quality evaluation in accordance with the applicable legal requirements. Following the 2021 external evaluation, the Philology doctoral domain received the decision “Maintenance of Accreditation”. The University subsequently prepared a progress report describing the measures adopted in response to the recommendations and participated in the corresponding follow-up evaluation conducted in 2025.

✓ Analysis of the state of facts

The documentation examined and the information obtained during the evaluation demonstrate that the University complies with external evaluation requirements and systematically monitors the implementation

of the recommendations received. The current self-evaluation process also reflects institutional engagement in continuous quality improvement.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ A long-standing and prestigious tradition in doctoral education and research in Philology. ✓ A highly qualified academic staff with strong national and international visibility and extensive research expertise. ✓ Five doctoral schools with distinct profiles, covering a broad range of linguistic, literary, cultural and interdisciplinary research areas. ✓ Excellent cooperation with prestigious universities through international mobility and joint-supervision agreements. ✓ Strong institutional links with the Romanian Academy's research institutes, libraries, museums and other cultural institutions. ✓ Access to extensive documentary resources, international databases and specialised research infrastructure. ✓ Strong commitment of doctoral supervisors,	INTERNAL FACTORS	✓ A limited number of research grants involving doctoral students and insufficient opportunities for their integration into funded research teams. ✓ Uneven participation of doctoral students in international mobility programmes. ✓ A relatively small number of international doctoral students, particularly from EU/EEA countries. ✓ A limited proportion of doctoral students receiving scholarships or benefiting from alternative funding sources. ✓ A comparatively low number of international joint-supervision arrangements, partly because of complex administrative procedures. ✓ The need for continuous modernisation of technical infrastructure and acquisition of specialised research software.

whose constant support, availability and academic rigour were highly appreciated by doctoral students and graduates. ✓ Transparent academic procedures and student representation in decision-making structures. ✓ Good employability of graduates in higher education, research, education and cultural institutions.		
SWOT analysis		
Opportunities: ✓ The University's participation in the CIVIS Alliance and other international academic networks. ✓ Expansion of international joint-supervision agreements, collaborative research projects and virtual mobility. ✓ Strong partnerships with the Romanian Academy, cultural institutions, museums, foreign cultural institutes and publishing houses. ✓ Growing demand for specialists in language technologies, digital humanities, heritage digitisation, corpus linguistics and discourse analysis. ✓ Further involvement of alumni in mentoring, research cooperation and	⬇ EXTERNAL FACTORS	**Threats:** ✓ Demographic decline and decreasing interest among high-achieving graduates in humanities and Philology. ✓ Limited and unpredictable national funding for research in the humanities. ✓ Insufficient opportunities for recruiting and retaining highly qualified young researchers within universities and research institutes. ✓ Financial pressures that may affect doctoral students' capacity to complete their studies. ✓ Rapid technological developments, particularly in artificial intelligence and language technologies, requiring continuous curricular and infrastructural adaptation.

the promotion of doctoral studies. ✓ Increased use of hybrid academic events, virtual summer schools and online international research networks.		

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	The five doctoral schools should implement a common mechanism for documenting stakeholder consultations, including the participants consulted, proposals received, decisions adopted and subsequent actions taken.
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	The University should continue its investment in the refurbishment and technological upgrading of the facilities used by doctoral students.
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	The five doctoral schools should make the correspondence between learning outcomes, acquired competencies, and relevant ESCO occupations more explicit in their program and course documentation.
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	The University should continue extending physical and digital accessibility across all premises used by the doctoral schools.
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	The five doctoral schools should ensure the consistent public availability and presentation of course descriptions and learning outcomes.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	The doctoral schools should publish a clear procedure through which candidates may request reasonable accommodations for the admission examinations
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	The five doctoral schools should develop a common system for monitoring publications, citations and other indicators of national and international research impact.
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	The five doctoral schools should use a common monitoring instrument explicitly linking identified quality issues, improvement measures, responsibilities, deadlines and achieved results.
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	The panel recommends consistently communicating aggregated results and the resulting improvement measures to doctoral students.
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	The panel recommends maintaining a consistent structure and regularly updating information across all five doctoral-school websites.
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	The panel recommends consistently publishing decisions and minutes at doctoral-school level as well.
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

VI. Conclusions

The doctoral study domain of Philology at the University of Bucharest benefits from a long-standing academic tradition, a distinctive organization across five doctoral schools, and a highly qualified teaching and research staff. The diversity of the doctoral schools enables coverage of a broad range of linguistic, literary, cultural, and interdisciplinary research areas.

The quality of the academic staff and the strong national and international visibility of their research are major strengths. Doctoral students and graduates particularly appreciated their supervisors' constant involvement, availability, academic rigor, and individualized support. International cooperation, including joint-supervision agreements with prestigious universities, mobility opportunities, and participation in academic networks, significantly contributes to the quality and internationalization of doctoral education.

Doctoral students have access to appropriate learning and research resources, extensive library collections, electronic databases, and institutional support services. Doctoral programs are research-oriented, student-centered, and supported by transparent regulations, admission procedures, monitoring mechanisms, and quality-assurance processes. Discussions with doctoral students, graduates, employers, and institutional representatives generally confirmed the information presented in the self-evaluation report.

Further improvement remains possible, particularly regarding the involvement of doctoral students in funded research projects, diversification of financial support, participation in international mobility, recruitment of international doctoral students, development of joint-supervision arrangements, and the continuous modernization of technical and digital research infrastructure.

Overall, the evaluation panel considers that the doctoral study domain of Philology provides high-quality education and research training, supported by a strong academic community and appropriate institutional mechanisms. The evaluated domain meets the applicable quality standards, and the panel recommends maintaining accreditation (MAC).

VII. Annexes

The schedule of the on-site visit.

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

Instituția de învățământ superior/Organizația furnizoare de educație/ Higher Education Institution / Education Provider Organization: Universitatea din București/University of Bucharest

Școala doctorală/ Doctoral School:
Școala doctorală din cadrul Facultății de Litere/The Doctoral School within the Faculty of Letters
Școala doctorală de studii literare și culturale/ The Doctoral School of Literary and Cultural Studies

Domeniul de doctorat/ Doctoral Domain: Filologie/Philology

Obiectivul evaluării externe/ The objective of the external evaluation: *(autorizare de funcționare provizorie/acreditare/menținerea acreditării domeniului de doctorat) menținerea acreditării/ maintaining accreditation*
Perioada vizitei de evaluare/ The evaluation period: *23-24 septembrie 2026.*

Comisia de experți evaluatori ai ARACIS/Evaluation panel:

Nr./No.	III.1 Numele și prenumele/ Last Name and First Name	Calitatea/Team role
2.	*Mihaela Gheorghe*	*Membru - Cadru didactic RNE*
3.	*Ana Bantoș*	*Membru - Evaluator internațional RNE-I*
4.	*Andi Alupei*	*Membru - Student doctorand RNE-S*

Reprezentantul IÎS/OFE:

Nr./No.	III.2 Numele și prenumele/ Last Name and First Name	Calitatea/Team role
1.	*Antoaneta Olteanu*	III.2.1.1 *Persoană de contact/Contact person*
2.	*Cosmin Ciotloș*	III.2.1.2 *Persoană de contact/Contact person*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Miercuri/ *Wednesday*, 23.09.2026			
10:30-11:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Cancelaria Facultății de Litere
11:00-11:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţii conducerii componentei organizatorice/** *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	Sala de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (7 persoane)
11:30-11:40	Pauză/ ***Break***		
11:40-12:10	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)/** *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (5 persoane)

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
12:10-12:20	Pauză/ ***Break***		
12:20-13:00	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **personalul didactic** implicat în activităţile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (10 persoane)
13:00-13:10	Pauză/ ***Break***		
13:10-13:50	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **studenţi** * **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Studenţi doctoranzi/ *Doctoral students*	Sala de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (15 persoane)
13:50-14:30	Pauză/ ***Break***		

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
14:30-15:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenţi**[*],[†] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni[‡] of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (10 persoane)
15:20-15:30	Pauză/ ***Break***		
15:30-16:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers[§] of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (6 persoane)
16:20-17:20	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai instituției sau Academiei Române, după caz/	

[*] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[†] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat
[‡] Avoid inviting alumni who are also staff of the HEI or members of the Romanian Academy, as applicable.
[§] Avoid inviting employers who are also staff of the HEI or members of the Romanian Academy, as applicable. jkjkj

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
		Representatives of the HEI or the Romanian Academy, as applicable	
Joi/ *Thursday*, 24.09.2026			
8:30 - 9:00	**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*	Cancelaria Facultății de Litere
9:00-9:30	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 de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (5 persoane)
9:30 - 9:40	Pauză/ ***Break***		
9:40 - 10:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Meeting of the external quality evaluation experts' panel with*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	Sala de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (3 persoane)

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	representatives of the quality assurance organisational structures		
10:10 - 10:20	Pauză/ ***Break***		
10:20 - 10:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară/** *Meeting of the experts panel with members of the University Ethics Committee*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	Sala de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (2 persoane)....
10:50- 11:00-	Pauză/ ***Break***		
11:00- 11:30-	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Cancelaria Facultății
11:30- 12:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității** [*] / *Meeting of the external quality evaluation experts' panel with*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of the management / representatives of the CEAC /*	Sala de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (2 persoane)

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures	*representatives of the quality assurance organisational structures* - Persoana de contact/ *Contact person*	
12:00 - 12:30	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Cancelaria Facultății
12:30-13:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact/ *Contact person*	Sala de Consiliu Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: (7 persoane)

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.