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 2.6

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea din Bucureşti
Şcoala(ile) doctorală(e)	Din cadrul Facultății de Teologie Ortodoxă; Teologie și Studii Religioase; Studii Religioase și Interculturale; Interdisciplinary School of Doctoral Studies - ISDS UB
Domeniul de studii universitare de doctorat (DSUD)	*Teologie*
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. 5212/12.10.2026. 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.3.2.1, 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.9.1.1, PÎ:I.P.B.3.1.2, I.P.B.8.1.1, I.P.B.9.2.1 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 şedinţa din 22.10.2026 analizează şi validează propunerea comisiei de experţi în evaluarea externă a calităţii, constatând că din:

- *29 indicatori: 29 sunt îndepliniţi, 3 parţial îndepliniţi şi 0 sunt neîndepliniţi*
- *26 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 - ISDS
Doctoral School:	the Theology
Doctoral Domain:	Theology
The objective of the external evaluation:	**Menţinerea acreditării (MAC)**

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	HIMCINSCHI MIHAI	Expert evaluator	
2.	ARGARATE PABLO	International Expert	
3.	PĂTRAȘCU CRISTIAN-ANDREI	PhD Student Evaluator	

I. Introduction

University of Bucharest is a public, non-profit higher education institution, UB was established by Decree no. 765 of 4/16 July 1864 of Prince Alexandru Ioan Cuza and initially brought together the Faculties of Law, Sciences and Letters, and then, since 1890, the Faculty of Theology. Its mission is focused on advanced education and research, the training of highly qualified human resources, the generation and dissemination of knowledge and the transfer of skills to society. UB has over 34,000 students, 1,300 professors and 600 researchers, 1,200 employees as administrative staff, proposes a vast educational offer, in numerous fields addressed in 20 faculties, with 95 bachelor's programs, 223 master's programs, 8 didactic master's programs, and manages as an institution organizing university doctoral studies (IOSUD) 24 doctoral schools for 24 specific fields and a school for interdisciplinary doctoral studies. Doctoral studies are coordinated through the university structures responsible for doctoral education, including the Council for Doctoral Studies (CSUD, 17 members)), the doctoral schools and the relevant administrative services. Following the external ARACIS evaluation of 30. 06. 2021, UB obtained the "High degree of trust" rating and maintained its accreditation for organizing doctoral study programs.

The field of doctoral studies in Theology is organized within three doctoral schools. Since the previous evaluation, the main institutional change was the establishment, in 2023, of the Doctoral School of Religious and Intercultural Studies (TB – Baptist Theology). At the time of the evaluation, there are three Doctoral Schools providing academic training in the field of Theology, namely: the Doctoral School of Orthodox Theology (TO – Orthodox Theology), an academic structure within the Faculty of Orthodox Theology Justinian Patriarch, the Doctoral School of Theology and Religious Studies (TRC – Roman Catholic Theology), within the Faculty of Roman Catholic Theology, and the Doctoral School of Religious and Intercultural Studies (TB – Baptist Theology), within the Faculty of Baptist Theology. The Doctoral School of Orthodox Theology has 15 teaching staff, 10 of whom are full-time faculty members of the Justinian Patriarch of Bucharest Orthodox Theology Faculty and 5 teaching staff who have reached retirement age but who continue to work within the same Faculty; The Doctoral School of Theology and Religious Studies (TRC – Roman Catholic Theology) has 5 doctoral coordinators, and the Doctoral School of Religious and Intercultural Studies has 6 teaching staff, two of whom are full-time faculty members of the Baptist Theology Faculty, two have reached retirement age but continue to work within the same faculty, and two are affiliated with educational institutions of other Protestant-evangelical denominations, namely the Adventist and Pentecostal. At the time of the visit, the field had 83 doctoral students and 36 doctoral supervisors. In the last five years, 72 doctoral students have obtained the scientific title of Doctor of Orthodox Theology. The mission of the field is to train highly qualified specialists and researchers in Theology, capable of contributing to theological research, religious institutions, and the academic and ecclesial community in the broadest sense.

In addition to the three Doctoral Schools presented above, within the ISDS (Interdisciplinary Study of Doctoral School), interdisciplinary topics relating to the field of Theology may be addressed. In the field of Theology, the following doctoral supervisors are part of the ISDS: Assoc. Prof. Adrian Lemeni (Orthodox Theology), Prof. Michael Fieger (Roman Catholic Theology) and Prof. Otniel Bunaciu (Baptist Theology).

Doctoral studies and doctoral research projects in the field of Theology at the University of Bucharest are offered by the Doctoral School of Orthodox Theology, the Doctoral School of Theology and Religious Studies, the Doctoral School of Religious and Intercultural Studies, and the ISDS (Interdisciplinary Study of Doctoral School).

II. Methods used

The evaluation methodology combined documentary analysis with information collected during the on-site visit and through meetings with relevant stakeholders. The panel analysed the Internal Evaluation Report, its annexes, and the documents and web pages made available by ULBS. No additional clarifications were requested before the visit.

The on-site visit included the inspection of resources used for doctoral education and research, including teaching rooms, the library and research centres. The panel held meetings with the management, the team that prepared the Internal Evaluation Report, doctoral supervisors, employers and beneficiaries, doctoral students, graduates, research-centres representatives, and Quality Assurance structures.

The panel used triangulation of evidence, comparing the Internal Evaluation Report and its annexes with online information, observations made during the visit and information obtained from stakeholders. The assessment focused on compliance with ARACIS standards and indicators, strengths, areas for improvement and recommendations.

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 Theology Department at UB operates through structured administrative bodies. Operations are governed by a synchronized hierarchy that includes the University Charter, the Regulations of the Doctoral School of Orthodox Theology, the Doctoral School of Catholic Theology, the Regulations of the Doctoral School of Religious and Intercultural Studies, which are periodically revised. During the on-site visit, the expert group verified the management and the internal quality committee how these components actively monitor academic workflows and individual student progress (see minutes and protocols of meetings).
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged: The evaluation concluded that the structural components of the school function smoothly, with clear operational responsibilities, without presenting any legal or structural contradictions with the Higher Education Law No. 199/2023 or the Framework Regulation. It would have been desirable to regulate the ethical use of artificial intelligence (AI) tools in documentation, translation or writing.

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement
The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

- ✓ Presentation of the state of facts, The internal evaluation report (IER, p. 16) states that the opinions of doctoral students, doctoral supervisors and other stakeholders are taken into account in the development and revision of methodologies and regulations. This process is supported by the University Charter, institutional regulations, contained at the level of CSUD. There are formal and informal consultation mechanisms.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged
  The indicator requires evidence that all stakeholders are involved in the adoption and review of institutional regulations, the IER (p. 17) presents the situation only at the level of SDTO. The documents submitted confirm the existence of an institutional framework and consultation mechanisms. Only anecdotal evidence is provided on the real impact of stakeholder feedback on the review of methodologies and regulations, without direct reference to direct sources.

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 internal evaluation report (IER, p. 17-18) states that the University of Bucharest provides adequate and modern facilities for teaching and doctoral research. The Orthodox Theology Doctoral School has renovated teaching spaces, offices, modern lecture halls and audiovisual equipment. Students have access to specialised libraries, extensive collections, databases and research centres. The Roman Catholic Theology Doctoral School offers suitable study spaces, library resources and specialised theological collections. The Religious and Intercultural Studies Doctoral School benefits from research centres and international academic partnerships. These partnerships provide access to schools, conferences, academic experts, libraries, and databases.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged: Overall, doctoral schools have appropriate infrastructure and research resources supporting doctoral education.

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.

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

- ✓ Presentation of the state of facts, The University of Bucharest is responsible for maintaining and continuously improving its teaching, research, digital, sports and student-support infrastructure. IT infrastructure and software are managed by the IT&C Department, while dedicated services administer residences, canteens and student activities. Through initiatives such as EDIS, the UB is investing in digitisation, internet access and computing capacity, supporting doctoral education and research.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged: The University of Bucharest continuously maintains and enhances its academic, research, digital, and student-support infrastructure, with dedicated services and digitization initiatives strengthening doctoral education and research. In our visit we confirmed this maintenance and improving, especially in the IT infrastructure and softwar.

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
  At the time of the visit, SDT has 36 doctoral supervisors (IER, p. 20), respectively the "Dumitru Stăniloae" Doctoral School, the Doctoral School of Theology and Religious Studies (TRC – Roman Catholic Theology), within the Faculty of Roman Catholic Theology, and the Doctoral School of Religious and Intercultural Studies (TB – Baptist Theology), which fully meet the mandatory national qualifications of CNATDCU, according to Annex 2. The advanced university training program is led by qualified internal professors (IER, p. 20). This task was discussed during the on-site evaluation visit regarding the correlation between the profiles of the interdisciplinary courses and the specific requirements of the curriculum.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged
  Human resources are numerically and qualitatively adequate to support the theological doctoral field. However, as mentioned in the evaluation report, the institutional framework must continuously justify this alignment to ensure that the profiles of course holders directly correspond to the targeted competencies.

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 IER (pp. 20-21) states that UB supports the professional and personal development of its academic staff through institutional strategic planning, Erasmus mobility opportunities and participation in conferences/workshops. Doctoral supervisors combine substantial teaching, research and coordination responsibilities and that the university financially supports research through awards and research/publication fees.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged

The evidence provided by the IER (p. 20) confirms that UB offers doctoral supervisors opportunities for professional and personal development through academic mobility, research, conferences and international cooperation. The identification of continuing education as a strategic priority demonstrates institutional awareness of the need to expand and improve the existing offer.

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 IER states (p. 21) that the recruitment, habilitation and affiliation of doctoral supervisors is carried out in a transparent, fair and consistent manner with national legislation and institutional regulations. There is a habilitation methodology at the UB level, including the recognition of titles at European level, the IOSUD Regulation and at the level of doctoral schools, which confirms that the main procedural stages are regulated.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged
The institution has established and applies the main technical stages of habilitation and affiliation. There is a recruitment procedure, presented in a transparent manner, and based on merit, in the sense that additional scores are required to a significant degree: 60% of the total score of the CNADTCU criteria, respectively 30% for each criterion, but only at the Doctoral School of Orthodox Theology, which leads to an increase in the scientific quality of the qualified teaching staff.

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 IER (p. 22-23) states that the UB makes extensive use of digital tools to support teaching, communication and administration across its doctoral programmes. Since 2025–2026, Moodle is used for courses, resources and assessments, while Microsoft 365 provides cloud-based academic and communication services. The EDIS project further supports digitisation, virtual learning environments and advanced computing resources. Doctoral information, regulations, announcements, scholarships and thesis defences are communicated through dedicated programme websites. The MOPAS system manages doctoral studies from admission through research, thesis defence and degree issuance, in compliance with GDPR. Additional digital systems simplify HR procedures and technical support through employee services and HelpDesk platforms.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged
Overall, the material resources remain functional and provide adequate conditions for study, research and work. The institution has improved the teaching experience by using digital tools.

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,

According to the IER (p. 21), the doctoral curriculum is structured to ensure the progressive achievement of Level 8 learning outcomes. It uses ECTS credits and integrates all learning experiences, from first-year courses to thesis preparation. Each curricular component has clearly defined objectives and competences, specified in the course descriptions.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged

The curriculum provides a coherent, goal-oriented progression, with course descriptions specifying the competences developed through each activity. Teaching, research, and assessment form an integrated learning pathway that directly supports the achievement of the doctoral degree in Theology.

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,

In the IER (p. 24-25) it is stated that the doctoral curricula of the Orthodox Doctoral School are publicly available online, with course descriptions linking programme content to learning outcomes. The Theology programme lasts four years and comprises 240 ECTS, with 14 courses supporting Level 8 competences. The curriculum is regularly reviewed with doctoral supervisors and approved by the CSD and Faculty Council. First-year studies include Theology and the Trinity, Biblical Hermeneutics, Advanced Research Methods, and Ethics and Academic Integrity.

The Roman Catholic Doctoral School provides its teaching plans with four courses and 240 ECTS as well as the admission to doctorate. The Religious and Intercultural Studies programme comprises four courses over eight semesters and 243 ECTS. Its course descriptions are provided in the annexes and the curriculum is available online. Learning outcomes are aligned with the competences required by relevant

* 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.

professional occupations. For Orthodox Theology, the main employer is the Romanian Orthodox Church, offering diverse pastoral, educational, social, cultural and research roles. Roman Catholic graduates pursue careers in ecclesial, social, media, research and pastoral fields. Baptist Theology graduates work in churches, education, social work, media, research, public administration and the non-profit sector.
Relevant occupations are classified under COR Code 2636 – Religion Specialists.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged
The three different doctoral schools have correlated learning outcomes with the required competences required for employment. Overall, the curricula demonstrate a clear link between doctoral training, learning outcomes and employment opportunities.

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: IOSUD-UB provides doctoral students with an information and support framework through the Doctoral Student Guide and individual supervision and academic integrity committees. Doctoral supervisors monitor individual research plans and students' progress, providing personalised feedback and methodological guidance. Research activities, reports and scientific papers enable continuous monitoring of competency development. The committees also include members from outside IOSUD, contributing to broader academic expertise.

Analysis of the state of facts, in relation with the state of facts acknowledged: The organisation of doctoral activities demonstrates a student-centred approach through the individualisation of research pathways and regular monitoring of progress. Supervision committees, personalised feedback and research activities contribute to the development of professional and transversal competences. The qualification requirements for committee members ensure an appropriate level of expertise to support doctoral students.

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,
The University of Bucharest actively promotes international mobility for PhD students through Erasmus, bilateral agreements and the CIVIS alliance. It currently has 126 bilateral agreements with foreign higher-education institutions and belongs to 12 international networks. Regular information sessions provide students with guidance on mobility opportunities, support and international scholarships. Through the International Relations Directorate/Erasmus and CIVIS Service, mobility agreements are renewed annually for students and staff, including doctoral students. The CIVIS alliance creates an integrated academic space connecting UB with 10 other European

universities for mobility and collaboration. UB also provides financial encouragement for doctoral mobility through its methodology for supporting research performance. This framework specifically benefits doctoral students of the Theology Doctoral Schools. The linked Annex 4 documents the mobility activities undertaken by Theology doctoral students during 2021–2025. Overall, the institutional framework provides substantial opportunities and financial support for international doctoral mobility and research collaboration.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged

The participation of doctoral students in academic mobility programs (Orthodox: 4. Catholic: 5. Baptist: 3) is extremely low and insufficient, especially in the Orthodox Doctoral School, given the higher number of students there. Also in this Doctoral School, most of the mobilities are not within academic institutions (Mount Athos). More emphasis needs to be placed on the relevance of international experience within the entire doctoral process. Mobility plays a significant role in it. Even considering the occupational situation of doctoral students, doctoral schools need to seriously address this issue. In addition to all this, the restricted access in Romania to state-of-the-art literature makes the mobility for bibliographic purposes even more urgent.

✓ Recommendations

Clear information about the relevance of academic mobility and its different concrete forms are urgently required.
Supervisors ought to address this with each doctoral student within his or her concrete situation.
Given the limited access to international bibliography at the university, at least mobility to access that bibliography needs to be required, especially considering that this mobility is funded.
Without international mobility (which is a must in the European research landscape) of the students, it is difficult that the doctoral theses are internationally visible.
Doctoral students ought to go to international conferences abroad to meet state-of-the-art research and not be reduced to a national bubble.
In addition to this, a growth of thesis in major European languages would improve the required university's international visibility

The indicator is: partially 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: UB provides doctoral students with equitable access to academic, psychological and professional development support services through the Learning Centre, CAIPE and DCOC. The doctoral student retention programme and monitoring mechanisms enable the identification and support of students facing difficulties. Financial support measures are also available to promote equal opportunities. These services can be accessed according to students' individual needs and potential.

Analysis of the state of facts, in relation with the state of facts acknowledged: The institutional measures provide an inclusive and equitable framework, offering doctoral students development opportunities adapted to their academic, professional and personal needs. Monitoring the risk of dropout and counselling services support the early identification of difficulties and continuity of studies. The availability of financial support further strengthens the equal-opportunity framework.

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: UB provides doctoral students with access to electronic scientific resources, research infrastructure and academic activities, including through ANELIS Plus databases and the Central University Library. Doctoral students have opportunities to access laboratories and research centres and to participate in seminars and academic debates with specialists from Romania and abroad. Students with special educational needs have access to assistive technologies and inclusion, counselling and support services. These resources are available according to individual needs and the specific requirements of doctoral research.

Analysis of the state of facts, in relation with the state of facts acknowledged: The available resources and services address the main needs of doctoral education and research by providing access to current specialised literature, research infrastructure and relevant academic communities. Support mechanisms for students with disabilities or special educational needs contribute to equitable access to education. The diversity of available opportunities allows support to be adapted to students' individual profiles and research projects.

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 study plans are developed through consultation with doctoral supervisors and are subject to approval by the relevant academic bodies. Learning outcomes are established through consultation with relevant academic stakeholders and are published on the Doctoral School website. They provide a reference framework for the competences and learning achievements expected throughout doctoral studies. Their periodic updating is envisaged in accordance with developments and needs in the field of Theology.

Analysis of the state of facts, in relation with the state of facts acknowledged: The learning outcomes are formally established and accessible to students and academic staff, contributing to a clear understanding of the competences expected within the doctoral programme. Their development

through consultation with doctoral supervisors and institutional validation ensures their relevance to the field of Theology. Their online publication also supports transparency and clarity of academic expectations.

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: Learning outcomes are assessed through ongoing evaluations, research and progress reports, project presentations and the final doctoral examination. Reports are reviewed by supervision and academic integrity committees, while presentations are public, in accordance with the applicable regulations. The process is complemented by similarity checks using electronic tools, with doctoral students also having access to these systems.

Analysis of the state of facts, in relation with the state of facts acknowledged: The assessment mechanisms enable the monitoring of doctoral progress and verification of learning outcomes throughout the programme. The involvement of supervision committees, public presentations and electronic similarity checks ensure transparency, academic feedback and research integrity. The assessment calendar is included in the individual training plan.

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 to doctoral studies is conducted on the basis of a calendar and regulations approved by the UB Senate and published online. Each Doctoral School develops and publishes its own admission regulations, specifying the requirements, stages and procedure for displaying results. Information on fees and required documents is also made available, while admission trends are documented for the period under review. The procedures are implemented annually in accordance with the institutional and legal framework.

Analysis of the state of facts, in relation with the state of facts acknowledged: The procedural framework ensures transparent and predictable information for candidates regarding admission requirements and procedures. The publication of regulations and relevant information provides equal access to information and facilitates candidates' preparation. Doctoral School-specific regulations also allow procedures to reflect the particularities of each academic field.

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: UB and the Doctoral Schools implement the principles of equal opportunities and equitable access to admission, in accordance with applicable legislation and institutional regulations. Special places are provided for certain vulnerable groups, alongside support measures for candidates with special educational needs and disabilities. These measures are also supported through institutional projects dedicated to inclusion and accessibility. Admission is open to all candidates who meet the established requirements.

Analysis of the state of facts, in relation with the state of facts acknowledged: The institutional measures provide an admission framework based on equity and equal opportunities, reducing access barriers for vulnerable candidates. The allocation of special places and accessibility measures for candidates with disabilities demonstrate the practical implementation of inclusion principles. The framework is further supported by institutional initiatives and projects dedicated to inclusion.

T 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: The professional activity of doctoral students is regulated by the national legal framework, UB regulations and individual study contracts. These establish students' rights and obligations, participation in activities, assessment and the doctoral pathway, including procedures for the completion of studies. Doctoral students are represented in academic decision-making bodies and benefit from mechanisms supporting academic integrity. The regulations are applied consistently to all doctoral students.

Analysis of the state of facts, in relation with the state of facts acknowledged: The regulatory framework provides predictability throughout the doctoral pathway and clarifies the responsibilities of all actors involved. Study contracts and procedures concerning assessment and completion enable doctoral students to understand the applicable academic and administrative requirements. Student representation and academic integrity mechanisms further strengthen transparency and the protection of students' rights.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

✓ Presentation of the state of facts,

The UB's internationalisation strategy combines doctoral mobility, curriculum internationalisation and multilingual administrative support. It is coordinated by the CSUD and doctoral schools, with support from the Directorate of International Relations and Erasmus services. The university promotes doctoral programmes internationally through English-language information, promotional materials, fairs and conferences. The ISDS-UB website is fully in English, providing international applicants with admission, programme and administrative information.
Since 2019, UB has implemented the Doctor Europaeus/Europaea pathway to strengthen the international dimension of doctoral studies. International partnerships include bilateral agreements, networks, student exchanges and joint doctoral supervision with foreign institutions. This Methodology, which is also published on the doctoral schools' websites (https://doctorat.ftoub.unibuc.ro/,https://ftcub.unibuc.ro/doctorat/,https://ftb.unibuc.ro/programe/doctorat/), provides for the granting of financial support. Overall, UB offers a comprehensive framework for international recruitment, cooperation, mobility and financial support for doctoral students.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged

While there has been a big effort for internationalizing the university and the doctoral schools, further actions are required.

✓ Recommendations

It was already suggested to substantially improve academic (outcoming but also incoming) mobility. Bringing international scholars to the UB widens the students' research views as well as opens them to international collaboration and participation in conferences and research projects.
Publication in major European languages needs to be required, promoted, and rewarded.
The same applies for participation in relevant international conferences in the pertinent field, ideally accompanied by the supervisor who will introduce the student in the network of the most important scholars and their publications.
The multiple exchange agreements, such as Erasmus + among others, need to be used by doctoral students but also by professors.

The indicator is: partially 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,

In the IER (p. 35), it is stated, as it is obvious, that scientific investigation is central to doctoral education, particularly within the Scientific Research Programme in SD. From the first year, students are required to complete termly scientific papers/reports alongside research activities and preparation of publications. The course learning outcomes emphasize research competences and prepare doctoral students for careers in scientific research.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged

Doctoral students progressively develop advanced skills in scientific inquiry, academic writing, and publication. From the very beginning, students are introduced to research and best practices in this regard. The emphasis on scientific investigation and publications enhances students' readiness for careers in research and higher education.

The indicator is: fulfilled.

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

✓ Presentation of the state of facts,

The Faculty of Theology significantly contributes to UB's national and international visibility through the research of doctoral supervisors and students. Supervisors' research for 2021–2025 is sufficiently documented in annex 5 and the references of Google Scholar in annex 6, while doctoral students' research is presented in Annex 7. The Orthodox Theology Doctoral School organizes national conferences and provides data on enrolment, thesis defences and doctoral degrees for 2021–2025. Since 2023, the Roman Catholic Theology Doctoral School has organized doctoral research presentations, with results published in VERBUM. Its website also provides information on admission, supervisors, research fields, multilingual thesis supervision and theses defences..

✓ Analysis of the state of facts, in relation with the state of facts acknowledged

While there is evidence of sustained research activity, scientific dissemination and doctoral completion, the international dimension needs to be further deepened in order to attain more real international visibility.

✓ Recommendations

Increment international publications, participation in the most important international conferences, publishing major European languages and journals, and participation in European-funded international projects.

The indicator is: partially 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,

Following the external evaluation, IOSUD-UB adopted Quality Assurance Strategies. Among the verifiable changes relevant to Theology are the establishment of a distinct Doctoral School of Theology, namely the Doctoral School of Religious and Intercultural Studies (TB – Baptist Theology), within the Faculty of Baptist Theology which, together with the other two doctoral schools, switched to a new four-year, 240 ECTS study program, the annual verification of doctoral supervisors according to habilitation standards, the implementation of doctoral mobility funding and the systematic use of similarity verification. Monitoring, evaluation and quality assurance is methodologically regulated.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged

Evidence shows that quality assurance actions are implemented repeatedly and that several recommendations have led to concrete changes in the organizational, curricular and procedural

areas. However, the impact of these measures on doctoral progress, completion, learning outcomes, satisfaction and research performance could be better documented. The quality cycle is operational and documented for the doctoral program in Theology.

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,

At institutional level, UB students participate in quality assurance through surveys, focus groups, self-evaluation reports and membership of relevant bodies. Student representation is ensured in accordance with legal requirements across UB structures and decision-making bodies. Student members of the CSUD contributed directly to developing procedures for monitoring academic progress and preventing doctoral dropout. These procedures include specific measures aimed at reducing dropout rates within doctoral studies. They are linked to UB's Programme for the Prevention of Dropout from Doctoral Studies. The quality-assurance process therefore incorporates students' perspectives into institutional monitoring and improvement. For Theology, doctoral students' views on the activities of the Doctoral Schools are collected through questionnaires. The results of these questionnaires are presented in Annex 8, providing direct student feedback for the evaluation of doctoral education.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged

Consultation with employers, supervisors, graduates, and doctoral students supports effective engagement, with further measures planned to strengthen feedback mechanisms.

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts,

At the UB level, there is an Ethics Commission that operates independently and carries out its activities based on the appointment of the rector, validated by the Board of Directors and approved by the Senate. The Commission has its own regulations. The regulations provide for a four-year mandate, institutional independence, student representation, incompatibilities with senior management positions, confidentiality, hearings, evidence collection, reasoned decisions, rules on conflict of interest, recusal and replacement of members and appeals to competent national bodies. The Commission prepares annual reports that demonstrate sustained activity, including the examination of complaints involving doctoral students, hearings, documentary evaluation, sanctions and institutional recommendations.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged

The evidence demonstrates that the Commission operates continuously, examines complaints, administers evidence, applies guarantees regarding conflict of interest, adopts reasoned decisions

and, where appropriate, imposes sanctions. No evidence was identified that the Rectorate, the Senate or any other university structure would have modified the merits of a decision. Existing procedural guarantees are aligned with the national framework.

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,

UB has an institutional quality assurance framework that includes the CEAC. The applicable regulations provide for internal evaluation, periodic reporting, recommendations, improvement plans and monitoring of implementation. There is an internal evaluation report confirming that the doctoral field of Theology has been included in the periodic progress reporting exercise and presents a structured follow-up plan linking recommendations, measures and levels of implementation. Documented results include the revision of doctoral study programs following the extension of doctoral studies to four years, the specification of learning objectives and credits, the annual evaluation of doctoral supervisors, the election of doctoral student representatives and measures regarding similarity verification, research infrastructure, mobility and financial support.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged

Evidence demonstrates that UB consistently applies its procedures for monitoring and periodic review of doctoral education and that the field of Theology is included in these processes. Progress reports, improvement plans and implementation monitoring show that identified issues and external recommendations are translated into institutional and curricular measures. The structured follow-up mechanism and documented changes confirm that the procedures have a practical effect on quality assurance.

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,

According to the IER (p. 40), teaching staff, students, employers and other stakeholders participate in the initiation, monitoring and periodic review of UB study programmes, with Senate approval based on documented consultations. Between 2021 and 2025, UB continuously expanded its educational provision in response to stakeholder needs and evidence. Relevant for the evaluation is the new Doctoral School of Religious and Intercultural Studies (2023).

✓ Analysis of the state of facts, in relation with the state of facts acknowledged

It has become clear to the evaluators based on the discussions and interviews with the different stakeholders that thy are involved in procedure implementation process.

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: UB applies a unified framework for evaluating academic staff, including student evaluation alongside self-evaluation, managerial and peer evaluation. Academic staff involved in doctoral activities are evaluated by students each semester through questionnaires, and the results are analysed by the relevant quality assurance structures. The results are discussed with the evaluated staff and inform measures aimed at improving teaching activities. Annual institutional reports on the evaluation process are also produced.

Analysis of the state of facts, in relation with the state of facts acknowledged: The evaluation mechanism ensures systematic collection of student feedback and its integration into the improvement of teaching activities. Analysis by CEAC and the relevant academic structures enables the identification of good practices and areas requiring intervention. Extending this analysis to doctoral supervision further strengthens the quality-oriented approach to doctoral education.

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,

UB has institutional responsibilities for data collection, analysis and reporting through the FOCUS and MOPAS databases, to which is added a specialized service on statistics and periodic monitoring of the main indicators related to scientific research, research results and which describe the current situation of the academic community. For doctoral students there is a strict platform addressed to the collection of their research and publications. The progress reports and the current self-evaluation report contain longitudinal and field-specific data (IER, p. 42).

Analysis of the state of facts, in relation with the state of facts acknowledged

The continuity of annual reporting and the presence of comparable data demonstrate that the collection is systematic. The data is not just recorded: it is used for monitoring progress, SWOT analysis, evaluating doctoral supervisors, identifying risks and tracking improvement measures.

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: Public-interest information concerning doctoral study programmes is published and updated on the websites of the three Doctoral Schools in Theology. This includes information on supervisors, study areas, admission, enrolled doctoral students, mobility, habilitation, public defences and academic opportunities. Information on public thesis defences is displayed both online and within the faculty. Institutional measures also support accessibility for persons with disabilities.

Analysis of the state of facts, in relation with the state of facts acknowledged: The structured publication and updating of information ensures transparency and predictability of doctoral programmes and enables candidates and doctoral students to make informed decisions. The range of available information covers the main stages and opportunities of the doctoral pathway. The thematic organisation of the websites facilitates access to relevant information.

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: UB ensures transparency of decision-making processes through the publication of decisions, regulations, procedures and other relevant documents for the academic community. The decisions of the Senate and the Administrative Council are published on the respective institutional websites. This framework also applies to decisions relevant to the organisation and delivery of doctoral studies. Publication of these documents supports information and participation across the academic community.

Analysis of the state of facts, in relation with the state of facts acknowledged: The systematic publication of institutional decisions and documents contributes to transparency and traceability in decision-making. Access to the regulatory framework and decisions of governing bodies supports predictability and confidence in institutional mechanisms. These practices also provide an appropriate framework for the governance of doctoral studies.

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,

The external evaluation expert team demonstrates strict compliance with the legal obligations regarding external quality assessment. The previous maintenance of the accreditation was officially granted by the ARACIS Council on 28. 12. 2021, by council resolution no. 137, for a standard five-year cycle. In full compliance with the legal deadline prior to the expiration of this cycle, the university digitally signed and submitted the complete internal evaluation files on 21. 04. 2026. Subsequently, the external evaluation expert group successfully carried out the on-site evaluation visit, between 9-10 September 2026.

Analysis of the state of facts, in relation with the state of facts acknowledged

The perfect alignment between the internal evaluation files and the field evaluation verified during the on-site visit confirms that the institutional components effectively and consistently fulfill all mandatory external quality control workflows in accordance with the current legal framework.

The indicator is: fulfilled

IV. SWOT Analysis

Strengths:		Weaknesses:
Well-qualified and academically recognised doctoral supervisors. Rigorous and transparent admission procedures. Individualised doctoral supervision and progress monitoring. Strong scientific portfolios: colloquia, research seminars and publications. Doctoral research portfolios aligned with students' professional development. Access to extensive scientific databases and digital resources. Structured procedures for assessment and academic integrity. Accessible academic, psychological and career support services.	INTERNAL FACTORS Ý	Limited number of doctoral programmes conducted under joint supervision. Low number of doctoral students from EU, EEA and Swiss institutions. Insufficient number of doctoral scholarships. Limited number of doctoral supervisors in certain theological areas. Insufficient local library funding for specialised theological resources. Limited funding for academic mobility, research stays and materials. Limited documentation of the impact of student feedback. Uneven visibility of available support services and resources.
SWOT analysis		
Opportunities:		Threats:
Expansion of international collaborations and Erasmus+ and CIVIS mobility. Increased internationalisation of doctoral programmes. Attraction of international doctoral students and academic staff. Implementation of collaborative doctoral programmes under the new legislation. Development of new public-private research partnerships. Access to national and international research funding opportunities. Updated legislation aligned with the European higher education framework. Further development of digital	Þ EXTERNAL FACTORS	Declining number of high-school graduates holding a baccalaureate. Declining number of bachelor's and master's graduates. General demographic decline in Romania. Economic, political and legislative instability. Increasing tuition fees for higher education in Romania. Growing competition from international private universities. Risk of logistical resources becoming increasingly overstretched. Insufficient updating and expansion of the existing material infrastructure.

research and learning resources.		

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

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	the members of its own community and the indirect beneficiaries of education.		
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	PF	Clear information about the relevance of academic mobility and its different concrete forms is urgently required. Supervisors ought to address this with each doctoral student within his or her concrete situation. Given the limited access to international bibliography at the university, at least mobility to access that bibliography needs to be required, especially considering that this mobility is funded. Without international mobility (which is a must in the European research landscape) of the students, it is difficult that the doctoral theses are internationally visible. Doctoral students ought to go to international conferences abroad to meet state-of-the-art research and not be reduced to a national bubble.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	PF	It was already suggested to substantially improve academic (outcoming but also incoming) mobility. Bringing international scholars to the UB widens the students' research views as well as opens them to international collaboration and participation in conferences and research projects. Publication in major European languages needs to be required, promoted, and rewarded. The same applies for participation in relevant international conferences in the pertinent field, ideally accompanied by the supervisor who will introduce the student in the network of the most important scholars and their publications. The multiple exchange agreements, such as Erasmus + among others, need to be used by doctoral students but also by professors.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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.	PF	Increment international publications, participation in the most important international conferences, publishing major European languages and journals, and participation in European-funded international projects.
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	11	3	0
Domain C. Quality management	10	0	0
Total	29	3	0

VI. Conclusions

The external evaluation of the doctoral study domain of Theology at the University of Bucharest confirmed the existence of an adequate institutional and academic framework for the organisation and delivery of doctoral education. The evaluation highlighted the functionality of the organisational and management structures, the adequacy and qualification of the human resources, the availability of appropriate educational, research and digital infrastructure, as well as the existence of coherent doctoral curricula and mechanisms for monitoring students' progress and learning outcomes.

The evaluation also confirmed the integration of scientific research into the doctoral training process, the existence of appropriate mechanisms for academic integrity and quality assurance, and the systematic involvement of students and other relevant stakeholders in quality-related processes. The University provides adequate academic and research support and has developed a comprehensive framework for international cooperation and mobility.

At the same time, the evaluation identified areas requiring further attention, particularly the low participation of doctoral students in international academic mobility, the need to strengthen international cooperation and the need to increase the international visibility of research results through publications, conferences and international research projects.

Considering the evidence analysed, the findings of the on-site evaluation, and the discussions held with the university management, doctoral supervisors, doctoral students, graduates and other relevant stakeholders, the evaluation panel considers that the doctoral study domain of Theology fulfils the applicable quality standards and performance indicators to an extent that supports the continuation of its accredited status.

Proposed decision: Maintaining accreditation (MAC) of the doctoral study domain of Theology at the University of Bucharest.

VII. Annexes

- Schedule of on-site visit.
- Minute of meetings.

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

Instituţia de învăţământ superior/Organizaţia furnizoare de educaţie/ Higher Education Institution / Education Provider Organization: UNIVERSITATEA DIN BUCUREŞTI
Şcoala doctorală/ Doctoral School: **ŞCOALA DOCTORALĂ DE TEOLOGIE**
Domeniul de doctorat/ Doctoral Domain: **TEOLOGIE**
Obiectivul evaluării externe/ The objective of the external evaluation: *(autorizare de funcționare provizorie/acreditare/menținerea acreditării domeniului de doctorat)* ***MENŢINEREA ACREDITĂRII***
Perioada vizitei de evaluare/ The evaluation period: ***09-10 septembrie 2026***

Comisia de experţi evaluatori ai ARACIS/Evaluation panel:

Nr./No.	III.1 Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	*HIMCINSCHI MIHAI*	*Membru - Cadru didactic RNE*
2.	*ARGARATE PABLO*	*Membru - Evaluator internațional RNE-I*
3.	*PĂTRAŞCU ANDREI-CRISTIAN*	*Membru - Student doctorand RNE-S*

Reprezentantul ÎÎS:

Nr./No.	III.2 Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	*Lemeni Adrian*	III.2.1.1 *Persoană de contact/Contact person*
2.	*Lucian Dincă*	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, 09.09.2026			
09:00-09:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location** Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
09:30-10:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanții conducerii componentei organizatorice/** *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	Sala/Locația/ **Room/Location** Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
10:00-10:50	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)/** *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala/Locația/ **Room/Location** Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
10:50-11:00	Pauză/ ***Break***		
11:00-11:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic**	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location**

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
12:00-14:00	Pauză de prânz/ **Lunch**		
14:00 - 14:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala/Locația/ **Room/Location** Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
14:50-15:00	Pauză/ ***Break***		
15:00 - 15:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai **structurilor organizatorice în domeniul asigurării calităţii (CEAC, DAC etc.)**/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of quality assurance organisational structures*	Sala/Locația/ **Room/Location** Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
15:50-16:00	Pauză/ ***Break***		

Intervalul orar/ *Hour*	Activități de evaluare/ *Evaluation activities*	Participanți/ *Participants*	Locație/*Location* /Listă participanți/*List of Participants*
16:00-16:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți**[3] **doctoranzi** din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Studenți doctoranzi/ *Doctoral students*	Sala/Locația/ **Room/Location** Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
16:50-17:00	Pauză/ ***Break***		
17:00-17:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți**[4],[5] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[6] *of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala/Locația/ **Room/Location** Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
17:50-18:00	Pauză/ ***Break***		
18:00-18:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers*[7] *of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala/Locația/ **Room/Location** Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
JOI/ *Thursday*, 10.09.2026			

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

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
10:00 - 10:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
10:30-12:30	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai instituției sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	Facultatea de Teologie Ortodoxă *Justinian Patriarhul*
12:30-13:00-	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*
13:00-13:50	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţi ai conducerii componentei**	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Room/Location** Cancelaria Facultății de Teologie Ortodoxă *Justinian Patriarhul*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii [8] / *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures*	- Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures* - Persoana de contact/ *Contact person*	

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

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

Prepared by,

HIMCINSCHI MIHAI

Lemeni Adrian
Lucian Dincă

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