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 2.5

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea din Bucureşti
Şcoala(ile) doctorală(e)	Pentru Domeniile Psihologie și Științe ale educației; Interdisciplinary School of Doctoral Studies - ISDS UB
Domeniul de studii universitare de doctorat (DSUD)	***Ştiinţe ale educaţiei***
Procedura/procesul de evaluare externă a calităţii educaţiei	Menținerea acreditării

DECIZIA

Descrierea pe scurt a procesului de luare a deciziei

Raportul de evaluare externă (REE) a fost analizat în şedinţa Comisiei permanente de specialitate Ştiinţe Administrative, ale Educaţiei şi Psihologie (CPS_C5) din 17.09.2026, propunerea de decizie fiind consemnată în PV nr. 4657/17.09.2026.
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/ 17.09.2026.

Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei
(se indică cifrele care stau la baza luării deciziei Consiliului ARACIS)

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

Motivarea deciziei	
Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • *Total indicatori: 32 sunt îndepliniți, 0 parțial îndeplinit și 0 neîndeplinit* • *Total standarde: 26 sunt îndeplinite, 0 neîndeplinite,* *și, astfel, prin aplicarea art. 63 din Metodologie decide că* ***standardele sunt ÎNDEPLINITE***	
Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education

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

Higher Education Institution/Education Provider Organization:	University of Bucharest
Doctoral School:	Psychology and Educational Sciences
Doctoral Domain:	Educational Sciences
The objective of the external evaluation:	**Maintaining accreditation (MAC)**

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	**Prof. dr. Alois GHERGUȚ**	Expert evaluator	
2.	**Prof. dr. Sergiu BACIU**	International Expert	
3.	**Victor Malairău**	PhD Student Evaluator	

I. Introduction

This report was prepared in the context of the request for periodic evaluation of the doctoral field of study Educational Sciences within IODS from University of Bucharest. The doctoral domain in Educational Sciences is included in the Psychology and Educational Sciences Doctoral School from University of Bucharest.

The period of the external visit was between 1 and 2 September 2026, and the evaluation panel included Prof. Dr. Alois GHERGUT, Prof. Dr. Sergiu BACIU, and the student Victor MALAIRĂU.

The University of Bucharest (UB) was established by Decree No. 765 of 4/16 July 1864 of Prince Alexandru Ioan Cuza and initially comprised the Faculties of Law, Sciences and Letters, and then, from 1890, the Faculty of Theology. Currently, UB has over 34,000 students, 1,300 lecturers and 600 researchers, as well as 1,200 administrative staff. It offers a wide range of educational programmes across numerous fields of study within 20 faculties, comprising 95 undergraduate programmes, 223 master's programmes, 8 teaching master's programmes, and, as an institution organising doctoral studies (IODS), manages 24 doctoral schools covering 22 specific fields and one school for interdisciplinary doctoral studies.

The Faculty of Psychology and Educational Sciences is one of the University of Bucharest's most established and strategically important faculties, playing a central role in training qualified human resources for the fields of psychology, education and related sciences. The faculty actively contributes to the development of scientific knowledge, to initial and continuing professional training, as well as to the transfer of expertise to society, in line with the university's mission and values.

The field of Educational Sciences is managed by the Doctoral School of Psychology and Educational Sciences, whilst theses with an interdisciplinary focus written in internationally recognised languages are managed by the Interdisciplinary School of Doctoral Studies, University of Bucharest, established in 2018.

The Doctoral School of Psychology and Educational Sciences at the University of Bucharest is dedicated to training researchers and developing advanced research in the two fields of specialisation: Psychology and Educational Sciences (Pedagogy). Although these two scientific branches are closely linked and collaborate intensively within the doctoral school, they each have relatively separate doctoral training pathways: each branch is represented by its own doctoral supervisors, qualified solely in that discipline; admission assessments are conducted by separate committees; and the doctoral courses are separate. The doctoral school trains approximately 20–25 students per year in each of the two branches.

The mission of the doctoral school is to train leading researchers in the two scientific branches it encompasses, as well as to contribute, through affiliated coordinators and doctoral students, to advanced scientific research within the Faculty of Psychology and Educational Sciences.

The doctoral school is the faculty's main centre for scientific research. The first indicator defines advanced research as research with international impact, published in mainstream international scientific journals. A second indicator, which is important but secondary and subordinate to the first, is the translation of research into practice, through public policies, good practice guidelines, or products of social or commercial value.

Doctoral graduates from the Doctoral School in the field of Educational Sciences are academic experts who have completed a diverse programme of study and possess the necessary qualifications to conduct high-level research and teaching activities within educational institutions and to serve in expert roles requiring academic competence. Graduates of a PhD in Educational Sciences often pursue careers in universities or in administrative roles within the education sector, such as school heads or inspectors.

II. Methods used

Before the site visit, the evaluation panel studied the Internal Evaluation Report of IOSUD-UB and other relevant documents (annexes, additional documents, etc.). In addition, we studied the websites of IOSUD-UB doctoral schools that were accessible in English. During the visit, 1-2 September 2026, it was

a good opportunity to enhance the information which had received about doctoral studies of educational sciences at the IOSUD-UB.

The site visit started with a preliminary meeting of experts, who are members of the evaluation team. At this meeting, there was discussion about preparation and harmonization of evaluation stages. During the whole period of evaluation, we had a possibility to participate in a number of group meetings with representatives of the IOSUD-UB, the domain of Educational Sciences, IOSUD staff, the director of doctoral schools, students, alumni, employers, and other persons from qualitative management and the ethics panel. All this helped us to complete the report. We had occasion to discuss the information received with the colleagues from IOSUD-UB and clarify possible ambiguities.

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.

The Council for Doctoral Studies (CSUD) is the organisational body responsible for managing the organisation and delivery of doctoral studies at UB in accordance with a drawn up and adopted in accordance with current national legislation and the UB Charter. Apart from the Director of the CSUD, who is elected following a competition and whose position is equivalent to that of a vice-rector, other are representatives of the various doctoral schools, including representatives of doctoral students.

All documents at the level of IODS CSUD are available, approved and publicly posted athttps://doctorat.unibuc.ro/. The regulations, methodologies and procedures adopted by the CSUD pursuant to the Higher Education Act No. 199/2023 are updated and reviewed periodically in accordance with the law.

In accordance with current legislation, doctoral schools have the status of departments within faculties and operate on the basis of their own regulations, drawn up in accordance with the Regulations on the organisation and conduct of doctoral studies at the University of Bucharest. The updated Doctoral School Regulations are displayed on the Doctoral School's website alongside other methodologies and procedures relevant to doctoral studies.

Doctoral schools are governed by the Doctoral School Council and a director, whose position is equivalent to that of a department head, both of whom are elected by the members of the doctoral school. The current composition of the Doctoral School Council, which also includes a representative of doctoral students, was established following an election process organised in accordance with the Regulations on Doctoral Studies at the University of Bucharest in force at that time and a timetable approved by the University of Bucharest Senate at its meeting on 17 November 2021, with the election results being validated at the Senate meeting of 15 December 2021. For the positions of Director of the Doctoral School and doctoral supervisor and member of the Doctoral School Council, tenured doctoral supervisors at the University of Bucharest were eligible to vote and stand for election, as external members of the doctoral school council, persons from outside the doctoral school who held a PhD in the field and had significant

internationally recognised scientific activity were elected by the tenured doctoral supervisors of the University of Bucharest, and for the positions of doctoral students on the doctoral school council, all doctoral students enrolled at the time were entitled to vote and stand for election.

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.

At faculty level, the adoption and/or revision of methodologies, regulations and implementation procedures takes place following discussions and analyses within the Faculty Council, which ensures the representation of teaching staff from all departments and of students from all levels of study. Where it is necessary to amend a provision that affects the academic community, debates within the Faculty Council of Psychology and Educational Sciences take place following prior consultations with department heads, who in turn seek the views of their colleagues.

Within the framework of the doctoral school, the adoption and/or revision of methodologies takes place following consultation with representatives of all doctoral schools, including doctoral students who are members of the CSUD, and thus such procedures often take place after a draft of the relevant document has been drawn up within working groups comprising representatives of several doctoral schools.

The adoption and/or revision of methodologies, regulations and implementation procedures at the doctoral school level, in particular the updating of the Doctoral School Regulations, takes place following prior consultation with all affiliated doctoral supervisors and is approved by the Doctoral School Council, which includes representatives of doctoral students. To ensure greater attendance, consultations usually take place in a hybrid format.

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.

The facilities at UB meet the needs of education and research, in line with the fields in which the educational process takes place. UB's lecture theatres, seminar rooms and laboratories are equipped with modern facilities used in teaching, learning and research.

The Faculty of Psychology and Educational Sciences at the University of Bucharest has a functional building, located on the University of Bucharest campus at 90 Panduri Road, which houses lecture theatres, seminar rooms, and teaching and research laboratories. The building comprises4 lecture theatres, other

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

lecture and seminar rooms (each seating20–30 people), a computerised library with a reading room and storage space for books and periodicals, as well as areas allocated to research and teaching laboratories. All lecture theatres and classrooms are equipped with the multimedia facilities required for modern teaching. In addition, there is mobile multimedia equipment (video projectors, projection screens, laptops) which can be used as required in any of the faculty's seminar/laboratory rooms. The available spaces are sufficient to ensure that teaching activities within the Advanced University Studies Programme are conducted under the best possible conditions.

It should also be noted that, through PhD supervisors involved in international collaborations, PhD students at the Doctoral School of Psychology and Educational Sciences can gain access to international research facilities.

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 proper maintenance of spaces intended for teaching (seminar rooms, teaching and research laboratories, the library, internet access and digital services, software) and of sports facilities, student halls of residence and support services is the responsibility of the University of Bucharest (UB), which, in addition to maintaining these, continuously invests in improving the material infrastructure. For example, through the EDIS project, UB is investing in the digitisation of resources, expanding internet access and increasing computing power, which are essential for PhD students in the field of Educational Sciences and beyond. The IT&C Department is involved in the management and maintenance of the IT infrastructure and software applications necessary for the smooth running of educational and administrative activities.

As regards the procurement and maintenance of equipment in laboratories and research centres, which are also used by PhD students, the financial outlay required is considerable. Within the Faculty of Psychology and Educational Sciences, the funds allocated for this purpose come mainly from national or international research projects managed by PhD supervisors.

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.

The Department of Education currently has12 PhD supervisors in the field of Educational Sciences, with research interests covering a wide range of thematic areas within Educational Sciences. The vast majority of them (10) meet the minimum standards for habilitation currently in force, there by demonstrating the professional qualifications and competences required for doctoral supervision, and have ongoing and internationally recognised activity in the field, evidenced by the list of WoS indexed publications for the period 2021–2025, and by the visibility indicators included in the annex. Of the PhD supervisors who are

members of the Faculty of Education, 100% hold IODS status and none supervise more than 8 PhD students. Additionally, three PhD supervisors in the field of Education Sciences are affiliated with ISDS-UB, contributing to the supervision of interdisciplinary theses written in internationally recognised languages.

In their work supervising PhD students, PhD supervisors are supported by members of the Academic Supervision and Integrity Committee, who are nominated by the PhD supervisors and approved by the Doctoral School Council, with at least one of them being from outside the IODS, in accordance with current legislation. A distinctive feature of the Doctoral School of Psychology and Educational Sciences is the requirement that members of the Supervision and Academic Integrity Committee hold at least the title of lecturer/Scientific Researcher, this ensuring that PhD students are supervised by researchers who have already demonstrated solid scientific activity, recognised (through publications) at national and international level, and who therefore possess the necessary professional qualifications and competences to supervise PhD students. According to feedback from doctoral students at the Faculty of Science in 2025, over 90% of them consider their interaction with their doctoral supervisor to be ongoing and effective, with the majority noting that members of the supervision and academic integrity committee also provide effective support for their research work.

The indicator is: fulfilled.

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

University of Bucharest organises continuing professional development / peer learning sessions for academic staff, Erasmus mobility programmes, funds (up to an annual fixed amount) participation in conferences/workshops, provides financial support for the payment of publication fees in Q1 journals, and awards merit-based pay increments based on clear and transparent criteria (according with the specific regulations of the Faculty of Psychology and Educational Sciences), and rewards the best scientific papers published in journals with an impact factor and the highest number of citations. Furthermore, the UB Senate Awards, awarded in the following fields of study: Humanities, Social Sciences, Life and Earth Sciences, Exact Sciences and Engineering, annually recognise the most deserving members of the academic community.

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.

At the University of Bucharest, doctoral supervisors (academic staff or researchers) who wish to join one of the doctoral schools must first hold a qualification certificate. The University of Bucharest has its own, drawn up pursuant to the Higher Education Act No. 199/2023, as subsequently amended and supplemented, and the on doctoral studies, approved by Ministerial Order No. 3020/2024, as subsequently amended and supplemented, and Ministerial Order No. 3998/2024 approving the Methodology for the award of the habilitation certificate. Furthermore, with a view to affiliation with the doctoral schools of the University of Bucharest, the University of Bucharest Senate updated on 19 March 2025the Methodology regarding the automatic recognition of the status of doctoral supervisor for Romanian citizens, citizens of Member States of the European Union, the European Economic Area, the Swiss Confederation, and citizens of third countries who have acquired the legal right to supervise doctoral studies at higher education or research and development institutions accredited abroad

Following the award/recognition of the habilitation certificate, in accordance with and the Regulations on the organisation and conduct of doctoral programmes at the University of Bucharest, the role of doctoral supervisor within the doctoral schools of the University of Bucharest is carried out in accordance with a

procedure requiring the approval of the University of Bucharest Senate, following the receipt of recommendations from the doctoral school council, the faculty council and the CSUD. This approval is obtained, in accordance with UB Decision, following an analysis by the doctoral school council regarding the existing potential of human resources and the strategy for their development, the applicant's proven capacity for scientific supervision, research activity and the absence of any sanctions or complaints regarding previous breaches of academic ethics by the applicant. In particular, the Doctoral School stipulate that applicants for affiliation must have a Hirsch index of at least 5 in Web of Science or 8 in Google Scholar. Both the habilitation procedure and the procedure for affiliation with the doctoral schools of the University of Bucharest are transparent, with the steps to be followed and the specific criteria of the doctoral schools being made public on the University of Bucharest's websites and/or those of the doctoral schools.

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.

University of Bucharest actively uses IT tools to improve and simplify administrative procedures and ensure quality services for members of the academic community and indirect beneficiaries of education. In particular, all study programmes organised by UB/the Faculty of Psychology and Educational Sciences, including doctoral programmes, use digital educational platforms and administrative applications, which facilitate communication between lecturers and students and enable the integration of teaching resources into the learning process.

From the 2025–2026 academic year, the educational platform Moodle UB will be used exclusively for organising courses, distributing resources (lecture notes, reading lists) and conducting formative or summative assessments. Through the Microsoft 365 platform, UB students and teaching staff/researchers have free access to cloud applications and services such as Word, Excel and PowerPoint etc. To use these resources and other digital services, such as and, institutional email addresses for all students, including PhD students, and guides have been developed for the use of IT platforms, to facilitate access to them for both students and lecturers.

In terms of administrative and secretarial activities, starting from the 2018–2019 academic year, the University of Bucharest (UB) has also implemented the UMS programme MOPAS for the management of doctoral students' studies at the doctoral level. This programme covers both admission to doctoral studies and the management of doctoral studies from their commencement to their completion. Within the application MOPAS, the standard functionalities are: Management of subjects in the PPUA (Training Plan based on Advanced University Studies) and management of the scientific research programme: reports, pre-defence of the thesis, defence of the doctoral thesis, issuance of the doctoral degree and various reports. The IT system for recording doctoral students and their academic progress fully complies with the GDPR provisions on the protection of personal data.

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.

In accordance with the Curriculum Plan, all activities within the training program based on advanced university studies, as well as those within the scientific research program, are assigned a number of transferable study credits, totalling 240 ECTS credits, distributed evenly across the four years of doctoral study. The curriculum is identical for all doctoral study programmes at the faculty and comprises teaching, research, practical learning/training activities—which include the drafting of papers and progress reports—and assessment, differing only in terms of the content of the modular subjects within the Advanced University Studies-based Training Programme, as can be seen from the course descriptions. All module descriptions detail the content of the activities set out in the Curriculum Plan, the assessment methods and the time allocated to independent study, and are structured in relation to the expected learning outcomes, which are integrated into the descriptions, and enable the attainment of a Level 8 qualification under the EQF/CEC and CNC.

The indicator is: fulfilled.

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

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

The expected learning outcomes are aligned with the skills required by the main employers of Education Science graduates, namely universities and research and development institutes that require specialists in the field of education science. Thus, according to ESCO, through the various study programmes within which the Faculty of Education is organised, it trains education specialists for primary and pre-school, lower secondary, upper secondary and higher education, as well as education researchers.

With a view to developing skills for the labour market, including the international market, UB offers courses each year designed to develop transversal skills. These courses, accessible to all doctoral students in an interdisciplinary and intercultural format, are organised both through CSUD and via SciResCareer.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

The 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.

At the University of Bucharest student-centred learning is implemented in various forms; the courses in the Syllabi have content that is updated annually and adapted as closely as possible to the topics of first-year PhD students, with the teaching staff/researchers delivering these courses typically being PhD supervisors who have first-year PhD students.

The activities set out in the Scientific Research Programme, which take place over the four years of the doctoral programme, are entirely student-centred, including termly scientific papers and reports, namely research activities and the drafting of scientific papers, which monitor the progress of the research carried out by the doctoral student with a view to writing their thesis, as well as the dissemination of the results obtained in order to meet the minimum standards set by the CNATDCU for the award of the title of Doctor in the field of Educational Sciences. The School of Education's doctoral students (95%) estimate that, by 2025, the modules within the advanced university studies programme will be tailored to the level of knowledge and training needs of doctoral students and that these will contribute to increasing the autonomy of doctoral students in their research activities, encouraging, in the opinion of the majority of doctoral students, creative thinking and the development of individual research skills.

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.

University of Bucharest has concluded bilateral agreements with 126 higher education institutions abroad and is a member of 12 international networks. At UB, information sessions are organised periodically regarding the forms of support and international scholarships available to students. In particular, the University of Bucharest, through the Directorate of International Relations/Erasmus and CIVIS Service, concludes mobility agreements each year for teaching staff and students at all levels of education, including PhD students.

Another international project aimed at creating an integrated academic environment in which students, teaching staff, researchers and support staff at the University of Bucharest can enjoy mobility and collaborate freely with other European universities is CIVIS, which currently comprises 11 European universities. In particular, for the 2024–2025 academic year, CIVIS mobility opportunities for doctoral students in the field of Educational Sciences have been offered by the following universities: the National and Kapodistrian University of Athens, Sapienza University of Rome, Eberhard Karls University of Tübingen and Paris Lodron University of Salzburg.

To encourage mobility among doctoral students in Educational Sciences, the doctoral school's website (Announcements section) regularly features notices regarding the organisation of international conferences, summer/winter schools, or scholarships offered by various institutions and foundations.

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

UB offers free support services to enable all students to reach their full potential, organising workshops on coaching and personal development, academic writing and critical thinking through the UB

Learning Centre, psychological and educational assessment services, psychological and educational support and counselling through the Clinic for Psychological and Educational Assistance and Intervention (CAIPE), and career counselling, psychological and aptitude assessment through the Department of Career Counselling and Guidance (DCOC). In particular, the DCOC offers support in making career decisions and creating a personalised professional development plan, identifying opportunities to develop the skills and competences required in the labour market, overcoming emotional difficulties, and support for self-awareness and stress management.

Specifically for UB doctoral students, the adoption and implementation of is in place, which provides, amongst other things, concrete measures for developing a system to monitor the progress of the doctoral programme and for effective intervention to prevent dropout, the creation of more direct links between UB's doctoral programmes and its master's programmes by highlighting elements of continuity, organising social events, and considering voluntary initiatives to support doctoral students in difficult situations. At the same time, to support PhD students in difficult situations and ensure equal opportunities, UB has drawn up a Methodology for the award of scholarships and other forms of support.

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.

Since 2013, UB, in its capacity as an IODS, has contracted and implemented services that provide all students, including PhD students, with access to electronic scientific resources relevant to each of the PhD fields they are pursuing. Thus, through the ANELIS Plus programme, doctoral students benefit from free access to academic databases essential for conducting research, which can be accessed directly, via IP, from any computer within UB, or via permanent mobile access from computers outside UB, through the E-information portal, using institutional addresses, generated annually or whenever new requests are made by the UB's IT&C.

Also, any doctoral student may request access to the research infrastructure of an institution other than the one where they or their doctoral supervisor are based, with access being granted in accordance with the internal regulations of that institution.

Free access to resources and services designed to support the learning process for students with special educational needs/disabilities, including PhD students, is facilitated through the use of, and social support services aimed at the integration and adaptation of students in vulnerable situations (disabilities or chronic illnesses, at risk of dropping out, from disadvantaged backgrounds, of different nationalities or ethnicities, with social integration issues, belonging to the LGBTQIA2S+ community, or facing various addictions) into the university environment, provided by the Inclusion, Equity and Diversity Service, psychological and educational assessment services, support and counselling, and psychological and aptitude counselling and assessment services, provided by the Career Counselling and Guidance Department.

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.

Generally, learning outcomes are specified in the course descriptions associated with each course/activity in the curricula for the various fields of study within which the Doctoral School of Psychology and Educational Sciences is organised. This helps ensure that all participants in the educational process understand the expectations regarding the content of the subjects in the training programme based on advanced university studies and the activities set out in the scientific research programme.

The learning outcomes at the level of the doctoral study program in the field of Educational Sciences are defined in accordance with Level 8 of the European Qualifications Framework and aim at developing advanced competencies in scientific research, critical analysis, methodological design, and the academic valorisation of research results.

Expected learning outcomes are communicated to students in terms of their relevance for personal development, acknowledging valuable contributions and explaining the reasons why a performance is recognized, thereby fostering learning motivation.

Furthermore, presenting evaluation criteria in advance facilitates self-assessment and reflection on one's own behaviour and learning achievements.

✓ Recommendation:

Including the learning outcomes and specifically expressing them for more clarity and rigor in the elaboration of each syllabus's curriculum, to exist concordance between the learning outcomes (as expressed in the learning plan) and the syllabus/disciplines' curricula (formulated using operational verbs).

✓

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.

In accordance with the curricula for the various fields of study within the Doctoral School, the assessment of learning outcomes for the subjects in the Advanced University Studies Training Programme is carried out on a semesterly basis, during the first year of the doctoral programme, through examinations, colloquia and assessments; learning outcomes for the subjects in the Scientific Research Programme are also assessed on a semesterly basis throughout the four years of doctoral study, through colloquia and assessments, with the exception of the final semester, which is dedicated to assessing the work involved in drafting and editing the doctoral thesis. If this final assessment is passed with a grade of at least Satisfactory, the doctoral thesis may be submitted to the faculty secretariat to initiate the procedure for the completion of doctoral studies, which concludes with the public defence of the thesis. These forms of evaluation aim to verify the acquisition of methodological, analytical, and scientific communication competencies.

Within the individual scientific research program, the evaluation of research progress is carried out through the preparation and defense of scientific reports included in the doctoral student's individual study plan. These reports are presented before the doctoral supervisor and the guidance and academic integrity committee and focus on the theoretical grounding of the research topic, the presentation of the methodological design of the research, the analysis of preliminary results, and the development of the conceptual framework of the thesis.

The evaluation of these reports represents an essential mechanism for monitoring doctoral students' progress and for verifying the achievement of learning outcomes specific to the doctoral level,

thereby contributing to ensuring the quality of the training process and to preparing the elaboration and defense of the doctoral thesis.

✓ Recommendation:

Completing the assessment section of each syllabus curriculum with more detailed information on how the learning outcomes specified in each subject's curriculum are assessed. The evaluation process must be explicitly aligned with the syllabus's intended learning outcomes, and assessment criteria shall be clearly articulated.

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.

Admission to doctoral programmes at UB is conducted in accordance with an admission calendar and a Regulation on the organisation and conduct of the admission competition, both of which have been approved by the UB Senate and published on, together with other relevant information regarding application fees, tuition fees or the required language proficiency certificates. For admissions for the 2025/26 academic year, the calendar and Regulations were approved at the UB Senate meetings of 18 December 2024 and 22 January 2025 respectively. Following the approval of these Regulations, and in accordance with them, each doctoral school at the University of Bucharest shall draw up its own admission regulations, which shall be published on the relevant website, in accordance with the legislation in force.

The Regulations for Admission to Doctoral Studies in the field of Educational Sciences at the Faculty of Educational Sciences clearly set out how the admission competition is organised and conducted, in the form of a colloquium, during which the candidate presents a research topic from the portfolio of topics displayed on the SD website at least 30 days prior to admission and answers questions from the members of the admissions committee regarding the chosen topic, as well as general knowledge relevant to the chosen field of study, in accordance with a specific. The admissions colloquium may also take place via videoconference, in particular to facilitate the admission of international students. The faculty's admission regulations explicitly specify the criteria used to assess candidates and those for distinguishing between candidates with equal marks, as well as the method for ranking them and for reallocating state-funded places should it be necessary to organise an additional admission session in September, if the state-funded places allocated in July are not fully filled.

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.

UB and the Doctoral School of Psychology and Educational Sciences actively promote equal opportunities and fair access to the admission process; registration for admission is open to all candidates who meet the conditions set out in the legislation in force and in UB's Regulations on Admission to Doctoral Studies. To ensure access for vulnerable groups and those at social and educational risk, UB allocates special places for Roma candidates and for ethnic Romanians holding citizenship other than Romanian, implementing concrete measures to include candidates with special educational needs and people with

disabilities. Such measures were taken as part of the CNFIS-FDI-2020-0541 Project, 'Quality inclusive education within the academic community of the University of Bucharest, with a focus on the inclusion of people with disabilities', Project CNFIS-FDI-2024-F-0274, "UB–a modern, inclusive and equitable academic community (UB-ACCEPT)", and through the University of Bucharest's participation in the BLINDhub project, aimed at facilitating access for people with visual impairments to the labour market and the university environment.

The indicator is: fulfilled.

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

The professional activities of doctoral students at UB are governed by a specific legal framework, namely the Framework Regulations on Doctoral Studies, approved by OME. No. 3020/2024, which implements, at the

level of doctoral studies, the provisions of the Higher Education Act No. 199/2023, as subsequently amended and supplemented, namely through the Regulations on the organisation and delivery of doctoral programmes at UB and the Code of Student Rights and Obligations, which guarantees equal access to education, freedom of expression and participation in decision-making, through representatives elected to the Doctoral School Council, the Faculty Council, the CSUD and the University Senate. These legislative provisions, also incorporated into the Regulations on the Organisation and Conduct of the Doctoral Programme at the Doctoral School of Psychology and Educational Sciences of the University of Bucharest, and into the Study Contracts which doctoral students enter into with the University of Bucharest, contain details regarding the rights and obligations of doctoral students, including details regarding attendance at training activities, with the assessment criteria and methods being specified in the course descriptions within the Curriculum. Annually, the ASUB (University of Bucharest Students' Association) presents a report on the fulfilment of rights and obligations at a meeting of the University Senate.

The UB Senate has approved the updated version, in line with recent legislative changes, of the 'Procedure for the completion of doctoral studies at UB' (), a procedure applicable to all doctoral students completing their theses. A preliminary stage in the completion of doctoral studies is the preventive electronic check of doctoral theses, a procedure which may be applied at the proposal of the doctoral supervisor at any time during the doctoral studies, or is applied automatically prior to the defence of the doctoral thesis before the Academic Supervision and Integrity Committee; UB subjects all doctoral theses to preventive anti-plagiarism checks from 2016 onwards.

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.

The University of Bucharest's internationalisation strategy for doctoral studies, implemented by the Centre for Doctoral Studies (CSUD) and the doctoral schools through the joint efforts of several departments and directorates within the University of Bucharest, particularly with the support of (through the Erasmus Office and the Office for International Cooperation and International Students), is based both on the mobility of members of the academic community and on the internationalisation of the curriculum, study programmes and administrative aspects.

Another important component of the strategy for the internationalisation of doctoral studies is the encouragement of writing doctoral theses in English. The Doctoral Studies Contract, concluded between the University of Bucharest and the doctoral student, provides for the possibility of writing and defending the doctoral thesis in English, and the Doctoral School, through its own regulations encourages this.

An important step towards establishing international partnerships is the development of collaboration with international experts, including by inviting them to deliver courses, lectures or conferences, or to participate in debates at UB. The Faculty of Science encourages collaboration with international experts, including by inviting them to serve as members of public defence committees for doctoral theses or on committees for the supervision and academic integrity of doctoral students.

From a financial perspective, the University of Bucharest's internationalisation strategy is governed by and for encouraging performance in the research of PhD students, from which PhD students at the Doctoral School of Psychology and Educational Sciences also benefit. This Methodology, also published on the Doctoral School of Educational Sciences' website, provides for the granting of financial support, specifying the maximum amount thereof, for various types of mobility.

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.

Learning based on scientific investigation is of paramount importance, particularly within the Scientific Research Programme in SD, as is evident from Curriculum for all fields of study. This programme includes termly scientific papers or reports, starting from the first year of doctoral studies, alongside research activities and the preparation of scientific papers. The learning outcomes for each of these subjects, included in the subject descriptions, illustrate the importance of scientific inquiry in the training of doctoral students and their preparation for a career in research.

Although within each field of study doctoral students have the opportunity to showcase their achievements by participating in the annual scientific session of the Doctoral School of Psychology and Educational Sciences, in2024 the Doctoral School organised doctoral, with the aim of facilitating the dissemination of scientific findings among doctoral students from various fields of study. At this conference,56 oral presentations and 19 posters were presented. At the 2025 edition, 81 oral presentations were delivered.

The fact that the learning outcomes associated with the doctoral programme in SD have been successfully achieved is demonstrated by the fact that all doctoral theses defended between 2021 and 2025 were validated by the National Council for the Accreditation of Academic Titles, Diplomas and Certificates (CNATDCU).

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.

At national and international level, the Doctoral School of Psychology and Educational Sciences, through its PhD supervisors and PhD students in the field of Educational Sciences, contributes significantly to the visibility of the University of Bucharest. Thus, between 2021 and 2025, PhD supervisors who are

members of the Department of Education were (co-)authors of a large number of Web of Science-indexed publications, as well as other scientific contributions, and the results achieved by the Department's doctoral students in their research activities during the same period are illustrated by the scientific publications of which they are (co)authors and by their participation in domestic and international scientific conferences.

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

The University of Bucharest has established quality assurance structures and procedures at institutional, faculty and doctoral studies levels. Quality assurance activities are coordinated by the Commission for Evaluation and Quality Assurance (CEQA UB), supported by the Quality Management Department, while at faculty level the Faculty Quality Assessment and Assurance Committee (CEQA F) carries out periodic evaluations and prepares annual self-evaluation reports and action plans. For doctoral studies, the monitoring, evaluation and quality assurance processes involve the CSUD and the Doctoral School Councils. Internal evaluations are carried out periodically and result in proposals and action plans aimed at improving the activities of doctoral schools and the IOSUD.

The organisational component applies a structured quality assurance framework involving institutional and faculty-level bodies, as well as the structures responsible for doctoral studies. The use of periodic evaluations, self-evaluation reports and action plans support the monitoring and continuous improvement of the quality of doctoral education. At the Doctoral School level, the internal evaluation process has identified relevant strengths and areas requiring further attention, including issues related to the involvement of doctoral supervisors without currently enrolled doctoral students. Measures have been undertaken to address these aspects.

✓ Recommendation:

It is recommended to include additional student representatives in the quality assurance structure at the faculty level, in order to ensure the minimum 25% student representation in the CEAC, as provided for in the University-level CEAC Regulation.

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.

Stakeholders, including academic staff, doctoral students and employers, are involved in the development and implementation of procedures relevant to doctoral studies. Doctoral students are represented in the relevant decision-making and quality assurance structures and participate in surveys and consultations regarding the organisation and delivery of the doctoral programme. A specific questionnaire is used to identify doctoral students' needs and satisfaction with the doctoral programme. The results are analysed and communicated to the relevant programme coordinators, and the feedback

received contributes to the annual updating and adaptation of course content within the Advanced University Studies Programme.

The involvement of doctoral students and other relevant stakeholders in the implementation and improvement of academic procedures is supported through formal representation, consultation mechanisms and feedback collection. The analysis and use of doctoral students' feedback, including for adapting the content of courses to their training needs, demonstrate the impact of stakeholder consultation on the continuous improvement of the doctoral programme.

✓ Recommendation:

The doctoral school should systematically document future consultation meetings with doctoral students, graduates and employers by preparing meeting minutes / attendance lists / other supporting documents, in order to ensure the traceability of the consultation process and to provide evidence during external quality assurance procedures.

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.

The University of Bucharest has established an institutional framework for promoting and ensuring compliance with the principles of academic ethics and professional conduct. The Ethics Committee operates on the basis of the regulations approved by the University Senate and performs its duties in accordance with the applicable legal and institutional provisions. Its activity includes analysing and resolving breaches of academic ethics, contributing to the development of relevant regulations and preparing annual reports on academic and research ethics.

The regulatory and organisational framework provides the necessary conditions for the Ethics Committee to carry out its specific duties independently and in accordance with the applicable legal provisions. The existence of specific structures and procedures for both academic and research ethics supports the effective application of ethical standards within the doctoral programme.

✓ Recommendation:

Updating the "Code of Ethics and Deontology" in accordance with the provisions of Government Decision No. 305/2024 currently in force.

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.

The University of Bucharest has established procedures for the initiation, monitoring and periodic review of study programmes and related activities. At faculty level, these processes are supported by the

Faculty Quality Assessment and Assurance Committee (CEQA F), with the involvement of academic staff, students, employers and alumni. Within the doctoral programme, the content of the subjects included in the Advanced University Studies Programme is periodically updated, while the content of modular subjects is reviewed annually based on consultations with doctoral supervisors and feedback provided by doctoral students. Changes are reflected in the course descriptions. The monitoring of doctoral studies is also supported through periodic internal evaluations coordinated at the CSUD level.

The procedures for monitoring and periodically reviewing the doctoral programme are systematically applied through annual reviews of course content, doctoral students' feedback and periodic internal evaluations. The involvement of relevant stakeholders and the updating of course content in relation to doctoral students' research topics demonstrate the contribution of these procedures to the continuous improvement of the educational process.

The indicator is: fulfilled.

✓ Recommendation:

It is recommended to establish a dedicated quality assurance structure at the IOSUD level, responsible for coordinating and monitoring quality assurance procedures specific to doctoral education.

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

Teaching and research staff, students, employers and other relevant stakeholders are involved in the procedures for the initiation, monitoring and periodic review of study programmes and related activities. Their involvement is ensured through representation in relevant institutional and faculty-level structures, as well as through consultation processes and other feedback mechanisms.

The involvement of members of the academic community and external stakeholders is embedded in the implementation of procedures related to the development and review of study programmes. The representation and consultation mechanisms in place support the consideration of different perspectives in academic and institutional decision-making, including in relation to doctoral studies.

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.

At institutional level, the University of Bucharest applies a unified framework for the evaluation of the professional performance of teaching and research staff, which includes student evaluation as one of its components. At the Faculty of Psychology and Educational Sciences, teaching staff, including those involved in activities within the doctoral programme, are evaluated by students on a semester basis through dedicated questionnaires. The results of these evaluations are analysed by the heads of department and the Faculty Quality Evaluation and Assurance Committee and are used to identify measures for improving the quality of teaching activities.

The semester-based evaluation of teaching staff by students is integrated into the institutional quality assurance process, and the results are analysed by the relevant academic and quality assurance structures. T he evaluation process provides feedback on teaching activities and supports the identification of measures aimed at improving teaching methods and the quality of the educational process. Based on the available information, the organisational component demonstrates that it analyses the results of students' biannual evaluations of teachers.

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.

The University of Bucharest uses several IT systems and databases to systematically collect and analyse data relevant to internal quality assurance, including information on research activity, students' academic progress and educational pathways, administrative activities, educational services, graduate employability and career progression. At the doctoral level, doctoral students have access to an electronic platform for reporting publications and participation in scientific conferences. Data regarding the knowledge, skills and competences acquired through the doctoral programme, as well as doctoral students' needs and level of satisfaction, are also collected through a dedicated questionnaire.

The available databases and electronic systems support the systematic collection and analysis of data concerning students, research activity and other relevant aspects of institutional and doctoral activity. The information collected is used to generate reports, monitor academic pathways and support the internal quality assurance process. However, the declining participation of doctoral students in the dedicated feedback questionnaire may limit the representativeness of the data collected and, consequently, the extent to which students' feedback can support the continuous improvement of the doctoral programme.

✓ Recommendation:

It is recommended to identify measures to increase the participation rate of doctoral students in feedback and satisfaction questionnaires, in order to ensure more representative data for the internal quality assurance process.

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.

The University of Bucharest and the Doctoral School ensure public access to information relevant to the doctoral programme through their official websites. The Doctoral School's webpage includes information on doctoral supervisors and fields of study, admission, enrolled doctoral students, international mobility and co-supervision, habilitation, and the public defence of doctoral and habilitation theses, as well as announcements regarding academic and research opportunities. Information on public doctoral thesis defences is also displayed on the noticeboard dedicated to doctoral studies.

The available information indicates that relevant information of public interest regarding the doctoral programme is published and accessible through institutional and Doctoral School communication channels. The organisation of the information into dedicated sections facilitates access for prospective and current doctoral students and other interested stakeholders.

The indicator is: fulfilled.

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

The University of Bucharest ensures the transparency of institutional decision-making processes through the publication of relevant decisions, documents, procedures and regulations. In particular, the decisions of the University Senate and the Board of Directors are published on the dedicated institutional webpages, while relevant information is communicated to the academic community through the University's official communication channels.

The publication of decisions and regulatory documents adopted by the main institutional decision-making bodies supports the transparency of the decision-making process and facilitates access to relevant information for members of the academic community and other stakeholders. Based on the available information, the organisational component demonstrates that it ensures transparent decision-making processes.

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.

The doctoral study domain in Educational Sciences has undergone external quality evaluation in accordance with the applicable legal and ARACIS requirements. The most recent external evaluation was carried out in 2021, when the domain received the rating "Accreditation maintained". The recommendations resulting from the evaluation were subsequently addressed, and their implementation was documented in a Progress Report submitted to ARACIS. In 2025, ARACIS confirmed that all the indicators were fulfilled.

The available information indicates that the organisational component has carried out the procedures required for external quality evaluation and has followed up on the recommendations resulting from the previous evaluation process.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
• The quality of the academic staff. with internationally recognized research output, the majority of whom meet habilitation standards and have publications indexed in the Web of Science. • Diversity of research directions in psychology and educational sciences. which allows for interdisciplinary approaches and attracts candidates with varied interests.	INTERNAL FACTORS	• A relatively low number of PhDs under international co-supervision, which could limit visibility and integration into global academic networks. • Low proportion of international PhD students which could affects the level of internationalization. • Significant reliance on projects for the funding of research infrastructure; a significant

• The Doctoral School operates within the University of Bucharest, an institution with international visibility, extensive infrastructure and participation in European academic networks (EUA, CIVIS, etc.). • There are laboratories, modern equipment and access to databases and bibliographic resources, including recent investments in infrastructure (e.g. cognitive science laboratories). • Access to international networks and academic mobility, university has numerous international partnerships and participates in European academic alliances that facilitate mobility.		proportion of material resources comes from grants secured individually by academic staff. Historical fragmentation of research infrastructure (many small laboratories) and the necessity to concentrate resources and increase efficiency. • Students have not shown interest in involvement in institutional feedback mechanisms, and participation in evaluation questionnaires is not yet optimal.
SWOT analysis		
Opportunities: • Access to European funding programmes (Horizon Europe, Erasmus+, COST). • The University of Bucharest's participation in the European CIVIS alliance, which creates the conditions for joint programmes, mobility schemes, and international research projects. • Increased interest in interdisciplinary research in behavioral and educational sciences. • Expansion of partnerships with national and international research institutes.	EXTERNAL FACTORS	**Threats:** • Demographic decline and a shrinking pool of candidates which may affect the future number of doctoral students. • Low level of core funding per student equivalent, which limits the ability to attract and retain high-performing young researchers. • Reduction or instability in national research funding, which could affect the development of human resources and infrastructure. • Increased competition among European doctoral schools for students and grants.

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

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
10.	**I.P.B.2.1.2** The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	**I.P.B.3.1.1** The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	Including the learning outcomes and specifically expressing them for more clarity and rigor in the elaboration of each syllabus's curriculum: to exist concordance between the learning outcomes (as expressed in the learning plan) and the syllabus/disciplines' curricula (formulated using operational verbs).
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	Completing the assessment section of each syllabus curriculum with more detailed information on how the learning outcomes specified in each subject's curriculum are assessed. The evaluation process must be explicitly aligned with the syllabus's intended learning outcomes, and assessment criteria shall be clearly articulated.
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	
20.	**I.P.B.8.1.1** The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	It is recommended to include additional student representatives in the quality assurance structure at the faculty level, in order to ensure the minimum 25% student representation in the CEAC, as provided for in the University-level CEAC Regulation.
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	The doctoral school should systematically document future consultation meetings with doctoral students, graduates and employers by preparing meeting minutes / attendance lists / other supporting documents, in order to ensure the traceability of the consultation process and to provide evidence during external quality assurance procedures.
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	F	*Updating the "Code of Ethics and Deontology" in accordance with the provisions of Government Decision No. 305/2024 currently in force.*

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	from any other structure or person in the higher education institution.		
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	It is recommended to establish a dedicated quality assurance structure at the IOSUD level, responsible for coordinating and monitoring quality assurance procedures specific to doctoral education.
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	It is recommended to identify measures to increase the participation rate of doctoral students in feedback and satisfaction questionnaires, in order to ensure more representative data for the internal quality assurance process.
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

All 32 analysed performance indicators were assessed as fulfilled. The evaluation panel concludes that the doctoral study domain of Educational Sciences within IOSUD Bucharest University meets

the ARACIS standards and performance indicators applicable to the maintenance of the accreditation procedure.

VI. Conclusions

In conclusion, based on the analysis of the Internal Evaluation Report, supporting documents, and discussions carried out during the evaluation visit, the evaluation panel proposes: **maintaining accreditation** (MAC) of the doctoral study domain Educational Sciences within IOSUD – Bucharest University. The proposal is substantiated by the fact that all 32 analysed performance indicators were assessed as fulfilled.

VII. Annexes

- The schedule of the on-site visit.

domeniilor de studii universitare de doctorat

Instituția de învățământ superior: Universitatea din București

Facultatea de Psihologie și Științe ale Educației

Domeniul de doctorat: Științe ale Educației

Programul de studii universitare de doctorat Științe ale Educație

Obiectivul evaluării externe: *evaluare periodică*

Perioada vizitei de evaluare: 1-2 septembrie 2026

Comisia de experți evaluatori ai ARACIS: Reprezentantul instituției de învățământ superior:

Nr. crt.	III.1 Numele şi prenumele	Calitatea
1.	*Prof. dr. Alois Gherguț*	III.1.1.1 *Coordonator*
2.	*Prof. dr. Sergiu Baciu*	*Membru*
3.	*Victor Malairău*	*Membru - student*
Nr. crt.	III.2 Numele şi prenumele	Calitatea
1.	*Prof. dr. Dragoș Iliescu*	III.2.1.1 *Persoană de contact*

Interval orar	Activitate	Participanți	Locație/Listă participanți
Ziua 1, data 1 septembrie 2026			
9,30-10:00	Discuții în cadrul comisiei de experți în evaluarea externă a calității	- Comisia de experți evaluatori ai ARACIS	Sala de Consiliu a FPSE
10:00-10:30	Întâlnirea comisiei de evaluare cu **reprezentanții conducerii componentei organizatorice** (decan, persoana de contact, responsabil program de studii); prezentarea scopului, obiectivelor şi a programului detaliat al vizitei de evaluare	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai instituției și ai programului de studii evaluat	Sala de Consiliu a FPSE Lista persoanelor care vor participa la întâlnire: decan prodecan cercetare directorul SD membru in Consiliul SD
10:30-11:00	Întâlnirea comisiei de experți evaluatori cu persoana de contact și cu **echipa care a realizat raportul de evaluare internă (REI)**	- Comisia de experți evaluatori ai ARACIS - Echipa care a realizat REI	Sala de Consiliu a FPSE Lista persoanelor care vor participa la întâlnire: directorul SD secretara SD

11:00-12:00	Vizitarea bazei materiale	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai instituției și ai programului de studii evaluat	Sediul FPSE Lista persoanelor care vor participa la întâlnire: - Prof. univ. dr. Dragos Iliescu – directorul SD
12:00-13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD	- Comisia de experți evaluatori ai ARACIS - Cadre didactice de la programul de studii evaluat	Sala de Consiliu a FPSE
13:00-14:00	Pauză de prânz		
14:00-14:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu membrii **CEAC**/structură similară stabilită la nivelul componentei organizatorice	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai CEAC/structură similară	Sala de Consiliu a FPSE. Lista persoanelor care vor participa la întâlnire: CEAC UB Departamentul de Management al Calității UB
14:30-15:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai **structurilor organizatorice în domeniul asigurării calității**	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității	Sala de Consiliu a FPSE.
15:00-15:45	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori**[1] ai absolvenților din domeniul DSUD	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai angajatorilor	Sala de Consiliu a FPSE / online
15:45-16:00	Pauză		
16:00-16:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți** ai DSUD	- Comisia de experți evaluatori ai ARACIS - Studenți ai programului de studii evaluat	Sala de Consiliu a FPSE
16:00-17:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenți**[2] ai DSUD	- Comisia de experți evaluatori ai ARACIS - Absolvenți ai programului de studii evaluat	Sala de Consiliu a FPSE
17:00-18:00	**Întâlnirea tehnică** a comisiei de experți evaluatori	- Comisia de experți evaluatori ai ARACIS	Sala de Consiliu a FPSE

	(Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)		
Ziua 2, data 2 septembrie 2026			
9:00-10:00	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)	- Comisia de experți evaluatori ai ARACIS	Sala de Consiliu a FPSE
10:00-10:45	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** din domeniul DSUD	- Comisia de experți evaluatori ai ARACIS - Responsabilii centrelor/laboratoarelor de cercetare	Sala de Consiliu a FPSE.
10:45 - 12:00	Întâlnire tehnică a comisiei de experți evaluatori	- Comisia de experți evaluatori ai ARACIS	Sala de Consiliu a FPSE
12:00-13:00-	Finalizarea activităților de evaluare	- Comisia de experți evaluatori ai ARACIS	Sala de Consiliu a FPSE
13:00-14:00	Întâlnirea membrilor comisiei de experți evaluatori cu **reprezentanții conducerii IS și ai conducerii componentei organizatorice** pentru comunicarea concluziilor procesului de evaluare	- Comisia de experți evaluatori ai ARACIS - Reprezentanți ai conducerii și ai programului de studii evaluat - Persoana de contact	Sala de Consiliu a FPSE

Dacă se consideră necesar, și în funcție de forma de organizare a DSUD, pot avea loc și alte întâlniri, spre exemplu cu reprezentanți ai:

- Departamentelor care asigură suport informatic, spre exemplu în vederea organizării activităților online;
- Departamentelor de relații internaționale și mobilități studențești;
- Centrului de Consiliere și Orientare în Carieră etc.

Întocmit,
Prof. dr. A. GHERGUȚ