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. 8
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 8.1

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea „Ovidius“ din Constanţa
Şcoala(ile) doctorală(e)	Filologie
Domeniul de studii universitare de doctorat (DSUD)	*Filologie*
Procedura/procesul de evaluare externă a calităţii educaţiei	Menținerea acreditării

DECIZIA

Descrierea pe scurt a procesului de luare a deciziei

Raportul de evaluare externă (REE) a fost analizat în şedinţa Comisiei permanente de specialitate Ştiinţe Umaniste şi Teologie (CPS_C2) din 12.10.2026, propunerea de decizie fiind consemnată în PV nr. 5213/12.10.2026.
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/ 20.10.2026.

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

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

Motivarea deciziei

Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • *32 indicatori: 32 sunt îndepliniți, 0 parțial îndepliniți și 0 sunt neîndepliniți* • *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite* *și, astfel, prin aplicarea art. 63 din Metodologie decide că* ***standardele sunt ÎNDEPLINITE.***	
Decizia	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:	UNIVERSITATEA „OVIDIUS" DIN CONSTANȚA
Doctoral School:	Doctoral School of Philology
Doctoral Domain:	PHILOLOGY
The objective of the external evaluation:	**Maintaining accreditation (MAC)**

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Mircea DIACONU	Expert evaluator	
2.	Maria ŞLEAHTIŢCHI	International Expert	
3.	Ionuţ ZBRANCA	PhD Student Evaluator	

I. Introduction

he evaluation report was prepared following the request of Ovidius University of Constanța (UOC) for the periodic evaluation of the doctoral field of Philology within the Institution Organizing Doctoral Study Programmes (IOSUD)–UOC, Doctoral School of Philology (DS–Philology), in accordance with the provisions of Article 28(d) of the Methodology for the External Evaluation of the Quality of Higher Education (Government Decision No. 962/2024). The evaluation panel analyzed the Internal Evaluation Report (IER), carried out an on-site visit to the institution organizing the doctoral studies, held several meetings with its representatives, and assessed the current situation, as well as the degree of compliance with all applicable indicators. The most recent external evaluation of the Doctoral Field of Philology (DSUD Philology) resulted in the Decision of the ARACIS Council of 28 December 2021 (Decision of the ARACIS Council). The interim evaluation report indicates that attention has been paid to implementing the recommendations made as a result of the previous evaluation.

Established in 1961 as a Pedagogical Institute, UOC became a multidisciplinary and comprehensive university in 1990 and operates on the basis of its University Charter. The mission and objectives of UOC are set out in the Multiannual Strategic Plan and implemented through annual operational plans. The governing bodies of UOC are the University Senate and the Administrative Council, which are elected and operate in accordance with the legislation in force, as well as the university's own methodologies and regulations. UOC comprises 16 faculties and 12 doctoral schools, within which 13 doctoral fields are organized. Since 2024, UOC has been a member of the ARTEMIS European University Alliance, together with seven other European universities. UOC underwent an institutional evaluation by ARACIS in 2022 and was awarded the rating "High Degree of Confidence."

At UOC, the doctoral field of Philology has existed since 1990. Since 2012, the Doctoral School of Humanities has operated with the doctoral fields of Philology and History. In 2024, the Doctoral School of Philology was established as a separate doctoral school, headed by a director elected through a competitive selection procedure and by a Doctoral School Council elected in accordance with its own methodology. The doctoral school operates on the basis of a specific Regulation.

Within the doctoral field of Philology, there are 14 doctoral supervisors, of whom 6 are tenured academic staff, 2 are associate doctoral supervisors holding tenured positions at the Bucharest University of Economic Studies, and 6 are associate emeritus professors who are retired. All doctoral supervisors meet the score requirements established by CNATDCU for obtaining the habilitation certificate. During the period 2021–2025, 60 doctoral theses were defended. Forty-nine doctoral students were awarded the doctoral degree, 10 doctoral students are awaiting the award of the degree, and one doctoral student was expelled for failing to revise and resubmit the thesis. At present, there are 52 doctoral students enrolled in the doctoral field of Philology.

II. Methods used

The evaluation process consisted of the review and analysis of the Internal Evaluation Report (IER) of the doctoral field under evaluation, including its annexes and associated links, as well as the analysis of the documents, data, and information available on the UOC website. The evaluation panel also analyzed the observations and conclusions arising from meetings with the university management, doctoral supervisors, representatives of the Council for Doctoral University Studies (CSUD) and of the doctoral school, members of the research centers, members of the Commission for Evaluation and Quality Assurance (CEAC), members of the Ethics Commission, as well as doctoral students, graduates of doctoral studies, and employers.

In addition, the facilities used for teaching and research activities were visited. The site visit to the Faculty of Letters (FL) of UOC and to the Doctoral School of Philology (DS–Philology) / doctoral field of Philology took place on 10–11 November 2026. Prior to the site visit, the evaluation panel held an online meeting on 3 November 2026. During the site visit, the panel examined the material resources, library facilities, premises used for teaching activities, documents managed by the secretariat, and other relevant aspects.

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

DOMAIN A. Institutional capacity

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

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

✓ Presentation of the state of facts

Within UOC, at the level of IOSUD, the following governance structures are in place:

- the Council for Doctoral University Studies (CSUD), headed by the Director of IOSUD;
- the Doctoral School Council, headed by the Director of the Doctoral School, who is appointed for a five-year term following a public competition organized by the Rector and validated by the University Senate;
- the Director of the Doctoral School.

The Doctoral School of Philology (DSD Philology) operates in accordance with the Institutional Regulation on the Organization and Operation of Doctoral University Study Programmes, adopted by the Senate of Ovidius University of Constanța through Resolution No. 576 of 25 July 2024 and developed by the Council for Doctoral University Studies.

An internal audit report is prepared annually, in accordance with the Regulation on the Initiation, Revision, Approval, Monitoring, and Periodic Evaluation of Study Programmes at UOC..

✓ Analysis of the state of facts

UOC organizes doctoral university studies within a regulatory framework established by its own regulations and procedures, which are generally updated in accordance with the legislation in force. IOSUD–UOC has an appropriate management system for the organization of doctoral university studies. The core processes at the level of the Doctoral School (concerning doctoral supervisors, doctoral training, the defense of doctoral theses, etc.) are regulated through specific instructions, which are periodically updated to ensure compliance with the applicable legal provisions and, respectively, with the university's strategy. However, the IER also refers to outdated documents. A procedure for the completion of doctoral studies dates from 2019, although elsewhere reference is made to a regulation on the completion of doctoral studies adopted in 2024.

The indicator is: fulfilled

Standard S.A.1.2. Stakeholder engagement The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.	
Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension[1] and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

✓ Presentation of the state of facts

The development and updating of regulations and methodologies concerning doctoral university studies are carried out by the Council for Doctoral University Studies (CSUD), in consultation with the doctoral school. Once adopted by the CSUD, the regulations and methodologies are submitted to the University Administrative Council and included as annexes to the Decisions of the University Administrative Council (HCA), which are communicated to the academic community through publication on the UOC website. In the process of developing its own methodologies and regulations, UOC states in the IER that it takes into account the views of relevant institutional stakeholders and that stakeholder participation is ensured through institutionalized mechanisms. These include prior consultations within academic structures, the organization of thematic working meetings, and the solicitation of written opinions from academic staff, doctoral supervisors, and doctoral students. The IER also refers to extensive consultations with representatives of institutional partners, the Council for Doctoral University Studies (CSUD), and other institutional stakeholders involved in the effective functioning of the doctoral education process, with a view to collecting and incorporating feedback from the academic community.

✓ Analysis of the state of facts

The institutional mechanisms for stakeholder consultation, obtaining feedback, and implementing the measures required are established under the System Procedure on the Development, Amendment, and Withdrawal of Formalized Procedures. Based on the discussions held during the site visit, decisions taken at the level of the CSUD, the Administrative Council, and the University Senate take into account consultation with relevant stakeholders.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

UOC has adequate dedicated facilities for the delivery of teaching activities (lectures, seminars, laboratory classes, and project work) in all subjects included in the study plan of the Doctoral Field of Philology (DSUD Philology), as well as computer facilities and Internet access available to students and academic staff.

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

The Ioan Popișteanu University Library provides bibliographic resources of national and international relevance required for the field of Philology and makes reading rooms available at its main premises. The Digital Library, located in Campus Building B, and the American Corner provide access to the eLibrary database. The main premises of the University Library also house the collection of old and rare books, comprising more than 1,300 fundamental titles, including first editions, rare books, old books, manuscripts, albums, and maps, of which 120 are also available online.

As a member of Anelis Plus, IOSUD–UOC provides, through the Digital Library, located at 126 Mamaia Boulevard, Building B, 2nd floor, both on-campus and remote mobile access to the Web of Science search platform (Clarivate Analytics) and Scopus (Elsevier), as well as to major scientific literature aggregators, including the ScienceDirect Freedom Collection Journals (Elsevier) and SpringerLink (Springer Nature).

Ovidius University Press was recognized and classified in Category B following the 2020 and 2026 evaluations conducted by the National Council for Scientific Research (CNCS) in the field of Humanities – Philology. Ovidius University Press publishes, in print format, the Annals of Ovidius University of Constanța in various academic fields. These scientific journals, which are also published digitally under an open-access model, have national and international visibility and provide doctoral students with opportunities to disseminate their research findings in various fields.

✓ Analysis of the state of facts

At the institutional level, there is a sustained focus on investment aimed at modernizing the material infrastructure. The digital infrastructure meets the institution's teaching and administrative needs. The teaching facilities, library holdings, and reading rooms are adequate to meet the needs of doctoral students in the field of Philology.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

Since the previous evaluation, several facilities have undergone rehabilitation and improvement works. Worn flooring in lecture and seminar rooms has been replaced; electrical installations have been modernized; the IT infrastructure network has been reconfigured through the expansion and optimization of Wi-Fi connectivity throughout the building; and routine maintenance and repair works have been carried out to ensure the functionality and safety of the facilities, including sanitation works, inspections of heating systems, and repairs to teaching furniture.

✓ Analysis of the state of facts

The teaching and research facilities of the Doctoral School of Philology are located within the Faculty of Letters, which has adequately maintained fixed and movable assets that provide appropriate conditions for the delivery of teaching and research activities, administrative operations, and student life, in accordance with the current requirements of the educational process and institutional standards.

The indicator is: fulfilled

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

Standard S.A.3.1. Human resources The HEI has the required human resources to organise and deliver the evaluated study programme/domain.

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

✓ Presentation of the state of facts

The academic and research staff of the Doctoral School of Philology (DS–Philology) are recruited and employed on the basis of criteria established at national and institutional levels, in compliance with the legislation in force.

Within the doctoral field of Philology, 6 of the 14 doctoral supervisors are tenured faculty members at Ovidius University, 2 are external doctoral supervisors holding tenured positions at the Bucharest University of Economic Studies, and 6 are associate emeritus professors who are retired. According to the verification sheets, all doctoral supervisors exceed the threshold of 850 points required for obtaining the habilitation certificate. The doctoral supervisors' CVs are publicly available on the UOC website.

The academic and research staff of the Doctoral School of Philology are recruited and employed on the basis of criteria established at national and institutional levels, in compliance with the legislation in force. The academic staff teaching within the Doctoral Field of Philology demonstrate outstanding scientific research activity at both national and international levels, consistent with the curricular content of the subjects included in the study plan.

✓ Analysis of the state of facts

UOC is committed to encouraging academic staff from UOC and from other universities that are members of the "Universitaria" Consortium to obtain the habilitation certificate in the field of Philology and to affiliate with the Doctoral School of Philology at UOC. Over the past five years, three new doctoral supervisors have joined the Doctoral School of Philology.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

The IER states that the academic staff of the Doctoral School of Philology demonstrate a sustained commitment to professional and personal development, reflected in their participation in continuing professional development programmes, advanced training courses, and national and international scientific and cultural events, as well as in their involvement in institutional projects.

The institution provides support and opportunities for continuing professional development, particularly through projects funded under the Institutional Development Fund (FDI). At the institutional level, support is also provided for the organization of and participation in academic conferences, the publication of research studies, and other scholarly activities.

✓ Analysis of the state of facts

UOC provides an institutional framework that supports the professional and personal development of both academic staff and auxiliary teaching staff.

The indicator is: fulfilled

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

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

✓ Presentation of the state of facts

The IER refers exclusively to the methodology for recruiting academic staff to carry out teaching activities paid on an hourly basis. As supporting documentation, it includes the regulation concerning the filling of vacant and temporarily vacant positions, among others; however, this regulation refers specifically to the filling of positions through hourly-paid teaching activities. This reflects the fact that teaching activities within the doctoral studies are carried out on an hourly-paid basis.

UOC has clear procedures for filling academic positions through competitive recruitment (*Methodology for Filling Tenured Academic and Research Positions at Ovidius University of Constanța*) or through a promotion examination, with both procedures updated in accordance with the legislation in force.

The Doctoral School of Philology includes distinguished academic staff whose research activity is recognized at both national and international levels. With regard to the habilitation process, the nationally applicable criteria are followed.

✓ Analysis of the state of facts

At the level of UOC, the methodologies governing the recruitment of academic staff are in accordance with the legislation in force and the applicable framework methodology.

✓ Aspects that constitute best practice examples

Additional requirements beyond those stipulated by the legislation in force apply to affiliation with the Doctoral School.

The indicator is: fulfilled

Criterion A.4. Digitalisation of institutional processes

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

✓ Presentation of the state of facts

The Doctoral School of Philology (DS–Philology) uses UOC's advanced information systems for the collection, processing, and analysis of essential data related to the educational process, as well as for monitoring academic quality. In addition, UOC has a Digitalization Strategy for the 2022–2027 period, and multiple processes, including admission, student administration, and library access, have been digitalized, as has the process of checking doctoral theses for textual similarity.

For the purpose of identifying similarities, users access the system through the address www.sistemantiplagiat.ro, while data processing is carried out on a server operated by the service provider. Users upload texts to the system, and their content is compared against the databases available to the system.

✓ Analysis of the state of facts

The digitalization system is functional and effective. The IER states that, in the immediate future, the university intends to further intensify the digitalization process, with particular emphasis on expanding the

functionalities provided by the Solaris platform, with a view to optimizing access and ensuring higher-quality services for members of the academic community and indirect beneficiaries of the educational process.

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s[2] The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

✓ Presentation of the state of facts

The study plan of the Doctoral Field of Philology (DSUD Philology) is presented as an information package comprising the mission and the general and specific objectives of the doctoral field. The study plan includes subjects from all formative categories: Specialization Subjects (DS), Synthesis Subjects (DSI), and Advanced Knowledge Subjects (DSA), as well as Compulsory Subjects (DOB) and Elective Subjects (DOP).

These subjects lead to a level 8 higher education qualification, with the aim of achieving the expected learning outcomes and in accordance with the qualification level defined in the Romanian National Qualifications Register for Higher Education (RNCIS). The curriculum of the DSUD Philology provides detailed information on teaching, research, and assessment activities, expressed in ECTS credits in accordance with the European Credit Transfer and Accumulation System (ECTS). The first semester of the first year comprises 30 ECTS credits, corresponding to 10 hours of teaching activities per week in compulsory and elective subjects. One ECTS credit corresponds to a workload of 25–30 hours of preparation aimed at achieving the expected learning outcomes.

The course descriptions indicate how the learning outcomes promoted by each subject contribute to the achievement of the learning outcomes of the doctoral field of Philology and specify the methods used to assess student progress.

The curriculum of the evaluated doctoral field includes the subject *Research Ethics and Academic Integrity*, scheduled for the first semester, which also addresses research ethics.

✓ Analysis of the state of facts

At the level of UOC, an Operational Procedure on the Development, Updating, and Approval of Course Descriptions for Bachelor's, Master's, and Doctoral Study Programmes in the full-time form of education is in place and implemented. This procedure is also applied to the development, updating, and approval of course descriptions for the training programme based on advanced university studies. The course descriptions are approved at the level of the Doctoral School Council (CSD).

Each year, the programme coordinator submits to the Director of the Doctoral School, in electronic format, the approved course descriptions, bearing the signatures of the course holders, for publication on the

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

website and submission to the Department for Study Programmes and Academic Management and Quality (DSAMC) for inclusion in the institutional archive.

For all subjects included in the study plan, only lecture-based activities are formally indicated, while the method of assessment is generally stated as "examination". In practice, however, the course descriptions indicate that practical or applied activities are also assessed to a certain extent, and that assessment may also take the form of a research paper presentation. Furthermore, the assessment criteria are not specified with sufficient rigor or are expressed in vague terms (e.g., "regular attendance at lectures"), while the learning outcomes specified in the course descriptions are not always aligned with those set out in the study plan.

✓ Recommendations

Include practical activities (seminars) among the activities specified for the subjects in the study plan and revise the course descriptions accordingly.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

The mission of the doctoral field is reflected in professional and transversal competences appropriate to Level 8 of higher education. The following are envisaged:

A. Professional competences:
a) advanced knowledge in the fields covered by doctoral university studies;
b) the ability to identify, formulate, and solve research problems;
c) mastery of advanced research methods and techniques;
d) knowledge of research project management;
e) mastery of new research approaches and solutions;
f) skills in documentation, preparation, and dissemination of scientific papers;
g) academic-level language skills in internationally used languages required for the documentation and preparation of scientific papers;
h) understanding and ability to apply the principles and values of research ethics in the fields covered by doctoral university studies.

B. Transversal competences:
a) the ability to use new information and communication technologies;
b) interpersonal and teamwork skills;
c) assuming responsibility and the ability to organize and manage the activities of professional or scientific research groups, or of institutions within the relevant field;
d) knowledge of mandatory regulations concerning copyright and intellectual property.

The study plan includes subjects aimed at in-depth study, synthesis, and advanced knowledge, providing broad interdisciplinary training based on a balanced relationship between fundamental and specialized training, in accordance with the objectives of the doctoral field and with the aim of enabling doctoral students to acquire advanced research competences.

Developed in accordance with ARACIS requirements, the study plan provides for the distribution of lecture hours according to their importance and role in the acquisition of research competences by doctoral students. The course descriptions include sections on topics, research methodology guidelines, and bibliographic sources aligned with the stated mission of the doctoral field.

✓ Analysis of the state of facts

The study plans and course descriptions largely reflect the level of complexity appropriate to the doctoral cycle, the balance between theoretical, methodological, and practical competences, and the coherence between the objectives of the doctoral field, the curricular content, and the expected learning outcomes.

The learning outcomes, defined in terms of knowledge, skills, and responsibility/autonomy, in accordance with the European Qualifications Framework (EQF), enable the recognition and comparability of qualifications at international level. However, they are not explicitly mapped to the individual subjects included in the study plan, as it is considered that, in principle, each learning outcome can be associated with all subjects.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

Doctoral studies are carried out within a total of 240 ECTS credits, of which 30 credits are allocated to the Training Programme based on Advanced University Studies and 210 credits to the Individual Scientific Research Programme. Both stages are tailored to the individual needs and research interests of doctoral students, either through elective courses and the specific course content, or through the establishment, within the Individual Development Plan, of a research pathway adapted to the specific research subfield and the doctoral research topic.

The University has an institutional Regulation governing the organisation and operation of doctoral study programmes, which sets out the procedures for changing the doctoral supervisor, as well as provisions concerning the examination and assessment of doctoral students.

To support doctoral students in conducting and presenting their research, a Guide for the Development and Writing of the Research Proposal, Research Report, and Doctoral Thesis in the Field of Philology is made available to them.

Each doctoral student benefits from academic supervision provided by a Guidance and Academic Integrity Committee (referred to as the Guidance Committee in the previous Self-Evaluation Report, in accordance with the terminology used under the former Education Law). The committee includes an external evaluator from outside the University and, in some cases, an evaluator from a foreign university.

✓ Analysis of the state of facts

Doctoral supervisors and course coordinators tailor the academic guidance provided to doctoral students upon their request and make educational resources and teaching materials available to them. Progress

reports are not included in the candidates' files and are not available as templates on the institution's website.

✓ Recommendations

Publication of a progress report template on the UOC website and the inclusion of clear and comprehensive provisions regarding progress reports in the institution's internal regulations and documents.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

The University has regulations and procedures for the recognition of study mobility activities that are appropriate to the purpose and applicable to students undertaking study and/or practical training mobility activities in Romania and/or abroad. The Self-Evaluation Report (SER) states that "over the past ten years, sixteen mobility periods have been undertaken by doctoral students in the field of Philology." Over the past five years, six mobility periods have been completed: two in Türkiye, each lasting one month, and four at European universities, with durations of 8 or 14 days.

✓ Analysis of the state of facts

The Self-Evaluation Report (SER) states that the institution intends to intensify its efforts to inform and support students and academic staff in undertaking mobility activities at partner universities. This statement indicates that the institution acknowledges the need for further development in this area.

✓ Aspects that constitute best practice examples

Increasing the number of international mobility activities, including within the ARTEMIS European University Alliance.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

Under this indicator, although the Self-Evaluation Report (SER) refers, somewhat inappropriately, to the internationalisation efforts of UOC, it states that the teaching and learning strategies are centred on the actual needs of students. In addition, the UOC Career Counselling and Guidance Centre is operational and provides relevant support services to students.

✓ Analysis of the state of facts

In principle, there is a concern with adapting teaching and learning strategies so as to ensure that they are centred on the actual needs of doctoral students. However, all courses included in the curriculum are delivered exclusively in the form of lectures, without practical activities. At the same time, the assessment criteria refer to the evaluation of doctoral students' practical activities, as though such activities had actually been carried out. Although the form of assessment specified for all courses is the examination, in many cases assessment is conducted through the presentation of written papers, supplemented by criteria such

as "attendance and active participation in classes" or other similarly formulated criteria, which are not appropriate to the stated form of assessment.

✓ Recommendations

Ensuring greater consistency between the curriculum and the course descriptions with regard to the assessment criteria.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

The Self-Evaluation Report (SER) states that doctoral students have equitable access to educational resources and services, with particular attention being paid to specific educational requirements and learning needs. However, it does not provide detailed information on the existing facilities and resources available to address these needs. The University Library provides up-to-date resources in both print and digital formats. Information is available regarding the applicable fees and opportunities for financial assistance; however, these refer exclusively to scholarships and do not include other forms of financial support. Information is also provided on the social services offered by the University.

✓ Analysis of the state of facts

UOC provides specialised facilities and support for prospective students with disabilities and special educational needs. The institutional regulations also include provisions concerning the financial support available to doctoral students, as well as specific situations in which such support may be provided.

The indicator is: fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.

✓ Presentation of the state of facts

Learning outcomes are expressed in terms of professional and transversal competences and are aligned with the requirements of advanced knowledge, critical thinking, research autonomy, and innovation capacity specific to doctoral-level education. Each course included in the curriculum provides a detailed description of: the competences to be developed (cognitive, methodological, instrumental, and value-based); the expected learning outcomes, formulated in accordance with the international classification (knowledge – *know*, skills – *know-how*, and responsibility/autonomy – *be able to*); the alignment between the thematic content, teaching methods, and assessment methods employed.

✓ Analysis of the state of facts

Learning outcomes are communicated to doctoral students at the beginning of the teaching activities and are discussed with them, thereby ensuring transparency and predictability throughout the educational process. They also provide a basis for the continuous and final assessment of doctoral students' performance against predefined standards and the level of advanced knowledge and expertise required at the third cycle of higher education.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

The achievement of the learning outcomes is assessed both through evaluations conducted throughout the doctoral programme and through the final assessment of the doctoral thesis.Ongoing assessment is aimed at monitoring the doctoral student's academic and scientific progress throughout the doctoral study cycle, particularly during the theoretical and methodological training stage, and is carried out through:

- examinations in the courses included in the curriculum of the Doctoral School;
- the preparation and presentation of research and progress reports, demonstrating the doctoral student's research, argumentation, and critical reflection skills;
- participation in scientific activities (presentations, conferences, and publications), in accordance with the requirements for the development of competences corresponding to Level 8 of the National Qualifications Framework.

The final assessment of doctoral studies consists of the defence of the thesis before the Guidance and Academic Integrity Committee, followed by its public defence before a specialised examination committee, in accordance with the provisions of Law No. 199/2023 and the institutional methodology governing the award of the doctoral degree.

✓ Analysis of the state of facts

The entire assessment process is based on the principles of transparency, objectivity, and academic fairness, and is designed to ensure compliance with the legal requirements for the training of autonomous researchers with a high level of scientific competence and professional responsibility. In this regard, several relevant procedures and guidelines are publicly available on the UOC website, including:

- the Operational Procedure for the Organisation of the Final Examination of Doctoral Studies through the Public Defence of the Doctoral Thesis;
- the Operational Procedure for the Anti-Plagiarism Verification of Doctoral Theses;
- the Guide for the Development and Writing of the Research Proposal, Research Report, and Doctoral Thesis in the Field of Philology.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

The recruitment of doctoral students is carried out through the University's own admission procedures. At institutional level, the University has regulations governing admission to doctoral studies, including admission criteria that should be adapted to the specific requirements of each doctoral field.

✓ Analysis of the state of facts

The University's own admission criteria are, in practice, criteria for registration in doctoral studies. The admission regulations contain a provision that may lead to confusion, as the chair of the doctoral admission committee is designated differently for each doctoral candidate, namely the prospective doctoral supervisor. In practice, there is a single admission committee, and the admission registers list the members of the committee without designating a chair. At the same time, there are no clearly defined scoring criteria or an assessment rubric that is publicly accessible to candidates.

✓ Recommendations

Rigorous definition of the admission criteria, including their explicit incorporation into a publicly available assessment rubric.

The indicator is: fulfilled

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

✓ Presentation of the state of facts.

The admission criteria refer only to the registration requirements and the admission examination, which consists of an interview. No further details are provided regarding the content or assessment of the interview, except that candidates are required to obtain a minimum grade of 8. Registration for the admission examination is based solely on a Bachelor's/Master's degree or other equivalent higher education qualifications. Admission is based exclusively on the candidate's academic competences, and no discriminatory criteria are applied. A template for the Individual Plan for doctoral studies is available. The document refers to a Guidance and Academic Integrity Committee; however, the information concerning the composition of the committee is inaccurate. It states that "the Guidance and Academic Integrity Committee consists of the doctoral supervisor and three other members. The three members may be persons affiliated with the doctoral school or academic and research staff affiliated with it." By contrast, the internal regulations stipulate that "at least one member of this committee is from outside UOC." The composition of the Guidance and Academic Integrity Committee is established by the doctoral supervisor in consultation with the doctoral student.

✓ Analysis of the state of facts

The Self-Evaluation Report (SER) describes an admission framework based on the published registration criteria, an interview with a minimum admission grade, and a publicly available admission examination syllabus. For a more comprehensive assessment, future reports should also include a detailed assessment rubric for the interview, together with evidence of the actual conduct of the admission process (minutes, admission registers), as well as confirmation that the admission examination syllabus is periodically updated. With regard to the documents governing the doctoral pathway, the Individual Study Plan template could be harmonised with the internal regulations concerning the composition of the Guidance and Academic Integrity Committee, by clarifying the requirement that at least one member must be external to UOC. The document would also benefit from greater clarity through the specification of the number of credits allocated to each activity. With regard to vulnerable groups and candidates with special educational needs, which constitute the central focus of this indicator, it is recommended that the Doctoral School provide more detailed information, beyond the general reporting framework established by Order No. 3020/2024, on the specific support measures that are currently available or planned for implementation.

✓ Recommendations

✓ Developing a detailed assessment rubric for the admission interview and retaining documentary evidence of its conduct (minutes, admission registers) in order to ensure greater traceability of the admission process.

✓ Using the terminology established by the latest legislation in the institution's documents (e.g., "Guidance and Academic Integrity Committee").

✓ Revising the admission methodology to provide clear and rigorous provisions regarding the organisation of the admission process, including the composition of the admission committee, the designation of a chair, and other relevant procedural aspects.

✓ It is recommended that future reports provide more detailed information on the specific support measures available to candidates from vulnerable groups and to candidates with special educational needs, beyond the general reporting framework established by the legislation in force.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

The Self-Evaluation Report (SER) refers to a series of activities that may be associated with the professional development of doctoral students, including:

- The assignment of a doctoral supervisor whose expertise is compatible with the proposed research topic immediately after admission, as well as the establishment of a *Guidance Committee* to support the doctoral student throughout the research process.
- The development and implementation of an Individual Scientific Research Plan, including objectives, stages, research methods, and deadlines, subject to annual monitoring.
- The periodic organisation of intermediate assessment activities (research papers, *progress reports*, participation in scientific sessions), enabling the monitoring of research progress and the provision of constructive feedback. NB: This is the first reference to progress reports in the SER.
- Facilitating access to academic resources and scientific databases (through the University Library and electronic platforms), which are essential for developing a doctoral thesis in accordance with national and international standards.
- Providing administrative support, academic counselling, and regular information on scholarships, research opportunities, mobility programmes, ethical requirements, assessment procedures, and the academic calendar.
- Encouraging doctoral students to participate in scientific events, publish their research, attend conferences, and undertake research placements (including through Erasmus+ and other international partnerships), with a view to developing academic networks and strengthening their professional portfolios.

The SER also refers to mechanisms for assessing doctoral students' satisfaction. The institution has implemented such mechanisms.

Under this indicator, the SER states that the Doctoral School will adopt an action plan addressing several important aspects, including:

✓ maintaining an appropriate ratio of completed doctoral theses to the number of admitted doctoral students;

- ✓ achieving and maintaining excellence in research activities;
- ✓ increasing the level of internationalisation of doctoral studies;
- ✓ improving the efficiency of the information system used to monitor doctoral students and their academic progress;
- ✓ developing effective mechanisms to facilitate internal and international communication.

✓ Analysis of the state of facts

The institution implements the regulations governing students' rights and obligations, as established by the legislation in force.

The indicator is: fulfilled

Criterion B.8. Internationalisation process

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

✓ Presentation of the state of facts

The Self-Evaluation Report (SER) refers to UOC's efforts to promote the internationalisation of doctoral studies and notes that, since 2024, the University has been a member of the "ARTEMIS" Alliance, a European University Alliance comprising eight prestigious higher education institutions from across Europe. Within the Alliance, the eight partners have committed to developing a long-term strategy focusing on innovation in teaching and entrepreneurship, with particular emphasis on social inclusion, sustainable development, and the digital transition. Under other indicators, the SER also refers to the existence of co-supervised doctoral theses and to doctoral student mobility activities; however, their number remains limited. It also notes that the Guidance and Academic Integrity Committees include members from universities outside Romania.

✓ Analysis of the state of facts

UOC's membership, since 2024, in the European "ARTEMIS" Alliance, alongside seven other prestigious higher education institutions, is highlighted as a relevant step towards the internationalisation of the institution. The Alliance has adopted a common strategy focused on innovation in teaching, entrepreneurship, social inclusion, and the digital transition. To better reflect the impact of this membership at the level of the Doctoral School, future reports should provide more detailed information on its concrete outcomes, such as co-supervision agreements, doctoral student mobility activities, and joint research projects carried out within the Alliance. Furthermore, the existing international cooperation activities—co-supervised doctoral theses, doctoral student mobility activities, and the participation of members from universities outside Romania in Guidance and Academic Integrity Committees—could be supported by quantitative data (number of theses, duration of mobility periods, and their proportion of the total number of doctoral students), in order to demonstrate their development over time. The SWOT analysis included in the same report identifies, among the weaknesses, the limited number of international doctoral students and difficulties related to obtaining study visas. It is recommended that the Doctoral School continue its internationalisation efforts and, where appropriate, develop targeted support measures for international candidates.

✓ Recommendations

Collection and reporting of quantitative data on existing international cooperation activities (the number of co-supervised doctoral theses, the duration and destinations of mobility periods, and the proportion of doctoral students involved), in order to demonstrate their development over time.

The indicator is: fulfilled

Criterion B.9. Scientific research results

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

✓ Presentation of the state of facts

The Doctoral School for Advanced University Studies (DSUD) has its own scientific research plan, incorporated into the strategic plan of the Doctoral School of Philology (SD-Filo).

Research activities are carried out within the research centres of the UOC Faculty of Letters, including the Centre for Research and Professional Development "Romanian Studies in an International Context" (STUR), with its research areas: Romance Languages and Literatures – LiLiRo; Cultural Interferences; Metacognition and Transdisciplinarity (M&T); the Research and Documentation Centre for German Studies in Dobrogea; and the Centre for the Multidisciplinary Study of Specialised Languages.

The academic community is informed on a monthly basis about the achievements of doctoral students within IOSUD through the *Ovidianan Newsletter*. Doctoral students benefit from academic counselling and mentoring, reflected in a range of activities with international participation, including:

- ✓ the online workshop "A Novel in Progress by Matei Vișniec", a public event organised by the "Matei Vișniec" Workshop within STUR, with the participation of the author, 21 January 2021;
- ✓ the online conference "The Chinese Fantastic and the Influence of Magical Realism in the Work of Mo Yan", organised in partnership with the UOC Confucius Institute and delivered by Marius Virgil Florea, an associate member of STUR and a doctoral student at Nanjing Normal University, China, 25 March 2021;
- ✓ the public meeting of the Romanian Studies Circle, organised in partnership with the Literature Working Group of the Society for Romanian Studies, on 19 April 2022;
- ✓ the public conference "Graphite to the Bone: Writing the Generational Trauma of a Filipino Romanian Family", organised in partnership with the Literature Working Group of the Society for Romanian Studies and delivered by Amanda L. Andrei, a Romanian-Filipino playwright and translator based in Los Angeles, California, on 6 October 2022, at the American Corner.

✓ Analysis of the state of facts

Doctoral students are involved in research projects, scientific conferences, workshops, and cultural events organised at the level of the Doctoral School. SD-Filo regularly organises scientific sessions, symposia, conferences, and round-table discussions involving academic staff, researchers, students, and graduates. The papers presented at these events are published in scientific bulletins carrying ISBN or ISSN numbers or in edited conference proceedings. Doctoral students enrolled in the Romanian Studies Circle were included in the PNRR-III-C9-2022-110 project, acronym AD.AUGUSTA, project code 2/16.11.2022, through which they benefited from advanced guidance for a career in scientific research and academic counselling. Within STUR conferences, doctoral students are encouraged to publish in the conference proceedings following a rigorous peer-review process of the submitted materials.

The indicator is: fulfilled

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

✓ Presentation of the state of facts

The Self-Evaluation Report (SER) states that scientific events and national and international symposia are organised within IOSUD, with doctoral students participating alongside academic staff in research projects, conferences, workshops, and the preparation of scientific papers. Academic and research staff report annually on studies and articles indexed in Web of Science (WoS) and other prestigious international databases. The SER also notes that, over the past five years, research projects and grants have been carried out at UOC in which doctoral students from SD-Filo have been actively involved.

✓ Analysis of the state of facts

The projects referred to in the SER, including PNRR-III-C9-2022-110, acronym AD.AUGUSTA, "New Dimensions in Expanding the Internationalisation Strategy with a View to Increasing the International Visibility of Ovidius University of Constanța", "Research and Innovation for Sustainable Regional Development at Ovidius University of Constanța", and "Expanding the Internationalisation Strategy and Increasing the Visibility of UOC through International Promotion Activities as a Comprehensive Multicultural University", among others, are not, strictly speaking, research projects.

✓ Recommendations

Identifying solutions to increase the national and international visibility of doctoral students' research outcomes.

The indicator is: fulfilled

DOMAIN C. Quality management

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

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

✓ Presentation of the state of facts

Promoting an internal quality assurance culture is a constant concern of the University's management at all hierarchical levels. UOC has established and implements a quality-oriented policy framework defining and describing quality assurance policies, objectives, activities, and procedures, while also monitoring the extent to which these are understood, implemented, and further developed at institutional level. The University's Strategic Plan takes into account the human, technical, and financial resources required to implement the educational strategies of the DSUD in Philology. For each field of study, quality assurance procedures involve the participation of all relevant stakeholders (students, academic and research staff, graduates, and employers), are implemented periodically, and are aimed at the continuous improvement of teaching and research activities. UOC has adopted the University Code of Ethics and Professional Conduct, which clearly sets out the relevant practices and implementation mechanisms. At the level of the evaluated field, the Commission for Internal Evaluation and Quality Assurance, CEAC–ISD is operational. The Commission is coordinated by Prof. Monica Vlad, PhD, Habil., Director of the Institute for Doctoral Studies (ISD), and includes members from within the University and from the business sector. The Commission prepares an annual activity report on quality assurance.

✓ Analysis of the state of facts

The doctoral field has a functional quality assurance structure, supported by a quality management system consistently implemented at all hierarchical levels and by a dedicated commission (CEAC–ISD), with mandatory annual reporting. The existence of the University Code of Ethics and Professional Conduct, together with quality policies focused on the participation of all relevant stakeholders, demonstrates the systemic nature of the quality assurance approach.

✓ Aspects that constitute best practice examples

Ensuring the effective operation of a dedicated quality assurance commission at the level of the doctoral field — CEAC–ISD — with mandatory annual reporting on quality assurance, aligned with the institutional quality-oriented policy framework.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

Representatives of students and the economic sector are included in the composition of the university-level CEAC Commission, as well as in the CEAC–ISD Commission. The annual reports on the quality of activities carried out within the IOSUD are prepared in consultation with all relevant stakeholders, including teaching staff, students, and employers' representatives, and include proposals for improving the quality of education.

✓ Analysis of the state of facts

The representation of students and the economic sector in the composition of the quality assurance commissions, together with the practice of preparing annual reports through consultation with all relevant stakeholders, attests to their genuine involvement in the implementation of quality assurance procedures.

✓ Aspects that constitute best practice examples

The systematic inclusion of student and economic sector representatives in the composition of quality assurance commissions, both at university level and at the level of the doctoral field.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

The University Ethics Commission established at UOC is an integral component of quality assurance and academic integrity, bringing together teaching staff who carry out their activities autonomously, at the request of members of the academic community. The ethical principles and rules governing the Commission's activities are set out in the UOC University Code of Ethics and Professional Conduct and in the Regulations on the Organisation and Operation of the UOC University Ethics and Professional Conduct Commission, while the composition of the Commission is publicly available.

✓ Analysis of the state of facts

The University Ethics Commission operates on the basis of regulations approved by the University Senate and acts independently of any other structure or individual within the institution. Its composition and relevant

governing documents are published online, thereby supporting the verifiability of its independence and functioning.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

IOSUD has established procedures for the initiation, monitoring, and periodic review of study programmes and fields of study, as well as of the activities carried out, and applies them systematically. According to the Regulations on the Initiation, Review, Approval, Monitoring and Periodic Evaluation of Study Programmes, quality assurance in doctoral studies is the responsibility of the Director of the Doctoral School. The evaluation of doctoral supervisors is conducted annually in accordance with the Operational Procedure for the Periodic Evaluation of Doctoral Supervisors, with the data being centralised by CEAC–ISD and submitted to CSUD for endorsement. Monitoring is carried out at institutional level through the annual report of the Commission for Evaluation and Quality Assurance. The procedures are governed by the Regulations on the Organisation and Operation of the Doctoral School, supplemented by specific methodologies concerning doctoral admission, the conduct of teaching and research activities, the annual evaluation of doctoral students and doctoral supervisors, the public defence of the doctoral thesis, and the prevention and sanctioning of breaches of research ethics. The impact of implementing these procedures is demonstrated by the increased compliance of doctoral activities with legal requirements and international standards, the improvement of the quality of doctoral theses and scientific output, as well as the continuous monitoring of the activities of the academic staff involved in supervising and evaluating research.

✓ Analysis of the state of facts

The procedures for the initiation, monitoring, and periodic review of study programmes are regulated, systematically applied, and produce effects through increased compliance of doctoral activities with legal requirements and improvements in the quality of doctoral theses. The recommendation from the previous external evaluation (2021: C.1.1.2, continuation and refinement of the online procedure for the evaluation of doctoral supervisors) was reported as implemented in the 2024 ARACIS interim report. However, the review of the programme's core documentation, conducted during the preparation stage of the evaluation, identified several inconsistencies that contradict the assertion that the procedures for periodic review are applied systematically and fully effectively: **The curriculum** provides exclusively for course activities and examination-based assessment for all subjects. However, the course descriptions do not consistently specify the form of the examination (written/oral) and, in some cases, the actual assessment consists of the presentation of a paper. In addition, the course descriptions allocate a percentage of the final grade to practical activities that are not included in the curriculum. **The learning outcomes** specified in the course descriptions are not always aligned with those set out in the curriculum.

✓ Recommendations

Rigorous verification by the quality assurance commission of compliance with all internal regulations and procedures, as well as of their alignment with the legislation in force.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

Within the Doctoral School of Philology, the implementation of academic, administrative, and quality assurance procedures is carried out as a participatory process, supported by consultations with the Doctoral School Council and the Council for Doctoral University Studies (CSUD), the involvement of doctoral student representatives in decision-making and evaluation bodies, and collaboration with the Ethics Commission, CEAC, the Office for Students and International Relations, the Legal Department, and the Library. Following their approval by the University Senate, the procedures are implemented by the university community, while their impact is reported, according to the Self-Evaluation Report (SER), in the quality reports of the Rector, DSAMC, and CEAC–ISD. However, the SER does not provide specific examples of the involvement of doctoral students or other stakeholders in the review of a particular procedure.

✓ Analysis of the state of facts

The documented participatory framework, involving consultation with academic structures, the involvement of doctoral student representatives, interdepartmental collaboration, and dialogue with external stakeholders, demonstrates the consistent involvement of the academic community and relevant stakeholders in the implementation of procedures, with the impact being periodically reported to the university management.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

In accordance with the provisions of Law No. 199/2023 and the procedures approved by the University Senate, UOC conducts an annual periodic evaluation of the individual professional performance of teaching staff through the Operational Procedure for the Annual Self-Evaluation of the Individual Professional Performance of Teaching Staff, the Operational Procedure for Peer Evaluation, the Operational Procedure for the Evaluation of Teaching Staff by Management (Department Director/Dean), and the Operational Procedure for the Evaluation of Teaching Staff by Students, conducted each semester. Each member of the teaching staff is required to complete a self-evaluation form, providing specific details of the activities carried out during the previous academic year. At the end of the evaluation process, the faculties, through CEAC–ISD, prepare summary reports, which are centrally compiled and institutionally archived by DSAMC. The results of the annual evaluation process are analysed by the Doctoral School Council and communicated individually to each member of the teaching staff; where appropriate, improvement measures are proposed and implemented.

✓ Analysis of the state of facts

The periodic evaluation of teaching staff is regulated through four distinct operational procedures (self-evaluation, peer evaluation, evaluation by management, and evaluation by students), applied annually and/or each semester. The results are centralised by CEAC–ISD, archived by DSAMC, and communicated

individually to the teaching staff, with improvement measures proposed where appropriate. This framework supports the systematic nature of the evaluation process.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

UOC has an institutional Quality and Integrity platform, designed for the collection, processing, and analysis of data related to the education system and institutional quality assurance. The platform is also used in the preparation of quality reports and the report on the state of the university. According to the Self-Evaluation Report (SER), the Doctoral School of Philology uses this platform and internal databases to collect and centralise data on the academic trajectory of doctoral students (admission, progress, annual evaluations, and final thesis defence), as well as on the scientific activity of doctoral students and doctoral supervisors (publications, conference participation, research placements, and projects), together with the results of semester/annual evaluations and the performance indicators established at IOSUD level. The institutional electronic archive includes curricula, course descriptions, staffing tables, timetables, internal evaluation reports for doctoral fields, and annual CEAC–F/CEAC–ISD reports.

✓ Analysis of the state of facts

The Doctoral School of Philology consistently uses the institutional Quality and Integrity platform and internal databases for the collection and analysis of data concerning doctoral students' academic progression, scientific activity, and performance indicators, in accordance with ARACIS standards. The organisational framework demonstrates a systematic and periodic practice of data collection and analysis, with the involvement of the Doctoral School Council. A concern is identified in the SWOT analysis of the Self-Evaluation Report, which notes that "the collection of data related to the supervisors' research activity is sometimes slow and difficult."

✓ Recommendations

Optimisation of the data collection mechanism for the scientific activity of doctoral supervisors (publications, conference participation, and research projects), identified in the Self-Evaluation Report as sometimes slow and difficult, by integrating these data into a single digital workflow directly connected to the Quality and Integrity platform.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

UOC ensures the continuous public transparency of data and information, both in printed form, through notices displayed on the bulletin boards of the Doctoral Schools, and electronically, through the websites

of UOC and its Doctoral Schools. The information concerns all qualifications and study programmes, diplomas, teaching staff, facilities available to students, and any other aspects of general public interest, as well as information of particular relevance to doctoral students. Upon completion of their studies, graduates are awarded the Doctoral Diploma, which includes all information required by the applicable regulations. The Doctoral School of Philology, which organises the evaluated DSUD, provides the public with complete, up-to-date, and accessible information regarding its Regulations on Organisation and Operation, Strategic Plan, objectives, curriculum, qualifications and targeted occupations, course descriptions, teaching, learning and assessment methods, doctoral scholarships, study resources, research plan, completion of doctoral studies, student life, and the research activity of doctoral supervisors.

✓ Analysis of the state of facts

Transparency is ensured through both physical display and electronic publication, while the information made publicly available comprehensively covers the regulations, Strategic Plan, curriculum, course descriptions, scholarships, study and research resources, and the completion of doctoral studies, all of which can be directly verified on the official webpages of the Doctoral School.

✓ Recommendations

Translation into English of all public-interest documents published on the Doctoral School's website (Regulations on Organisation and Operation, Strategic Plan, course descriptions, and information on admission and scholarships), in order to enhance the international visibility of the doctoral field and facilitate access to information for international applicants.

Correction and alignment of the content of the published curriculum and course descriptions prior to the next update of the website, as well as confirmation and documentation of the practice of displaying information physically on the bulletin boards of the Doctoral Schools.

The indicator is: fulfilled

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

✓ Presentation of the state of facts

The Doctoral School ensures public transparency by disseminating complete data and information, both in printed and electronic formats, concerning the full range of qualifications and study programmes offered, the status of diplomas, the composition of the teaching staff, the resources and facilities available to students, as well as any other aspects of interest to the general public. To ensure decision-making transparency, the decisions of the Administrative Council and the University Senate, as well as the decisions of CSUD/CSD, are communicated to the entire academic community.

✓ Analysis of the state of facts

Decision-making transparency is supported by the systematic communication, to the entire academic community, of the decisions adopted by the University Senate, the Administrative Council, and CSUD/CSD, which are published online and accessible to all members of the academic community.

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts

The Doctoral School of Philology at Ovidius University applies the procedures established by the legislation in force concerning the external evaluation of quality, in accordance with Law No. 199/2023 on Higher Education, the Regulations on the Organisation and Conduct of Doctoral University Studies, adopted through Order No. 3020/8.01.2024, as well as with the ARACIS standards and methodology. For the lawful, efficient, and transparent organisation of the evaluated doctoral field, the Doctoral School of Philology periodically prepares and updates the self-evaluation documents, cooperates with the internal quality assurance structures (CEAC, the Doctoral School Council, and the Vice-Rector for Quality) to collect and validate the data required for external evaluation, provides external evaluation committees with all requested documentation (reports, annexes, databases, teaching staff and doctoral student records, and research outputs), ensures the access and logistical support required for evaluation visits and interviews with the institutional stakeholders involved, and actively participates in the process of reviewing and improving the study programme based on the recommendations issued by external evaluation bodies (ARACIS, CNATDCU, or other accredited agencies). The most recent external evaluation resulted in the Decision of the ARACIS Council of 28 December 2021. The 2024 progress report highlights the doctoral field's strong commitment to implementing the recommendations issued, including through the continuous updating of official documents in line with legislative changes.

✓ Analysis of the state of facts

Participation in external evaluation processes is institutionally assumed, in compliance with the applicable legal framework (Law No. 199/2023, Order No. 3020/2024, and the ARACIS methodology), with a verifiable record of responding to recommendations from the previous evaluation. According to the 2024 interim report, the recommendations issued in 2021 concerning the updating of official documents (A.1.1.1), the online procedure for evaluating doctoral supervisors (C.1.1.2), and the involvement of doctoral students in research activities (C.2.2.3) were reported as implemented.

The indicator is: fulfilled

IV. SWOT Analysis

Strengths:		Weaknesses:
The existence of five research centres with extensive research experience and activity, demonstrated through the organisation of multiple conferences and the publication of edited volumes, journals, and other scientific outputs. The organisation of an annual Doctoralia conference, primarily addressed to doctoral students. The organisation of numerous conferences with international participation. The interdisciplinary nature of many of the research activities conducted by the research centres. The recognition and awarding of research activities at both faculty and university level	INTERNAL FACTORS	- The absence of international doctoral students and doctoral students from the "Romanians Everywhere" category. - The limited participation of doctoral students in research activities and international mobility programmes. - The small number of state-funded doctoral places. - The lack of sufficiently rigorous and explicit information concerning the admission process and the submission and assessment of progress reports. - The absence of practical activities from the curriculum of the training programme based on advanced university studies.

through internal competitions. The habilitation of new doctoral supervisors (six habilitations have been completed since the 2024 Progress Report). The increasing number of doctoral theses carried out under co-supervision arrangements. The inclusion of international experts in Guidance and Academic Integrity Committees, as well as in doctoral thesis defence committees. The existence of highly active research centres, such as STUR, which promote IOSUD programmes through their scientific events. The existence of a Scopus-indexed journal in the field of Philology. The introduction of additional criteria, beyond those established by CNATDCU, both for the public defence of doctoral theses and for habilitation.		

SWOT analysis

Opportunities:		Threats:
- Increased involvement in international projects and an increase in the number of mobility activities. - The large number of conferences, publications, and research centres. - Participation in a European university alliance.	EXTERNAL FACTORS	- The small number of state-funded doctoral places allocated by the Ministry of Education to IOSUD–UOC, which has remained unchanged (22), despite the increase in the number of Doctoral Schools, now reaching 12. - Difficulties in obtaining study visas for Romania faced by prospective international doctoral students.

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	F	Inclusion of practical activities (seminars) in the courses included in the curriculum and reconceptualisation of the course descriptions.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	and evaluation experiences, which, together, lead to a higher education qualification.		
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	Publication of the progress report template on the UOC website and inclusion of clear and rigorous provisions concerning progress reports in the internal regulatory documents.
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	Increasing the number of international mobility activities, including mobility opportunities within the ARTEMIS European university alliance.
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	Ensuring greater consistency between the curriculum and the course descriptions with regard to assessment criteria.
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	-
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	-
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	-
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	Rigorous definition of admission criteria, with their explicit specification in an assessment rubric. .
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	Developing a detailed assessment rubric for the admission colloquium and retaining evidence of its conduct (minutes, registers) in order to ensure greater traceability of the admission process. Using the terminology and concepts established by the most recent legislation in the institution's documents (e.g., "Guidance and Academic Integrity Committee").

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			Revising the admission methodology to provide clear and rigorous specifications regarding the organisation of the admission process (composition of the committee, appointment of a chair, etc.). Providing, in future reports, greater detail on the specific support measures available to candidates from vulnerable groups and to candidates with special educational needs, beyond the general reporting framework established by the legislation in force.
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	Collection and reporting of quantitative data on existing international cooperation (number of co-supervised doctoral theses, duration and destinations of mobility periods, and proportion of doctoral students involved), in order to enable the monitoring and demonstration of their development over time.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	-
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	-
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	-
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Rigorous verification by the quality assurance commission of compliance with all internal regulations and procedures, as well as of their alignment with the legislation in force.
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	Optimisation of the mechanism for collecting data on the scientific activity of doctoral supervisors (publications, conference participation, and research projects), identified in the Self-Evaluation Report as sometimes slow and difficult, by integrating such data into a single digital workflow directly fed by the Quality and Integrity platform.
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	Translation into English of all public-interest documents available on the Doctoral School's website (Regulations on Organisation and Operation, Strategic Plan, course descriptions, and information on admission and scholarships), in order to enhance the international visibility of the doctoral field and facilitate access to information for international applicants. Correction and alignment of the content of the published curriculum and course descriptions prior to the next update of the website, as well as confirmation and documentation of the practice of displaying information physically on the bulletin boards of the Doctoral Schools.
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	-	-

VI. Conclusions

Overall, the Doctoral Field of Philology at UOC benefits from a solid institutional infrastructure, an active research community (five research centres, the annual Doctoralia conference, a Scopus-indexed journal, and participation in the ARTEMIS European university alliance), as well as formally established quality management procedures. All 32 performance indicators are considered fulfilled. The previous external evaluation (2021) also resulted in the maintenance of accreditation, and the recommendations issued at that time were reported as implemented. At the same time, it is recommended that the institution pay particular attention to certain aspects identified during the evaluation concerning the quality of The teaching process at the level of the Philology field within the Doctoral School of Social and Human Sciences is appropriate for a professional doctorate. The study program includes an advanced university training component and a scientific research program focused on applied research. The learning outcomes are clearly and operationally formulated and are aligned with the requirements of Level 8 of the National Qualifications Framework (NQF) and with the occupations specific to the field of Philology. Based on the review of curricular documents and the discussions held with students and teaching staff, the committee found that the learning outcomes are intelligible, appropriately communicated, and effectively used to guide the teaching process.The ongoing assessment of doctoral students is carried out on the basis of an annual evaluation report, which also includes the results obtained from the completion of scientific reports. Doctoral theses have, without exception, been validated by CNATDCU. Several doctoral theses have been published by prestigious publishing houses, and discussions with graduates have highlighted the alignment of the final research outcomes with aspects of their professional activity, as well as their materialization in initiatives with social and community impact. Doctoral supervisors meet the CNATDCU criteria and carry out relevant research activity recognized at both national and international levels, while the proposed research topics reflect areas of high interest and strong contemporary relevance. The material infrastructure generally meets the needs of doctoral students, and the digitalization process is currently undergoing improvement.

Overall, the committee considers that the doctoral field of Philology operates within a coherent institutional framework, in accordance with the legislation in force, relying on adequate resources and an institutional culture oriented toward quality. The functioning of the program complies with legal norms, procedures are consistently implemented, and teaching and administrative activities are carried out with professionalism and transparency.

Based on the analyzed data, the consulted documents, and the findings from the site visit, the committee concludes that the program meets the current standards and provides assurance of a high-quality educational process.

Following the completion of the accreditation/maintaining accreditation procedure, the decision of the evaluation panel is

a) maintaining accreditation (MAC)

VII. Annexes

Site Visit Schedule
Minutes of the Meetings
Institutional Agreement

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

Instituția de învățământ superior/Organizația furnizoare de educație/ Higher Education Institution / Education Provider Organization**: UNIVERSITATEA „OVIDIUS" DIN CONSTANȚA**
Școala doctorală/ Doctoral School**:**
Domeniul de doctorat/ Doctoral Domain**:** FILOLOGIE
Obiectivul evaluării externe/ The objective of the external evaluation**:** *MENȚINEREA ACREDITĂRII*
Perioada vizitei de evaluare/ The evaluation period: *10-11 septembrie 2026*

Comisia de experți evaluatori ai ARACIS/Evaluation panel:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	DIACONU MIRCEA	*Membru - Cadru didactic RNE*
2.	MARIA ȘLEAHTIȚCHI	*Membru - Evaluator internațional RNE-I*
3.	ZBRANCA IONUȚ	*Membru - Student doctorand RNE-S*

Reprezentantul ÎÎS/OFE:

Nr./No.	Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	MARINA CAP-BUN	*Persoană de contact/Contact person*

Intervalul orar/ *Hour*	**Activități de evaluare/ *Evaluation activities***	**Participanți/ *Participants***	**Locație/*Location* /Listă participanți/*List of Participants***
10.09.2026			
8:30-9:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ ***Technical discussions within the expert committee for external quality evaluation***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members***	
9:00-9:40	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanții conducerii componentei organizatorice/ *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ ***Representatives of the management of the organisational component*** - Persoana de contact/ ***Contact person***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.
9:40-9:50	Pauză/ ***Break***		
9:50-10:30	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI)/ *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Echipa care a realizat REI/ ***Team that has drafted the IER***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.
10:30-10:40	Pauză/ ***Break***		
10:40-11:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai **structurilor organizatorice în domeniul asigurării calității/ *Meeting of the***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ ***Representatives of quality***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.

	external quality evaluation experts' panel with representatives of the quality assurance organisational structures	***assurance organisational structures***	
11:30-11.40	Pauză/ ***Break***		
11:40-12:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ ***Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Cadre didactice conducători de doctorat/ ***Teaching staff who are PhD supervisors***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.
12:30-12:40	Pauză/ ***Break***		
12:40-13:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai **Comisiei de etică universitară/** ***Meeting of the experts panel with members of the University Ethics Committee***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Membri ai Comisiei de etică universitară/ ***Members of the University Ethics Committee***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.
13:00-14:30	Pauză/ ***Break***		
14:30-15.20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenți** [1] **doctoranzi** din cadrul DSUD/ ***Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Studenți doctoranzi/ ***Doctoral students***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.

15:20-15:30	Pauză/ ***Break***		
15:30-16:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenții**[2],[3] ai DSUD/ ***Meeting of the external quality evaluation experts' panel with alumni[4] of the DSUD***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Absolvenți ai domeniului de studii evaluat/ ***Graduates***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.
16:20-16:30	Pauză/ ***Break***		
16:30-17:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ ***Meeting of the external quality evaluation experts' panel with employers[5] of the DSUD alumni***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Angajatori/ ***Employers***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.
11.09.2026			
8:00 - 8:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ ***Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.
8:30-9:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Responsabilii centrelor/laboratoarelor de cercetare/ ***Staff in charge with research centres/laboratories***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.

9:20 - 9:30	Pauză/ ***Break***		
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanți ai conducerii componentei organizatorice/persoana de contact/reprezentanți ai CEAC/reprezentanți ai structurilor organizatorice în domeniul asigurării calității**[6]**/ *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures***	Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Reprezentanți ai conducerii / reprezentanți ai CEAC / reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ ***Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures*** - Persoana de contact/ ***Contact person***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.
10:20 - 11:00	Întâlnire tehnică a comisiei de experți evaluatori/ ***Technical meeting of the expert evaluation panel***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.
11:00 - 11:40	Vizitarea bazei materiale/ ***Visiting the material resources***	- - Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Reprezentanți ai instituției sau Academiei Române, după caz/ ***Representatives of the HEI or the Romanian Academy, as applicable***	
11:40-12:30	Finalizarea activităților de evaluare/ ***Completion of evaluation activities***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members***	Sala/Locația/ Room/Location Sala 134 / Facultatea de Litere, Campus Corp A.
12:30-13:30	Pauză/ ***Break***		

13:30-14:30	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ ***Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process***	- Comisia de experți evaluatori ai ARACIS/ ***Panel members*** - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ ***Representatives of the management*** - Persoana de contact/ ***Contact person***	Sala 134 / Facultatea de Litere, Campus Corp A.

Prepared by,
Prof. univ. dr. Mircea DIACONU

Prof. univ. dr. Marina Cap-Bun