



External Evaluation Report (REE) for the procedure for obtaining an accreditation* (AC) of a Doctoral Study Domain

Higher Education Institution/Education Provider Organization:	UNIVERSITATEA DIN ORADEA
Doctoral School:	Interdisciplinary Studies Doctoral School
Doctoral Domain:	Philology
The objective of the external evaluation:	Accreditation* (AC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Boldea Iulian	Expert evaluator	
2.	Delibegović Džanić Nihada	International Expert	
3.	Zvîncă Gabriel	PhD Student Evaluator	

I. Introduction

- the context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);
- description of the higher education institution / Romanian Academy (establishment, evolution, mission, governance, structure, study programmes/domains, external quality evaluation procedures applied);
- general description of the doctoral study domain (why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

The Evaluation report was developed in the context of the accreditation request for the doctoral study field in Philology within IOSUD – University of Oradea, Interdisciplinary Studies Doctoral School, in accordance with Article 28(d) of the Methodology for External Evaluation of the Quality of Higher Education (Government Decision 962/2024).

The evaluation panel visited and evaluated the on-site realities and the degree of accomplishment of all mandatory criteria for the accreditation of the philological branch of the Interdisciplinary Studies Doctoral School. The last evaluation was conducted in 2021.

The mission of the University of Oradea is advanced education and research. This entails organizing teaching, learning, and assessment activities, as well as conducting scientific research that contributes to knowledge development and to economic and technological progress at national and international levels. Mission fulfillment is evaluated based on internationally recognized academic criteria and indicators.

The university's mission of advanced education and research is complemented by a mission of entrepreneurship and innovation, aimed at supporting the socio-economic development of regional, national, and European communities. In this context, UO contributes to building a knowledge-based society by ensuring non-discriminatory student access to education and social inclusion, with academic training and research serving as the foundation for sustainable development.

In more than 60 years since its founding, the University of Oradea has experienced dynamic growth, as reflected by the following key operational indicators:

- 15 faculties, 47 academic departments, a Doctoral Studies institution (IOSUD) with 7 doctoral schools, a distance and part-time education department, a teacher training department (DPPD), and a Continuing Education Center (CEC-DRU);
- 101 undergraduate programs, 68 master's programs, and 20 doctoral fields;
- 877 tenured teaching staff as of October 1, 2024, including 126 professors, 258 associate professors, 377 lecturers, and 116 teaching assistants.

The doctoral field of Philology was established in 2004 (OGM no. 3868/17.05.2004) and was organized within the Doctoral School of Philology, administered by the Faculty of Letters. Since 2024, the university's doctoral study program is undergoing liquidation (OME no.

4046/2024). Notably, over the years, 109 doctoral students have completed and defended their doctoral theses, confirmed by Ministerial Orders as Doctors in Philology.

The Interdisciplinary Studies Doctoral School, which will host the doctoral field of Philology, has operated under this name starting with the 2024-2025 academic year (Order HS no. 07 from 30.05.2024 - 3), offering doctoral university study programs in the fundamental field of Humanities and Arts, in the doctoral fields of Philology, Music, and Theology.

Previously, it was known as the Doctoral School (SD) of Humanities and Arts, operating under this designation since the 2020-2021 academic year (Order HS no. 10 from 29.09.2020 - Annex 29). Since the 2011-2012 academic year (Order HS no. 170 from 12.09.2011 - Annex 11, in accordance with ROFSUD, art. 6, paragraph (3)), it functioned under the name Doctoral School of Philology, organizing doctoral studies in the fundamental field of Humanities and Arts, in the doctoral fields of Philology and Theology.

II. Methods used

- Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);
- On-site visit (general list of visited locations and categories of people with whom debates have been organised);
- Other relevant methods or aspects.

The evaluation process consisted of studying and analyzing the REI (Internal Evaluation Report) of the assessed field of study, the links associated with it, and the analysis of the documents, data, and information available on the UO site, as well as observations and findings from meetings held with university leadership, the faculty, representatives of CSUD, and the doctoral school, with the CEAC committee and with the teaching staff involved in the program's implementation. Additionally, the teaching spaces were visited. The visit to the University of Oradea (UO) Faculty of Letters (FL) and the doctoral school, which also includes the philology field, was conducted during 16–18 February 2026. During the actual visit, the material base, library, teaching spaces, secretariat documents, etc., were checked. During the external evaluation of the study program, the following activities were carried out:

- Analysis of the Internal Evaluation Report of the evaluated study program and its annexes/links;
- Analysis of the documents, data, and information available on the UO website, in electronic format;
- Visit to the UO FL headquarters during which the classrooms/seminar rooms, laboratories available to PhD students, the secretariat, the university library, etc., were observed;
- Meetings/discussions with university leadership, the doctoral school council, and the faculty involved in organizing the evaluated doctoral program; meetings/discussions with PhD students and program graduates and employers of the program graduates; meetings/discussions with teaching staff involved in the evaluated study program.

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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The University of Oradea operates according to its 2021–2025 Strategic Development Plan and annually updated Operational Plans, which sets out management policies and strategic objectives for a five-year horizon, including primary activities, resource allocation, and expected outcomes. It takes human, financial, material, and IT resources into account.

The Rector’s Managerial Program for 2024–2029, published on the UO website, aims to transform the university into a knowledge community and to open the academic environment to the regional society. The Rector signs a Management Contract with the University Senate for each mandate, detailing performance criteria and indicators. At the faculty level, deans prepare both strategic development plans for their term and annual operational plans with concrete objectives and actions, aligned with the Rector’s program.

An Operational Plan is prepared annually at the university level to guide policies and management activities. It includes indicators related to institutional, quality, educational, research, technical-economic, and partnership management (students, socio-economic environment), as well as image and communication. The responsibility for implementing and annually monitoring and evaluating the planned indicators is assigned to designated structures according to hierarchy and duties (Annual Operational Duty Plans).

Quality assurance policy is an integral part of strategic management within the Institutional Strategic Development Plan. The specific processes related to QA are coordinated by the QA Department and a designated vice-rector.

UO has an organizational component and a suitable management system, whose operation is based on methodologies, regulations, and procedures revised periodically, in accordance with

the law. UO ensures an institutional framework that is well organized and functional, with responsibilities clearly distributed among the governance structures. At the level of quality assurance, the University has solid infrastructure, with well-established control and evaluation mechanisms at all levels – university, faculty, and doctoral school. Systematic evaluation of teaching staff, student involvement in opinion surveys, and the use of anti-plagiarism software are measures that strengthen transparency and credibility of the educational process.

Regarding research ethics, the University has clear rules in its Charter and a special Ethical Code. The Ethics Committee has a special team which deals with research activity. Also, the existence of ethics courses and guidelines of good practices in the doctoral syllabus reflects an institutional culture that is embraced and clearly defined. These document are accessible on the UO website.

The organization of all information regarding its own organization on the institution’s website is rigorous. At the CSUD level, there is notable organization and monitoring of the specific elements within doctoral programs.

The indicator is: fulfilled.

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

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The University of Oradea operates under a leadership system defined by the University Charter and the University’s internal Regulation, both of which are available on the institution’s website and comply with applicable legal provisions. The University Charter regulates the entire activity of the university and has been drafted in accordance with the Romanian Constitution, Higher Education Law no. 199/2023, and the principles of the Universal Declaration of Human Rights. The Charter outlines the academic principles guiding the organization and functioning of the university, the implementation of university autonomy, the regulatory and executive structures and their responsibilities, and the principles for elections, representativity, and eligibility requirements for holding office.

* The faculty, department, subsidiary, extension - hereinafter “organisational components”

The University Senate is the highest deliberative regulatory authority, operating based on its own regulations that detail the principles set out in the Charter. It represents the academic community and serves as the university’s supreme decision-making and deliberative body. The Senate is supported by permanent and specialized committees (Permanent Senate Committees). Students are represented in the Senate and in all its committees. The Senate’s structure is published on the University of Oradea’s website, and the specific membership of the committees is listed in the document “Composition of Specialized Committees.”

The Administrative Council (CA) of the University of Oradea ensures the institution’s operational management and implements the strategic decisions of the University Senate in compliance with Law no. 199/2023 on Higher Education, the University Charter, and the regulations governing the Administrative Council.

The Rector of the University of Oradea was confirmed by the Ministry of Education under Order no. 4504/28.05.2024. The Rector is the legal representative of the university, its chief budgetary officer, and ensures the institution’s daily leadership. Vice-rectors are appointed by the Rector from among the tenured members of the academic community, after consultation with the University Senate. To fulfill its responsibilities, the Administrative Council establishes permanent specialty councils and temporary working committees (Specialty Councils CA).

In preparing its own documents and in the internal evaluation process, the university involves students, graduates, employers, and the teaching staff community who participate in study programs. Coordinators of doctoral-level university study programs and student representatives are part of the CEAC committees. Additionally, the opinions of alumni or doctoral students are recorded and considered. The opinions and evaluations made by students are also taken for other activities in the education process (secretariat, library, etc.) into account.

At the faculty level (FL), there is a sustained emphasis on actively involving all stakeholders in delivering the educational process. Students and graduates participate in improving the teaching process in multiple ways. The opinions of cultural partners from various fields are also considered. The institution adapts content from study plans to support action-oriented learning through research activities and the organization of cultural events. For instance, events that are important for training doctoral students include cultural events (book launches, author conferences, literary critics, literary translators, anthropology symposiums, etc.).

The indicator is: fulfilled.

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

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

venues are adequately equipped.

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
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The number of classrooms and the surface area of teaching and research spaces correspond to a high-quality teaching process, which can lead to the achievement of the proposed results. The lecture and seminar rooms allocated to doctoral studies are equipped with state-of-the-art equipment (mostly acquired in the last four years) and have the capacity to provide the necessary spaces for the student groups planned in the timetable of the teaching process of the study programs. In addition to the teaching spaces, two laboratories with modern equipment are functional.

The material resources of UO – doctorates and of the FL include real estate and movable assets suitable for carrying out study and research programs in the field of doctoral philology. Moreover, the material base is modern, appropriate to the current requirements of higher education, and provides optimal conditions for the conduct of teaching, research, and cultural activities.

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.

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Teaching and research spaces are equipped with state-of-the-art equipment; the maintenance process is coordinated both at the institute's level and at the institutional level through specialized services. In addition to teaching staff, for activities within CSUD there is

auxiliary staff providing technical assistance in laboratories, and UO provides staff from the IT Service, designated to assist teaching staff and doctoral students.

The Faculty of Letters manages the material base efficiently and responsibly, with emphasis on maintenance, modernization, and sustainable use of spaces and equipment, although the overall framework of the building where it is housed is not the most suitable. Nevertheless, there are good conditions for conducting a high-quality teaching process in coordination with doctoral candidates.

The University Library also offers adequate space and a large range of books (both printed and electronic), magazines and special collections for the philological research field.

Recommendation: The panel considers important and recommends the renovation of the building of Block C, where the Faculty of Letters is located

The indicator is: partially 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.
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The Interdisciplinary Studies Doctoral School operates with 12 doctoral supervisors in the fields of Philology, Music, and Theology, providing a diversified academic framework for advanced scientific research in the fundamental field of Humanities and Arts through various topics, integrated into relevant, coherent, and multidisciplinary scientific directions.

The teaching staff involved in implementing the doctoral program in the field of Philology has competence in the disciplines taught and engages in research in this area, and the professional training of the teaching staff is in line with the program's field of study, as evidenced by CV and publication lists. The instructional staff holding the title of habilitated professor in the field of Philology (prof. dr. habil. Florin Cioban) acts as the doctoral supervisor with significant scientific results.

The teaching staff is supplemented by the involvement of the titular doctoral supervisors from the School of Interdisciplinary Studies who are habilitated in theology, and by other teaching staff

– philology specialists who are members of the committees supervising doctoral candidates. There is an aim to increase the number of habilitated staff in Philology (4, according to the Extract from the Operational Plan of the Faculty of Letters) and to recruit a habilitated philology professor from ELTE University in Budapest, both as the holder of a course in the training program and as a doctoral coordinator.

The human resources within the Interdisciplinary Studies Doctoral School are adequate and ensure the smooth conduct of the doctoral program in philology. Additionally, the institutional policy for attracting human resources and participation in international programs indicates a strategic openness oriented towards performance, internationalization, and continuous modernization.

Recommendation: Increasing number of PhD supervisors in Philology.

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.
<ul style="list-style-type: none"> ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled ✓ Aspects that constitute best practice examples ✓ Recommendations 	

The University of Oradea (UO) organizes, in accordance with the legislation in force, competitions for the filling of vacant teaching and research positions on a permanent basis, as well as competitions for temporary university assistant positions. UO holds competitions for permanent teaching and research positions only after the proposed posts are published by the Ministry of Education in the Official Gazette of Romania, in compliance with the university's [Internal Methodology for the Competition to Fill Vacant Teaching and Research Positions](#). All advertised teaching positions are included in the staffing plans of the relevant departments and are published on the university's official webpage under the section "[Teaching Position Competitions](#)", ensuring that all eligible candidates can participate without discrimination, in accordance with current regulations. Staffing plans are developed and approved in accordance with the [Operational Procedure for the Development and Approval of Staffing Plans](#).

As a conclusion, the recruitment procedures comply with current legislation and ensure a transparent and standardized process for filling teaching and research positions.

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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
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The University of Oradea has defined digitalization of the education and training process as a priority objective. In this context, the University Senate has approved the [„Digitization Strategy of the University of Oradea for the period 2022-2027”](#), which aims to digitalize processes, integrated measures for the digitization of the University of Oradea for teaching and research purposes, aimed at improving the digital infrastructure and developing the digital competences of students and teaching, auxiliary teaching and research staff. The database and information system of the University of Oradea aims at facilitating the flow of information in the university, supporting decision-making processes and optimizing the use of information resources. The computerization of educational, research, documentation and operational processes at UO level is based on the use of dedicated software and platforms based on proprietary databases, among which we mention: UNIWEB ([UniWeb/StudInfo](#)) – an application used for the management of the educational process – it manages information on students, catalogues, grades, curricula for study programs, tuition fee situation, states of functions, etc.; Moodle e-learning platform [e.uoradea.ro](#) – configured for the educational formations of students of all educational forms including doctorate at UO, as well as for their teachers. The platform is used for online access to teaching materials related to the courses being taught and can also be used for in-course verification activities or even examinations. The link between this and the Microsoft 365 platform (used for authentication) is implemented, thus also allowing the scheduling of student/collective meetings online on MS Teams. The platform is also used to manage research and communication activities.

Access to the operating resources of Microsoft, Amazon, Oracle and MATLAB academies. The University of Oradea benefits from a license with full access to all MATLAB modules, for all members of the academic community (teachers, students, etc.) who have an institutional address on the uoradea.ro domain (ending with uoradea.ro).

The integration of digital transformation in academic and administrative activities is a strategic priority at IOSUD - University of Oradea. Through institutional measures and local

initiatives, such as those implemented at the level of the Doctoral School of Interdisciplinary Studies, which manages the doctoral program Philology, modern conditions are ensured for the educational and research process. Institutional IT platforms, the use of electronic resources, the automation of some administrative processes, but also the digitization of access to scientific sources or the management of doctoral studies contribute to the efficiency, transparency and adaptation of the educational process to current requirements.

The organizational structure responsible for the doctoral field of Philology actively employs digital tools and platforms as part of its internal procedures to enhance access and deliver high-quality services to its academic community and indirect education beneficiaries. The digital platforms of the University of Oradea support the online management of most administrative processes – such as requests for certificates, forms for thesis title or doctoral supervisor changes, and regular updates regarding timetables and activities related to the Advanced University Training Program. Communication between doctoral students, supervisors, guidance committees, and the Doctoral School Secretariat is carried out efficiently via institutional email and through the dedicated websites of the faculty and the IOSUD platform: <https://doctorat.uoradea.ro>. Additionally, doctoral students benefit from access to digital academic resources through the University Library’s online catalog: <http://bibuo.nymphea.ro>, as well as to major international scientific databases that are essential for philology science research.

Information regarding the structure, faculty, and activities of the Doctoral School of Interdisciplinary Studies – which will include the Philology program – is publicly available at: <https://doctorat.uoradea.ro/ro/organizare/scoli-doctorale-conducatori-de-doctorat/scoala-doctorala-de-stiinte-interdisciplinare>.

These digital tools contribute to greater transparency, accessibility, and quality of educational services, while also supporting the institution’s goals of modernization and alignment with international standards.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s*

The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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* The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
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- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The PhD program in Philology is aligned with the intended learning outcomes and is organized according to the European Credit Transfer and Accumulation System (ECTS). Its structure demonstrates the University of Oradea's commitment to high-quality education that develops both professional and transferable (transversal) competencies for doctoral students.

Key components of the program include advanced academic training, with core subjects such as Scientific Research Methodology and Academic Ethics and Integrity; scientific research activities conducted within relevant and contemporary thematic areas; progression assessment through scientific reports, thesis defense within the supervisory committee, and subsequent public defense.

The entire program operates within an approved curriculum and is supported by appropriate infrastructure and highly qualified faculty, including accredited doctoral supervisors. Teaching, learning, research, and evaluation activities are cohesively integrated to ensure the acquisition of advanced skills and to culminate in the awarding of a university qualification, in accordance with national and European quality standards for higher education.

The PhD study program in Philology at the University of Oradea meets national professional requirements, providing graduates with the competencies needed to be active within the cultural and professional communities. It emphasizes advanced and diversified professional training, preparing graduates for careers in education, culture, media, translation, and research. By applying theoretical knowledge, investigative and research competencies, the program addresses current themes in culture, cultural phenomena, and literature theory.

The curriculum plan (expressed in study credits of the ECTS type) contributes to achieving a high university qualification, and in the discipline presentation sheets, are stated the learning objectives, thematic contents, targeted competencies, teaching and assessment methods, and the educational resources used. The sheets ensure transparency, coherence, and standardization of the teaching–learning–assessment process and allow a clear alignment between the instructional strategy and the expected learning outcomes.

The content of the curriculum for the PhD program in Philology, including the discipline sheets, includes all details necessary to identify the subject: title, year and semester of study, credit hours and hours allocated to different types of teaching activities, competencies and learning outcomes, objectives, topics and progress checks, compulsory bibliography, and the method of evaluation, with a clear specification of the weight of continuous assessment in the final grade. The evaluation mode for each discipline is defined according to the planned

outcomes, aligned with the learning outcomes pursued and expressed as professional and transversal competencies.

The PhD program in Philology is well-structured according to ARACIS standards, adapted to labor market requirements, and ensures advanced, applied, and competitive training for doctoral students. Learning, teaching, practical instruction, research, and assessment experiences reflect a coherent and complex educational framework in which theoretical, practical, and research-based learning interact within the Interdisciplinary Studies Doctoral School and complement each other.

The discussions with students, graduates, employers, and the teaching staff, underlined the high level of quality in terms of the learning outcomes of the study programs, arguing that the graduates are prepared for the work market and that their skills are relevant and qualitative.

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).
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- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
- ✓ Aspects that constitute best practice examples

In curriculum design and development, the organizational component aims to ensure the level of qualification and its alignment with targeted occupations. The expected learning outcomes of the PhD program in Philology are aligned with the competencies required for relevant occupations, in accordance with national occupational standards and the European Skills, Competences, Qualifications and Occupations (ESCO) classification.

The program seeks to cultivate advanced competencies in: critical analysis and evaluation of cultural phenomena and institutions; independent, multidisciplinary scientific research; formulation of public policies and practical solutions for public administration; academic communication and dissemination of knowledge in national and international contexts. These competencies are essential for roles such as philology researcher, policy analyst, public administration advisor, university lecturer, and expert in European culture and communication, as defined in the ESCO framework.

The curriculum, organized around advanced training and applied research components, is explicitly designed to meet these occupational requirements, ensuring graduates' employability and reinforcing the university's role as a leading institution in philology education.

For the PhD study program in Philology, graduates acquire competencies corresponding to the appropriate level of the National Qualifications Framework, applicable in fields such as research, cultural management, and literary creation/criticism. The intended learning outcomes of the study programs are aligned with the targeted competencies and correspond to the level of qualification.

The contents and learning outcomes, detailed in the curriculum plan and in the discipline sheets, emphasize the alignment between the curriculum and the targeted occupations.

The employers, during the discussion with the commission, have highlighted that the competences of the graduates are relevant for the occupations followed by the study program.

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.
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- ✓ Recommendations

The organizational structure of the PhD program in Philology ensures the implementation of student-centered learning principles through both its curriculum design and the teaching strategies employed. The program is designed to foster learner autonomy, critical thinking, and active participation in the learning process. This is achieved through individualized research projects, personalized mentorship, engagement with research centers, and the use of modern, interactive teaching methods that promote active and collaborative learning.

Student-centered learning is ensured by individualized research internships tailored to the topic of each doctoral student, designed to accommodate different research approaches and diverse learning styles by using specific research methods. At the School of Interdisciplinary Studies Doctoral Studies, emphasis is placed on autonomous research, supported by the active involvement of doctoral students in scientific research, so that they develop critical, analytical, and creative skills through both individual and collaborative projects. At the same time, extracurricular activities complement the learning process by enabling participation in conferences, workshops, and cultural events. These initiatives support the development of

independent thinking, contributing to the development of professional and transversal competencies through interdisciplinary perspectives on the fields of study and research.

During the discussions, it was constantly underlined the student-centered approach of the study program, students, and graduates, appreciating that their expectations are taken into consideration. Their opinion is also questioned through standardized, anonymized, online forms, which are distributed each semester, in which they also have the opportunity to make recommendations for the improvement of the program.

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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The University of Oradea places special emphasis on supporting students with adaptation and learning difficulties or disabilities. This is reflected in the University of Oradea Framework Regulation on accommodation in student dormitories and the Regulation on the granting of scholarships and other forms of material support for University of Oradea students. At the university level, within the FSSU, there is an Office for visually impaired or blind students, established in collaboration with the Traveling Book Foundation and Orange. Through this office, students in this category receive adapted courses (enlarged or transformed into Braille). A Disability Lab has also been established, equipped with software and hardware to facilitate learning access for disabled students.

UO is committed to ensuring optimal conditions for students in the master's programs in the field of Philology, including those with special needs. The use of the MOODLE-type eLearning platform contributes to guaranteeing equal access for all students to resources and the instructional process.

The discussion with the representatives of the management of the organizational component also highlighted the focus to assist students in their academic journey. A special care is centered on students with disabilities, the university offering special assistance to them, while at the institutional level there exists a Charter for Inclusion and Diversity. During the discussion with the

students, they also appreciated the support received from the university, faculty, doctoral school, and coordinator, in their academic journey, and argued that it is one of the assets of University of Oradea.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

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

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

Learning outcomes are formulated in the presentation sheet of each discipline from the syllabus and are described to clarify both student and teacher expectations for the curriculum content. In the doctoral program in Philology, the learning outcomes are explicitly focused on training scientific dialogue, rigorous attention to details, autonomy of thinking and ethical responsibility. They are stated for each course and are aligned with the targeted professional and transversal competencies. They reflect the general and specific objectives of the courses, ensuring a shared understanding between students and academic staff regarding course content, teaching methods, and assessment criteria. The learning outcomes are expressed as measurable knowledge, abilities and responsible autonomy in the conduct of research. Theoretical knowledge and the ability to critically analyze literary, linguistic and cultural phenomena and to apply qualitative and quantitative research methods, to the implementation of ethical principles in academic research. These outcomes support curricular coherence and assist in planning teaching, learning, and assessment activities, providing clear benchmarks for instructors and doctoral students for performance and academic progression. To achieve a passing grade or higher, students must consistently demonstrate mastery of the competencies stated in the learning outcomes. The evaluation of practical activities and scientific outputs also plays a key role in monitoring individual progress and maintaining the program's academic standards. The learning outcomes are included in all course plans of the doctoral program, while students are informed, during the first lecture, of the learning outcomes and expectations. Students agreed it is a practice that helped them to understand the content of the subject in the curriculum.

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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The methods for evaluating learning outcomes within the School of Doctoral Studies in Interdisciplinary Studies seek to investigate the real contribution and specific learning process of each PhD student, as semestrial assessments for each discipline. The examinations are aligned with disciplinary content and educational objectives and ensure a fair framework for each doctoral student's research competencies. The defense of the doctoral thesis will comply with national and institutional regulations and is intended to reflect the integration of doctoral research results in the field of Philology, in accordance with the mentor's coordination approach.

The indicator is: fulfilled.

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

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

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The organizational structure of the Doctoral Program in Philology, coordinated by the Doctoral School of Interdisciplinary Studies at the University of Oradea, is designed to fully implement the institutional admission procedures established for doctoral studies, in line with national regulations and the internal methodology approved by the University Senate. Although no admission session has been held for this academic year, the selection process over the almost twenty years of functioning follows the same principles of transparency, fairness, and objectivity applied across all doctoral domains within the Doctoral School. Admission will be determined based on a research proposal and a theory-based interview. The admission criteria, procedures, and timelines are to be published in due course to ensure open and non-discriminatory access to doctoral-level education.

UO applies a clear, predictable admissions policy, publicly communicated in a timely manner and aligned with the national framework methodology and internal regulations.

The students enrolled in the III and IV year of doctoral studies gave insights to the commission regarding their admission process. They argued that the process was rigorous, professional, and that the evaluating committee analyzed their level of commitment to pursue the research in the thesis proposals, and signaled the necessity to fulfill all duties once admitted.

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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

Admission to the PhD program in Philology, organized by the Doctoral School of Interdisciplinary Studies at the University of Oradea, will fully uphold principles of equity and equal opportunity in line with national legislation and the institution's internal regulations. The selection process will incorporate targeted support measures to facilitate access for candidates from vulnerable groups or those at risk of social and educational exclusion, as well as for candidates with special educational needs or disabilities. Information about available support services, reasonable accommodations, and access procedures will be communicated transparently to ensure inclusive and fair participation for all applicants. The university allocates annual budgeted places specifically for certain social categories. These measures aim to support equity and equal access to higher education.

The indicator is: fulfilled.

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

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The organizational structure of the doctoral program in Philology, within the Doctoral School of Interdisciplinary Studies at the University of Oradea, is designed to ensure the consistent application of regulations governing the academic and professional activities of doctoral students, in line with national legislation and internal university policies. Although the program proposed for accreditation has enrolled students only in the third and fourth years, the current organizational framework provides clearly defined mechanisms for monitoring academic progress – such as attendance tracking, regular progress reports, periodic evaluations by the doctoral advisory committee, and access to academic resources, tutoring, and extracurricular academic activities. These provisions establish a rigorous and supportive academic environment, promoting the professional development of future doctoral candidates.

During the discussion with the already enrolled students, they argued that they are actively supported in their academic journey by the university, both with resources and finances needed to fulfill the scientific requirements, and also with academic support from the coordinator.

The indicator is: fulfilled.

DOMAIN C. Quality management

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	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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| I.P.C.3.1.1 | <ul style="list-style-type: none"> ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER) ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled ✓ Aspects that constitute best practice examples ✓ Recommendations |
|-------------|--|

The University of Oradea has developed and implements a Procedure for initiating, monitoring, and periodically reviewing study programs and fields of study, ensuring their alignment with academic requirements, labor market developments, and stakeholder expectations. This procedure is systematically applied and integrated into UO development strategies.

The process of initiating, monitoring, and reviewing study programs comprises several steps: Initiation of study programs: This is based on an opportunity study that analyzes labor market requirements, includes consultations with employers, and provides a comparative analysis with similar programs at national and international levels. Proposals are evaluated by specialized academic structures and approved by the Faculty Councils, with the final decision taken by the

University Senate; Monitoring of study programs: This is conducted through regular mechanisms for collecting and analyzing data on program performance, graduate employability, student and employer satisfaction, and the effectiveness of teaching and research activities; Periodic Program Review: Conducted at regular intervals and as needed, based on the internal Curriculum update procedure, and involves consultation with teaching staff, students, graduates, and employers. This review includes adjusting curriculum content, introducing relevant new subjects, and updating teaching and assessment methodologies.

In all stages, the University of Oradea ensures active participation of students, employers, and other stakeholders through regular consultations with students and graduates, and meetings with employers and business representatives.

Until 2022 the Doctoral School of Philology was evaluated at faculty level, in the QA Commission.

Recommendation: The panel recommends that the annual evaluation of the program be conducted within the responsible doctoral school and that it ensure alignment with legislative changes and updated ARACIS requirements.

The indicator is: partially-fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

Through specific mechanisms, the University of Oradea ensures a transparent and participatory process in which all categories of stakeholders actively contribute to the continuous improvement of the quality of education.

Within IOSUD of the University of Oradea, the active involvement of members of the academic community and other stakeholders in implementing procedures related to the functioning of the PhD in Philology is a constant, institutionally rooted practice.

The Doctoral School of Interdisciplinary Studies, under which the field is proposed, holds regular meetings of the Doctoral School Council (DSC). During these meetings, measures for the proper functioning of the doctoral programs are discussed and approved. Members of the SSC, doctoral supervisors, teaching staff involved in guidance committees, and representatives of the doctoral students actively participate in these decision-making processes.

Other stakeholders are involved through collaboration protocols with relevant institutions, such as the County Library, Teacher Training Center, the School Inspectorate – Bihor County Service, and others, providing access to documentary resources, support for research activities, and contributions to validating the Doctoral School's strategic directions.

Through the Centre for Research, the involvement of the broader scientific community is ensured, and through the organization of conferences, workshops, and scientific events with international participation, other stakeholders – researchers, institutional partners, and the local community – are included.

All these mechanisms contribute to the participatory and transparent implementation of internal and national procedures and regulations governing work in Philology, reflecting the institution's commitment to quality, ethics, and academic excellence.

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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

The University of Oradea regularly undergoes external quality assessment processes in accordance with applicable legislation and the standards of the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

The University organizes and manages the activities necessary for external evaluation, ensuring the collection and transmission of all documents required by accreditation and evaluation bodies. To that end, it conducts internal audits and self-evaluation procedures, prepares evaluation dossiers for ARACIS, and collaborates with experts to optimize academic processes. The University of Oradea reaffirms its commitment to national and international quality standards.

To accredit the doctoral degree program in Philology, the organizational component of IOSUD of the University of Oradea, through the Doctoral School of Interdisciplinary Studies, has completed all steps required by the ARACIS methodology for external quality assessment.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:


- UO's "Highest Confidence" rating reaffirmed in 2024.
- Good ranking of the University of Oradea in QS World University Rankings: Europe 2026 and THE
- Diversity of the educational offer.
- Modernized and continuously developing infrastructure.
- Open and inclusive university environment with non-discrimination.
- IOSUD of the University of Oradea has extensive experience in organizing doctoral studies across 21 fields, through 7 doctoral schools.
- Well-regulated and functional organizational framework: active structures (CSUD, CSD, SSUD) with clear roles in managing doctoral studies, ensuring coherent application of internal and national regulations.
- The Doctoral School provides lecture and seminar rooms, research laboratories, modern libraries, and access to databases – essential resources for doctoral students' activities.
- Doctoral School, faculty and doctoral students are actively involved in research, publishing in IDB listed journals, participating in national and international conferences, and publishing volumes with recognized publishers, reflecting a strong culture of scientific excellence.
- Strategic partnerships and collaboration protocols (DAAD Ostpartnerschaften, AUF, ELTE Univ.).
- Young team of researchers at the Faculty of Letters.

Weaknesses:

- The number of PhD supervisors with Philology qualifications, since attracting new supervisors requires time and investment.
- The mechanisms of attracting more international students need to be more efficient.
- International academic visibility and still limited participation in international projects or European research networks.
- The limited number of study grants for the domain.

INTERNAL FACTORS



SWOT analysis		
<p style="text-align: center;">Opportunities:</p> <ul style="list-style-type: none"> • Favorable geographical position. • Expanding international collaborations. • Strong integration into the regional socio-economic environment. • Growing interest from employers in graduates trained in applied and interdisciplinary fields. • Increasing national and European interest in philological studies considering the new developments and realities such as AI and the humanities crisis. • Possibility of attracting researchers and professors from other universities, including via collaborations, partnerships, habilitations, and mobility. • Access to funding for emerging fields: Erasmus+, UEFISCDI and EU-Green projects encourage interdisciplinarity and fund priorities. • Building on the already established reputation of the former Doctoral School of Philology. 	 EXTERNAL FACTORS	<p style="text-align: center;">Threats:</p> <ul style="list-style-type: none"> • Demographic decline and a shrinking number of master graduates. • Growing competition among universities, both nationally and internationally. • The departure of young researchers to institutions abroad, along with competition from the private sector (public policy, consultancy, NGOs), which may reduce the recruitment potential for high-quality academics and PhDs. • Insufficient public funding for doctoral research.

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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.		
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.	PF	Renovation of the building where Faculty of Letters is located.
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	Increasing the number of PhD doctoral coordinators in Philology.
6.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
7.	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			
8.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
9.	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	
10.	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	
11.	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	
12.	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	
13.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
14.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
15.	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	
16.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
DOMAIN C. Quality management			
17.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	PF	The panel recommends that the annual evaluation of the program be conducted within the responsible doctoral school and that it ensure alignment with legislative changes and

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			updated ARACIS requirements.
18.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
19.	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	6	1	
Domain B. Educational efficacy	9		
Domain C. Quality management	2	1	
Total	17	2	

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.

Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions

A number of important aspects noted during the evaluation are reiterated here, and general conclusions are made about the quality of education delivered within the evaluated doctoral study domain.

Following the external evaluation of the Doctoral field of Philology within the Doctoral School of Interdisciplinary Studies at the University of Oradea / Faculty of Letters, the existence of legally required minimal human resources, dynamic curricula tailored to the labor market and the needs of doctoral students, digitization of processes at different levels and efficient use of digital platforms, focus on internationalization, student involvement in major research activities, in research mobility and in cultural projects was observed. Institutional capacity also shows a framework based on updating regulations and procedures in line with applicable law.

At the level of quality management, there is a regulated and functional quality policy, manifested through efficient mechanisms at the institutional level. Optimal conditions are ensured for graduates to achieve relevant research results. At the same time, at the level of institutional capacity, educational effectiveness, and quality management, there is a constant effort to update and adhere to current legislation, ensure quality of the teaching process, human resources, and students/graduates, and comply with quality procedures. It should be noted that the REI is well designed, includes directions for each indicator for future action, evidencing a real concern for process improvement, and the University of Oradea's website is well organized and provides comprehensive and detailed information on all aspects presented in the report.

The panel formulates three recommendations regarding: increasing the number of doctoral coordinators, renovation of the building and the annual evaluation of the program, that should be conducted within the designated doctoral school. In the three evaluated domains, the panel establishes two partially-fulfilled criteria.

Propose and substantiate a decision.

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

accreditation* (AC).

This decision is based on the existence of a doctoral school that covers the doctoral field, Doctoral School of Interdisciplinary Studies, with three doctoral fields: Philology, Theology, and Arts, with a total of ten tenured doctoral coordinators in the field of science Humanities and arts at the University of Oradea. Other arguments: good quality material resources, effective scientific research, internationalisation and the the possibility of appointing three teaching staff members as doctoral supervisors in the field of Philology.

VII. Annexes

Enclose the schedule of the on-site visit, the list of the documents reviewed, as well as any other documents that are relevant for the evaluation procedure, which are referred to in the REE and cannot be accessed through links.

* When the external quality evaluation for accreditation is performed without undergoing the procedure for obtaining a provisional authorisation to operate.