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:	"Dunărea de Jos" University of Galați
Doctoral School:	Doctoral School of Mechanical and Industrial Engineering
Doctoral Domain:	Mechanical Engineering
The objective of the external evaluation:	**Maintaining accreditation (MAC)**

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof. univ. dr. ing. CERBU Camelia	Expert evaluator	
2.	Prof. univ. dr. ing. DULGHERU Valeriu	International Expert	
3.	Stud. drd. CHIRIAC Gabriel-Adrian	PhD Student Evaluator	

Contents

I. Introduction

- Higher Education Institution (HEI): "Dunărea de Jos" University of Galați (DJUG)
- Doctoral School (DS): Doctoral School of Mechanical and Industrial Engineering (DS-MIE)
- Evaluated Doctoral University Study Domain (DUSD): Mechanical Engineering (ME)
- Type of Evaluation: Maintenance of accreditation (MAC) for the doctoral university study domain
- Evaluation period: March 25–27, 2026
- Members of the Expert Evaluation Panel:
  - *Prof. dr. eng. Camelia CERBU, Transilvania University of Brașov – coordonator*
  - *Prof. dr. eng. Valeriu DULGHERU, Technical University of Moldova, Republic of Moldova – international expert evaluator*
  - *Student drd. eng. Gabriel-Adrian CHIRIAC, National University of Science and Technology "Politehnica" of Bucharest – student representative evaluator*

"Dunărea de Jos" University of Galați (DJUG) is a state higher education institution and has been operating since 1948. The *Romanian Agency for Quality Assurance in Higher Education* (ARACIS) awarded DJUG the rating of *"high degree of confidence"* following institutional evaluations conducted in 2008, 2013, 2019, and 2024. DJUG was recertified in 2024 in accordance with the SR EN ISO 9001:2015 standard, for the field of *Research, Development and Innovation Management*, as well as for *Research, development, and innovation* activities in the areas defined by the *PNCDI IV Strategy*.

The *Doctoral School of Mechanical and Industrial Engineering* (DS-MIE) within the *"Dunărea de Jos" University of Galați* (DJUG), was established according to decision 1178/21.05.2017, by separating the *DUSD Mechanical and Industrial Engineering* (MIE) from the *Doctoral School of Engineering* (DS-E). DS-MIE manages two domains of doctoral university studies: *Mechanical Engineering* and *Industrial Engineering*.

The main objective of this report is the evaluation for the purpose of maintaining the accreditation of the doctoral study domain *Mechanical Engineering* (DUSD-ME). In 2021, following the external evaluation of the quality of doctoral university study domains within HEI-DJUG, the *Council of ARACIS* issued Decision of ARACIS Council no. 87/28.10.2021, which established the "*Maintenance of Accreditation*" for the doctoral university study domains *Mechanical Engineering* and *Industrial Engineering*, as confirmed by the Minister of Education Order no. 5774/14.12.2021. It should be noted that in the 2021 evaluation, all performance indicators were rated as "*Fulfilled*", with recommendations provided for five (5) performance indicators. In April 2025, following the external progress evaluation, it was observed that all recommendations mentioned in the *External Evaluation Report* of DUSD-ME, which was prepared in 2021, had been fully implemented (ARACIS Council Decision/ 03.07.2025).

Currently, within the Doctoral University Study Domain in Mechanical Engineering (DUSD-ME), there are **19 doctoral supervisors** (13 full-time and 6 associate, according to the *Supplementary annex*

S05_Adeverinta_Resurse Umane_Ing Mec) working within the following faculties: *Faculty of Engineering*, *Faculty of Naval Engineering*, *Faculty of Engineering and Agronomy Brăila*, and the *Cross-Border Faculty*. These 19 doctoral supervisors at DUSD-ME are supervising a total of 46 doctoral students (of which 18 are state-funded with scholarship, 10 state-funded without scholarship, 8 self-funded, 2 in extended enrolment, and 8 on temporary suspension of studies), according to the additional annexes (*Supplementary annex S07a – Situația studenților doctoranzi la nivelul SDIMI* and *Supplementary annex S07_STAT DE FUNCTII - SC DOCT ING MEC SI IND - CONDUCERE*).

II. Methods used

Prior to the visit to DJUG, the members of the external evaluation committee analysed the content of the *Internal Evaluation Report* (IER) of the doctoral university study domain in Mechanical Engineering (DUSD-ME) and its annexes. The information presented in the IER, in a clear and logically structured manner, as well as publicly available information on the DJUG website (related to the quality management system, student activities, the activities of DS-MIE, research centres, and scientific activities), facilitated the assessment of the requirements of the performance indicators specific to the standards for the evaluation of DUSD.

During the period of March 25–27, 2026, the members of the external evaluation committee conducted the visit to *"Dunărea de Jos" University of Galați*. The visit schedule (*Annex 1*) included meetings with: the team that prepared the *Internal Evaluation Report* (IER); representatives of the leadership of DS-MIE and of the Doctoral Studies Council (CSUD); doctoral supervisors involved in the activities of DUSD-ME; doctoral students; DUSD-ME graduates; employers of the DUSD-ME graduates; directors of research centres where DUSD-ME doctoral students carry-out their activities; CEAC members; members of the University Ethics Committee. The committee members also requested and studied the complete doctoral student files provided by the DS-MIE secretariat.

To evaluate the research infrastructure and its degree of novelty, the members of the external evaluation committee visited the following research centres where doctoral students of the doctoral university study domain in *Mechanical Engineering* (DUSD-ME) carry-out their activities:

No.	Research centre / Research Laboratory	Location
1	*Interdisciplinary Research Centre in Mechanical Engineering Field (CCIDIM)*:	
	1.1. Tribology and Lubricant Testing Laboratory	Building AN, room AN003-a
	1.2. Surface Layer Analysis Laboratory	Building AN, room AN003-b
	1.3. Materials Analysis Laboratory	Building AN, room AN011
	1.4. Scanning Electron Microscope Laboratory	Building AN, room AN010
	1.5. Biomechanics Laboratory	Building AN, room AN116
2	*Scientific Research Centre for Thermal Machines and Equipment and Environmental Engineering in Energy (METIME)*	
	2.1. Thermotechnics and Heat Transfer Laboratory	Building AN, room AN001
	2.2. Laboratory: Vehicle Inspection and Service Station	Training/School workshop
3	*"Naval Architecture" Research Centre (CCAN):*	
	3.1. "Naval Structures" Laboratory - Hull Testing Basin	Building L
4	*Research and Development Centre for Thermoset Matrix Composites (CCDCOMT):*	
	4.1. Tribological and Electromagnetic Testing Laboratory	Building K, room K007
	4.2. Materials Forming and Thermal Characterization Laboratory	Building K, room K009
	4.3. Mechanical Characterization of Materials Laboratory	Building K, room K013
	4.4. Sample (specimens) Processing Laboratory	Building K, room K015

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

DOMAIN A. Institutional capacity

The Doctoral School of Mechanical and Industrial Engineering (DS-MIE), which includes the doctoral domain of *Mechanical Engineering*, has the capacity to organize doctoral studies, benefiting from an adequate management system, as well as the material and financial resources necessary for stable operation. It also employs appropriate IT systems for the administration of the doctoral students and for the monitoring of their academic progress, as well as for verifying the similarity index of doctoral theses.
The activity of the *Council for Doctoral Studies* (CSUD) is materialized through a series of actions undertaken to achieve the major objective of HEI-DJUG, namely efficient and operational management, in accordance with the Institutional *Regulation on the organization and functioning of doctoral university studies within the doctoral schools of "Dunărea de Jos" University of Galați* (Art. 2), as well as with the provisions of Art. 3 of the DJUG Charter. *Regulation on the organization and functioning of doctoral university studies within the doctoral schools of "Dunărea de Jos" University of Galați* was approved by Senate Decision no. 411 of 14 October 2024 (Annex), with subsequent additions and amendments approved in accordance with Art. 2 of Senate Decision no. 468 of 12 December 2024 and Art. 3 of Annex 3 to Senate Decision no. 32 of 4 March 2026.
To fulfil the mission of HEI-DJUG, the specific objectives have focused on: education, scientific research and technological innovation, human resources and students, internationalization, quality management.

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

"Dunărea de Jos" University of Galați, as a Higher Education Institution (HEI) organizing doctoral university studies, has implemented all mechanisms for the efficient functioning regarding organization of the doctoral programs through: the establishment of advanced research infrastructure; the development of qualified human resources (doctoral supervisors) and well-prepared doctoral students; and the elaboration of a complete set of regulations, procedures, and instructions that ensure the effective operation of the entire doctoral studies system. DJUG has a well-defined organizational structure which operates in accordance with the University Senate Regulations. Doctoral students are represented in all management structures in accordance with the DJUG Charter. Activities of DJUG are regulated by the *University Charter*, the *Regulation for Organization and Functioning of DJUG*, and by *Internal regulation of DJUG's*, which are periodically reviewed and approved (https://www.calitate.ugal.ro/index.php/ro/managementul-calitatii/reglementari-interne-ale-udjg).
DJUG has implemented a quality management system that includes system-wide and operational procedures regarding the planning, monitoring, and evaluation of educational activities, which are publicly accessible (https://www.calitate.ugal.ro/index.php/ro/managementul-calitatii/reglementari-interne-ale-udjg).
Within HEI-DJUG, doctoral studies are conducted according to the Institutional *Regulation on the Organization and Functioning of Doctoral University Studies within the doctoral schools of DJUG*.

The *Council for Doctoral Studies* (CSUD) of HEI-DJUG, which ensures operational management, was established in accordance with the *Methodology regarding the organization and conduct of the selection and election process of the management structures of doctoral schools at HEI-DJUG*. Admission of students to doctoral programs is conducted in accordance with the *Methodology regarding the organization and conduct of admission to Cycle III of doctoral studies*, adopted by *Senate Decision no. 17 of 5 February 2025*. At HEI-DJUG, the monitoring of the quality enhancement of educational and academic research activities is a continuous process, including annual internal self-assessments and periodic evaluations every five years, in accordance with the Annex of *Ministry of Education Order 3200/08.01.2024* regarding the Framework Regulation on Doctoral University Studies. *The annual internal evaluation reports of the doctoral schools at HEI-DJUG* are publicly available.
Doctoral students enrolled in the doctoral study domain of *Mechanical Engineering* are required to complete the *Advanced University Training and Documentation Program*, conducted according to a customized *curriculum*. At the beginning of each academic year, doctoral students sign the *Doctoral university studies contract*. Completion of doctoral studies is carried out in accordance with the *Institutional regulation on the organization and functioning of doctoral university studies within DJUG's doctoral schools*, approved by *Senate Decision no. 411 of 14 October 2024*. The development and defence of the doctoral thesis are conducted in accordance with current legislation, updated on the DJUG website (https://www.ugal.ro/studii/doctorat/sustinere-publica-teza-doctorat-legislatie-si-formulare).
The supervision of doctoral students enrolled in the domain of *Mechanical Engineering* is provided by *19 doctoral supervisors*, affiliated to DS-MIE according to the *Procedure for granting and revoking membership in doctoral schools* within HEI-DJUG and through the habilitation process regulated by *Ministry Order no. 3998/2024 for the approval of the Methodology for granting the habilitation certificate*. *The regulations and forms* for obtaining the habilitation certificate are accessible on the HEI-DJUG website and are in accordance with the *Methodology for the organization and conduct of the habilitation certificate process at HEI-DJUG*, approved by *Senate Decision no. 129 of 16 April 2024 (Annex 5)*, with subsequent additions and amendments approved under art. 3 of *Senate Decision no. 468 of 12 December 2024* and art. 1 of *Senate Decision no. 32 of 4 March 2026 (Annex 1)*.
HEI-DJUG has implemented the *Methodology for the recognition at DJUG of doctoral degrees and the title of Doctor of Science or in a professional domain obtained abroad*.
Doctoral schools and doctoral domains are periodically monitored and evaluated in accordance with the *Self-evaluation methodology of the activities of HEI – DJUG and of the doctoral schools within HEI – DJUG* (approved by *Senate Decision no. 102 of 2 April 2021*) and with the *Regulation on the Initiation, Monitoring, and Periodic Review of Study Programs*. *The annual internal evaluation reports of the doctoral schools* are approved by the University Senate (*HS_151_2025_Anexa_1-Raport_SDIMI*).
The scientific activity of doctoral supervisors is evaluated annually based on a procedure developed by HEI-DJUG, through the completion of a *self-evaluation form*. The scientific activity of doctoral students is monitored according to the *Operational procedure for the annual self-evaluation of doctoral students enrolled in HEI-DJUG doctoral schools* and the *UDJUG.IOSUD – 001 Procedure for the annual self-evaluation of doctoral students at SD - IMI*, along with the self-evaluation forms of the doctoral students (IER, p. 22).

IER, p. 19-22

Analysis of the state of facts

It is remarked that HEI-DJUG, specifically DS-MIE, which manages the doctoral domain of *Mechanical Engineering*, possesses the necessary organizational components and has implemented an adequate and efficient management system, whose operation is based on methodologies, regulations, and procedures that are periodically reviewed, in accordance with the law.

✓ Aspects that constitute best practice examples:

- Periodic review of the methodologies, regulations, and procedures related to the organization and functioning of the doctoral university studies domain in *Mechanical Engineering*.
- Implementation of the *Annual self-evaluation procedure for doctoral students enrolled at DS-MIE,* through which the self-evaluation forms are reviewed and certified by doctoral domain supervisor.

✓ Recommendations: -

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

DJUG systematically and in a documented manner involves relevant stakeholders in the process of developing, reviewing, and implementing academic and administrative methodologies, regulations, and procedures. It has a well-structured quality management system based on the principles of transparency, consultation, and continuous improvement. DJUG collaborates with the *Ministry of Education* and with *ARACIS* to develop educational strategies and policies. There are international agreements for academic and research exchanges. Within DJUG, the documents regulating quality management are periodically reviewed and updated, and internal audit systems are used to generate periodic reports in order to assess compliance and improve educational processes. HEI-DJUG ensures the active involvement of faculty members, departments, and other stakeholders in the development and updating of methodologies, regulations, and implementation procedures. Internal regulations and procedures are published and regularly updated on the DJUG website.

Within the doctoral domain of *Mechanical Engineering*, the process of adopting and reviewing methodologies, regulations, and procedures is conducted in a participatory and transparent manner, with the direct involvement of relevant stakeholders. Stakeholder consultation is carried out through: periodic meetings of the *Council of the doctoral school of Mechanical and Industrial Engineering* (CSD-MIE) and of the *Council for Doctoral University Studies* (CSUD), where proposals for the amendment or updating of domain-specific regulations are discussed (https://ugal.ro/informatii/informatii-publice/hotarari/hotarari-csud); thematic meetings organized with doctoral supervisors and research teams (https://ugal.ro/anunturi/stiri-si-evenimente, https://ugal.ro/anunturi/evenimentele-saptamanii). A list of such thematic meetings organized with doctoral supervisors from ME domain is provided in *Annex IPA 1.2.1-1* of IER. Online questionnaires are administered to doctoral students enrolled at DS-MIE to collect feedback on organizational, administrative, and academic aspects. Doctoral students are represented by one member in CSD-MIE and by five members in CSUD. Industrial and socio-economic partners are involved in research activities, internships, or co-supervision agreements and are consulted regarding the progress of doctoral students. In *Annex IPA 1.2.1-2* of IER, it is presented data related to cotutelle doctoral programs and to internships/research placements carried out by doctoral students with industrial and socio-economic partners.

IER, p. 23-24; *Annex IPA 1.2.1-1 Lista intalniri tematice_IngMec; Annex IPA 1.2.1-2 Doctorate cotutela_Stagii_IngMec*

✓ Analysis of the state of facts

Based on discussions with academic staff, students, and employers from the economic sector during the visit to DJUG, it is noted that their opinions are taken into account in the processes of

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

adopting and reviewing the methodologies and regulations governing the organization of activities within HEI-DJUG and DS-MIE.

It is observed that within the *Council of the Doctoral School of Mechanical and Industrial Engineering (CSD-MEI)* there is no representative of the partners from the economic environment, whose opinion would contribute to the revision of the curriculum so that the learning outcomes respond to the labour market requirements, which are in continuous change.

✓ Aspects that constitute best practice examples:

- The existence of application forms for doctoral supervisors and students who wish to apply for membership in CSUD, which are accessible online.

✓ Recommendations:

- The inclusion within the *Council of the Doctoral School of Mechanical and Industrial Engineering* (CSD-MEI), for consultation purposes, of a representative of partners from the economic sector who are involved in the research activities of doctoral students.

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

DJUG provides teaching and research spaces appropriate to the activities of the doctoral students (lecture and seminar rooms, teaching laboratories and research centres, dormitories, and spaces for social activities). Research activities are carried out in centres and laboratories equipped with high-performance equipment. DJUG also provides dedicated spaces for academic and research staff, properly arranged, as well as spaces for students: a sports complex; dormitories; canteens; a student medical dispensary; Student Cultural Centre of Galați. Conditions are also ensured for other student support and extracurricular activities, including cultural events, a student chapel, the University Center for Physiotherapy, Kinetotherapy, and Medical Recovery, and the Centre for Career Counselling and Guidance.

Doctoral students have access to support services through student dormitories, canteens, recreational spaces, the university library, centres for counselling and career guidance, as well as medical facilities (*Annex IPA 2.1.1-1 Lista inventariere cladiri; Annex IPA 2.1.1-2 Acte proprietate; Annex IPA 2.1.1-3 Baze sportive; Annex IPA 2.1.1-4 Camine cantine; Annex IPA 2.1.1-5 Spatii didactice si de cercetare*). The research infrastructure and the offered research services are publicly presented through a platform dedicated to institutionally accredited research units.

In addition to electronic access to scientific works indexed in international databases, the university library holds an adequate number of volumes from Romania and abroad (2,000 e-book titles across all domains available full-text in the Anelis Plus National Repository). Furthermore, the DJUG library provides access to subscription databases within the Anelis Plus consortium for each field and has resources for acquiring books and journals: https://www.biblioteca.ugal.ro/index.php/ro/resurse/depozitul-digital-anelis-plus. The current situation regarding books, doctoral theses, periodicals, and electronic documents in the library collections, subscription databases, e-books, and e-journal archives in *Anelis Plus* for the Mechanical Engineering domain is presented in *Annex IPA 2.1.1-6 BUDJG_bib_publicatii_ing_mecanica*.

The current situation regarding research infrastructure and research service offerings at HEI-DJUG / DS-MIE is detailed on the EERTIS platform and on the platform of the research units, where the research infrastructure acquired and developed over the last five years is highlighted for the research units dedicated to the *Mechanical Engineering* domain: Scientific Research Centre for Thermal Machines, Equipment, and Environmental Engineering in Energy (METIME), Centre of Mechanics of Machines and Technological Equipment (MECMET) (summary table in IER, p. 25).
IER, p. 24-25; *Annex IPA 2.1.1-1 Lista inventariere cladiri; Annex IPA 2.1.1-2 Acte proprietate; Annex IPA 2.1.1-3 Baze sportive; Annex IPA 2.1.1-4 Camine cantine; Annex IPA 2.1.1-5 Spatii didactice si de cercetare; Annex IPA 2.1.6 -1 BUDJG_bib_publicatii_ing_mecanica*.

✓ Analysis of the state of facts

The visiting of the spaces dedicated to the activities of doctoral students (research centres and laboratories, canteen, library) within the visit to DJUG, as well as the discussions from the meetings with doctoral students and with graduates from the domain of *Mechanical Engineering*, confirms the fact that HEI-DJUG has immovable and movable assets adequate for carrying out activities within DUSD *Mechanical Engineering*.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

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

Through the *General Administrative Directorate* and through the specialized structures, the university *repairs and maintenance works carried out internally*, in accordance with the *Operational procedure regarding repair and maintenance works carried out internally*, as well as modernization works of buildings, installations, and equipment. Movable assets are inventoried, maintained, and replaced according to needs (*Annex IPA 2.1.1-1 Lista inventariere cladiri*; *Annex IPA 2.2.1-1 Inventar mijl fixe -PC-1*; *Annex IPA 2.2.1-2 Inventar mijl fixe -PC-2*; *Annex IPA 2.2.1-3 Inventar mijl fixe -PC-3*). Teaching, research, and administrative spaces used by doctoral students are adequately maintained, so that optimal conditions for study, research, and work are ensured (*Operational Procedure regarding Occupational Health and Safety*).
IER, p. 25-26; *Annex IPA 2.1.1-1 Lista inventariere cladiri*; *Annex IPA 2.2.1-1 Inventar mijl fixe -PC-1*; *Annex IPA 2.2.1-2 Inventar mijl fixe -PC-2*; *Annex IPA 2.2.1-3 Inventar mijl fixe -PC-3*.

✓ Analysis of the state of facts

In the IER and its annexes, there is evidences regarding the inventory of immovable and movable assets, as well as with respect to the existence of a *Operational procedure regarding repair and maintenance works carried out internally*.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

✓ Presentation of the state of facts

The doctoral domain *Mechanical Engineering* has adequate human resources from a quantitative and qualitative point of view, corresponding to the legal requirements and the needs of the doctoral study programme. Within the doctoral domain, 19 doctoral supervisors carry out their activity, with the doctoral title in the domain of *Mechanical Engineering* and in a proportion of 94.74% fulfil the habilitation criteria established by the actual legislation, according to *Annex I2. – Standarde CNATCU*.

According to the CVs, the doctoral supervisors involved in the research activities and in the teaching ones within SD-IMI hold scientific titles and academic positions, have a professional and scientific activity recognised at national and international level, proved through patents, participations in research projects, grants, etc. The doctoral supervisors and the members of the guidance and academic integrity committees actively contribute to the guidance, evaluation, and training of doctoral students. The staffing tables of the management positions and those with guidance and academic integrity committees are found in the *Annex IPA.3.1.1* of IER. The coverage of vacant positions is presented in the Staffing tables related to the Study Plan.

IER, p. 26-27; *Annex I2. – Standarde CNATCU; Annex IPA 3.1.1 State de functii conducatori_indrumare*

✓ Analysis of the state of facts

At the visit of the members of the external evaluation commission of ARACIS to DJUG, they requested the individual sheets for the verification of the fulfilment of the CNATDCU standards for obtaining the habilitation certificate (*Supplementary Annex S02_Fise Standarde CNADTCU_IngMec*). It was confirmed that 18 out of the 19 doctoral supervisors (94.74%) from DUSD *Mechanical Engineering* fulfil the requirements of the CNATDCU standards, with the exception of a single supervisor who exceeds by 74.75% the minimum required score, but does not fulfil the score for two criteria (*Supplementary Annex S01_Standarde CNATCU_semnat*).

Out of the 19 doctoral supervisors, 13 supervisors (68.42 %) are full-time academic staff within HEI-DJUG and 6 are affiliated (IER, p. 18; *Supplementary annex S05_Adeverinta_Resurse Umane_Ing Mec*). In 2024, there were 21 doctoral supervisors in ME domain, but one disaffiliated (*Supplementary annex S06_Cerere_Hotarare_dezafiliere_CD_Stan Liviu*), and one retired.

The disciplines in the study plan corresponding to the doctoral study domain *Mechanical Engineering* are delivered by teaching staff with proven expertise in the field of the taught discipline according to the CVs and Supplementary Annex *S02_Fise Standarde CNADTCU_IngMec*.

The research activity with high visibility at national and international level is supported by the number of published scientific articles (IER, p. 40).

From the discussions with the representatives of the management of DS-MIE and CSUD and with the doctoral supervisors, it was found that there is a continuous concern for the development of human resources through the attraction of teaching staff with proven competences in research, as well as for the financial support (*Annex IPA 3.1.1 State de functii conducatori_indrumare*, *Supplementary annex S07_STAT DE FUNCTII - SC DOCT ING MEC SI IND - CONDUCERE*) and the professional development of the existing staff.

✓ Aspects that constitute best practice examples:

- The scientific activity of the doctoral supervisors is evaluated annually in accordance with the *Operational Procedure for the annual self-evaluation of doctoral supervisors affiliated to the doctoral schools within HEI-DJUG*, through the completion of a self-evaluation sheet.

✓ Recommendations: -

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

DJUG actively supports the professional and personal development of teaching staff through the *Institutional Strategic Plan 2025-2029*, according to which the attraction and motivation of high-quality staff, through various incentives represents a strategic objective. DJUG encourages the participation of teaching staff in continuous training courses, scientific conferences, and international mobilities. Furthermore, the university supports obtaining habilitation, promotions in academic career, and involvement in research and innovation projects. The teaching and auxiliary teaching staff of DJUG have participated in continuous training courses organized within DFCTT and other training courses (*Annex IPA 3.1.2-1 Programe formare profesionala si mobilitati*), benefit from ERASMUS mobilities, have access to financial resources for participation in conferences and for dissemination of results, symposia, educational fairs, etc. In DJUG, there is an *Operational Procedure regarding staff mobility within the ERASMUS+ program*. In *Annex IPA 3.1.2-1 Programe formare profesionala si mobilitati*, the situation of habilitations in the domain of *Mechanical Engineering* achieved during the evaluated period, is presented in detail.

IER, p. 27; *Annex IPA3.1.2-1 Programe formare profesionala si mobilitati; Annex IPA 3.1.2-2 Programe dezvoltare profesionala si mobilitati – IngMec*

✓ Analysis of the state of facts

From the discussions during the meetings with the representatives of the management of DS-MIE and CSUD, as well as with the doctoral supervisors in the domain of ME, it was confirmed that in HEI-DJUG there is a continuous concern for ensuring the professional and personal development of the staff.

✓ Aspects that constitute best practice examples:

- HEI-DJUG financially supports the professional training courses for the staff and provides financial resources for the dissemination of research results in articles published in journals indexed in Web of Science.

✓ Recommendations: -

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

On the DJUG website, the employment opportunities for teaching staff, and for auxiliary teaching staff and non-teaching staff are published, as well as the *Methodology regarding the filling of vacant teaching and research positions for an indefinite period*. The faculties propose specific criteria that must be fulfilled by those participating in the competitions. All information regarding the competitions organized for filling positions at DJUG is available on the university's website.

The habilitation process is regulated by *Order no. 3998/2024 for the approval of the Methodology for granting the habilitation certificate* and by the *Methodology regarding the organization and conduct of the process of obtaining the habilitation certificate within HEI-DJUG*, approved by *HS no. 129, 16.04.2024*.

IER, p. 27-28

✓ Analysis of the state of facts

According to the IER, to the information available on the DJUG website, and from the discussions during the meeting with the doctoral supervisors in the domain of ME, it is found that the recruitment

procedures for teaching staff comply with the legal provisions and are carried out in a transparent manner.

- ✓ Aspects that constitute best practice examples: -
- ✓ Recommendations: -

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

For the management of teaching activities, DJUG uses educational platforms such as Moodle and Microsoft Teams, facilitating the access to educational materials and promoting the interaction between teaching staff and students. Also, for the management of human resources and of the teaching activity, DJUG uses the HR platform, with modules dedicated to faculties. For the evaluation of teaching staff by students and for the evaluation of the learning environment, the DJUG evaluation platform is used.

The university library provides access to electronic resources through the digital repository ARTHRA. DJUG ensures access to international databases through the AnelisPlus consortium.

The system https://student.ugal.ro facilitates the communication between students and professors, the access to WiFi networks and to other IT resources, access to Office 365 accounts, which include e-mail with a capacity of 50 GB and storage space (ugalCloud) of 25 GB.

"DJUG makes available to users' licenses for specialized software applications such as ANSYS, MATLAB and Autodesk. In support of advanced research, DJUG has a high-performance parallel computing system (HPC), with a computing power of over 24.9 TFlops, 624 cores and high-speed interconnection. It is used for complex numerical simulations, especially in fluid mechanics, benefiting from licenses for Ansys CFD (592 processes) and Numeca Fine/Marine (512 processes)". DJUG carries out acquisitions through PNRR funds within the program "Grants for the digitalization of universities", for equipping the educational and research infrastructure.

In DJUG there is an IT system (MS Access application) for the record of doctoral students and of their academic path, as well as the management of data regarding doctoral supervisors within DJUG (IER, fig./ p. 30).

In DJUG the software system for plagiarism detection – SISTEMANTIPLAGIAT.RO is used. *The specifications regarding the use of SISTEMANTIPLAGIAT.RO* and the *Strategy for preventing and combating the plagiarism phenomenon in DJUG* are accessible online. The procedure regarding the organization and conduct of the public session for the defence of the doctoral thesis provides that the doctoral student must submit the doctoral thesis in digital format, together with the request for starting the procedure of similarity analysis and of evaluation of the thesis by the guidance and academic integrity committee.

IER, p. 28-30

- ✓ Analysis of the state of facts

The implementation of the informatics tools and procedures mentioned in the IER (p. 28–30) was confirmed within the discussions during the meetings held within the visit of the external evaluation commission to DJUG, which demonstrates the interest of DJUG for the simplification of data administration and for the ensuring of quality services for the entire academic community.

- ✓ Aspects that constitute best practice examples: -

✓ Recommendations: -
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.

Within the *Advanced University Training and Documentation Programme (PPUAD)*, in the 1st year of study, the doctoral student participates, during the two semesters, in the activities of four (4) compulsory disciplines: *English for scientific and engineering purposes*; *Academic writing for technical sciences and research project management*; *Ethics of scientific research*; *Advanced digital competences*. There are seven (7) specific optional disciplines in *PPUAD*, from which the doctoral student must choose at least two, taking into account the recommendations of the doctoral supervisor. There is the possibility for the doctoral student to choose another specific optional discipline, offered by another doctoral school within HEI-DJUG, by mutual agreement with the doctoral supervisor. The doctoral student receives a certificate for each attended discipline and accumulates credits. The credits accumulated from attending courses must be at least 30. The documentation report prepared in the 1st is credited with 30 credits, but the student has the possibility to accumulate 60 credits or to exceed them by attending the specific optional courses.

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

✓ Presentation of the state of facts

According to IER (p. 31–32), the Training Programme based on Advanced University Studies and Documentation for the DUSD *Mechanical Engineering* is carried out during the first year of university studies and is allocated 60 transferable credits (30 credits from attending university courses and 30 credits from documentation in the field of the research topic – templates used for the Individual doctoral university study programme and for the Framework contract for doctoral studies), being structured in relation to the expected learning outcomes. Each discipline is credited separately, the doctoral student receiving one certificate for each attended course. The programme integrates the totality of learning and research experiences, through the recognition and equivalence of credits "obtained in a research master's programme or through the completion of previous doctoral stages and/or scientific research stages, carried out in the country or abroad, in universities or in prestigious research and development units". In addition, supplementary credits are awarded for various additional activities (participation in university courses, publication of an ISI/BDI article, presentation of a paper at a conference, organization of events, obtained awards), according to the Framework contract for doctoral studies and the Individual doctoral university study programme.
It is stated in IER (p. 32) that DS-MIE ensures doctoral students' access to research-designated spaces (*Annex IPB 1.1.1* of IER) for a minimum of 20 hours per week.
IER, p. 31-32; *Annex IPB 1.1.1*

✓ Analysis of the state of facts

* 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.

It is observed that, although the learning outcomes ensured by each discipline are presented in the course specifications, they are not included in the curriculum, even though they are defined at the level of the DS-MIE for the DUSD *Mechanical Engineering*. As a result, the members of the external evaluation panel requested the inclusion of the learning outcomes in the curriculum, correlated with the professional and transversal competences ensured through the completion of the disciplines included in the curriculum of the DUSD Mechanical Engineering. The following improvements/ revisions were also recommended for the curriculum proposed for the academic year 2026–2027: (i) the introduction of a section regarding the structure of the doctoral university study programme, including details on the main stages (the *Advanced University Training and Documentation Programme* – PPUAD, the *Scientific Research Programme* (PCS), the completion and public defence of the doctoral thesis), their content and duration, examination and resit sessions, the total number of credits and the number of credits allocated for the activities carried-out in the first year of study, as well as the duration of the study programme and the possibility of extension in accordance with the law; (ii) the clarification of the types of practical activities (S/L/P) by introducing of columns; (iii) the completion of the discipline title with its translation into English, for international doctoral students; (iv) the replacement of assessment forms of the "colloquium" type with "continuous assessment" for certain disciplines, as the accepted forms of assessment are examination/ continuous assessment, in accordance with the ARACIS standards specific to DUSD evaluation; (v) the clarification of aspects related to the activities carried out and their credit allocation for the PCS stage within the Individual doctoral university study programme. The correlation of the course specifications with the changes in the proposed curriculum was also recommended. During the visit of the ARACIS external evaluation commission to HEI-DJUG, the coordinator for DUSD ME presented the proposed *Curriculum for the academic year 2026–2027*, as well as the *course specifications* for academic year 2026-2027, revised in accordance with the recommendations of the members of the external evaluation panel. It was found that all the suggestions of the commission members regarding the improvement of the curriculum and the alignment of the course specifications with the changes in the curriculum had been complied with.
Supplementary annex S03_Propunere-Plan-invatamant-SDIMI-DSUD-2026-2027_ING_MEC_26martie2026; Supplementary annex S04_FD-SD-IMI-2026-2027.

✓ Aspects that constitute best practice examples:
- The additional activities of doctoral students are recognized through the allocation of supplementary credits in the PPUAD for the following activities: participation to university courses; publication of an ISI/BDI paper; presentation of a scientific paper at conferences; organization of events; awards obtained (IER, p. 31).
- The recognition and equivalence of credits "obtained in a research master's programme or through the completion of previous doctoral stages and/or scientific research stages."

✓ Recommendations:
- The approval of the *Curriculum for the academic year 2026–2027* by the leadership of the CSUD and by the Rector of DJUG, in the version proposed during the visit of the evaluation panel to DJUG, as well as its implementation starting with the academic year 2026–2027.
- The implementation of the *course specifications* proposed for the academic year 2026–2027, in the form approved by the leadership of the *MEI Doctoral School* prior to the visit and proposed during the visit of the evaluation panel to DJUG.

The indicator is: fulfilled.

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences
In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

✓ Presentation of the state of facts

The learning outcomes within the doctoral programme in *Mechanical Engineering* are aligned with European occupational standards, in particular with the European Skills, Competences, and Occupations classification (ESCO). Accordingly, the PPUAD includes disciplines that cover key competences required in the labour market: project management, management and planning of resources to achieve project objectives (*Academic writing for technical sciences and research project management*); application of scientific methods to investigate phenomena (*Modern methods of material characterization and investigation, Physic-chemical and imaging methods for material characterization, Implementation and certification of the quality management system in SMEs*); knowledge transfer to industry (*Ethics of scientific research*, *Intellectual property, innovation and entrepreneurship, standardization as a support in research*); advanced transversal competences for engineering research (*English for scientific and engineering purposes*, *Advanced digital competences*). The alignment with labour market requirements is also confirmed by the participation of graduates in the postdoctoral EAVAP programme (ANTREPRENORDOC projects — SMIS 123847 and Be Antreprenor! — SMIS 124539), as well as by their integration into relevant occupations at the European level, documented in the supporting *Annex IPB 2.1.2* (IER, p. 32–33). The continuous concern of the HEI "Dunărea de Jos" University of Galați for correlating learning outcomes with the competences required by the labour market is reflected in the existence of the institutional postdoctoral training programme *Academic Excellence and Entrepreneurial Values in Postdoctoral Research* (EAVAP), in which two confirmed doctoral graduates in the ME domain have continued their professional development over the past five years (IER, p. 32–33, *Annex IPB 2.1.2*). There is also another research project in which another confirmed doctoral graduate was employed as a postdoctoral researcher during the period 31.05.2024 – 28.09.2025 (*Annex IPB 2.1.2*).

IER p. 32-33, *Annex IPB 2.1.2*

✓ Analysis of the state of facts

From the analysis of the course specifications and the discussions held during meetings with teaching staff and the team that prepared the IER, it is observed that, in the process of designing and implementing the curriculum, attention was paid to ensuring the qualification level specific to doctoral university study programmes, as well as to aligning the learning outcomes with the competences required by the *European Skills, Competences, Qualifications and Occupations classification* (ESCO).

✓ Aspects that constitute best practice examples:

- It is noteworthy that the HEI "Dunărea de Jos" University of Galați attracted financial resources through two projects (ANTREPRENORDOC, project code: SMIS 123847, POCU/380/6/13, 2019–2022; Be Antreprenor!, project code: SMIS 124539, POCU/380/6/13, 2019–2021), which provided financial support for the doctoral students enrolled in the EAVAP programme (IER, p. 32–33, *Annex IPB 2.1.2*). Another doctoral graduate in the ME domain, who is a senior lecturer at the *Faculty of Engineering*, was employed as a postdoctoral researcher under a research contract (*Annex IPB 2.1.2*).

✓ Recommendations: -

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

The Doctoral school MIE implements student-centred learning principles through the following mechanisms: (i) curriculum flexibility, ensured through general disciplines as well as specific optional courses within the curriculum, adapted to the concrete needs of the individual doctoral study programme; (ii) personalization of the academic path, achieved through periodic progress meetings or scientific report presentations with the supervisory and academic integrity committee, where doctoral students receive individualized feedback both on the research content and methodologies, as well as on the development of transversal competences (academic writing, critical thinking, research ethics). Doctoral students may choose their research topic in partnership with an industrial company. The doctoral student can benefit from the professional experience of two doctoral supervisors, with the co-supervising supervisor potentially coming from the academic environment in another field for an interdisciplinary topic, or from research (*Annex IPA 1.2.1–2 Doctorate cotutela_Stagii_IngMec*). Active involvement of the supervisory committees is demonstrated through the minutes of scientific report defences and doctoral thesis presentations, as well as through joint scientific publications of the doctoral student with at least one member of the supervisory and academic integrity committee (*Annex IPB 3.1.1*).

IER, p. 33-34; *Annex IPA 1.2.1-2 Doctorate cotutela_Stagii_IngMec; Annex IPB 3.1.1*

✓ Analysis of the state of facts

From the analysis of the PPUAD curriculum for the DUSD *Mechanical Engineering* and of the course specifications, it is observed that DS-MIE implements the principles of student-centred learning through the flexibilization and personalization of the academic and research path, facilitated by the existence of specific optional disciplines within the PPUAD, as well as by the periodic meetings with the doctoral supervisor and with the supervisory and academic integrity committee. These aspects were confirmed during the discussions held in the meetings with the teaching staff, doctoral students, and graduates of the DUSD *Mechanical Engineering*. During the meetings with representatives of the SD-ME management and with the Director of CUSD, the need to introduce a section entitled "*Observations and Recommendations*" in the template of the *Minutes regarding the scientific research report* was discussed, in which the assessments, observations, and suggestions of the members of the guidance and academic integrity committee are to be synthesized, with reference to the completion/ modification/ clarification of the results obtained in the research activities.

✓ Aspects that constitute best practice examples:

- The preparation of the minutes of meeting for the defence of scientific reports and doctoral theses before the supervisory committee demonstrates the functionality of these committees.
- The HEI-DJUG provides financial support for the coordination activities of doctoral supervisors, as well as for those of the members of the supervisory and academic integrity committee.
- The active involvement of the members of the supervisory committees in carrying out the research topic is demonstrated through published scientific papers or joint scientific communications of the doctoral student with at least one member of the supervisory committee (*Annex IPB 3.1.1* of IER).

✓ Recommendations:

- The introduction of a section entitled "*Observations and Recommendations*" in the template of the *Minutes regarding the scientific research report*, in which the positive assessments, observations, and suggestions for modifications/completions/clarifications of the members of the guidance and academic integrity committee are to be synthesized.

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

From the IER (p. 34), it is observed that HEI-DJUG and DS-MIE ensure doctoral students opportunities for physical and/or virtual academic mobility based on the *Methodology for Academic Mobility of Students* (OMEd 4262/2024), through Erasmus+ K103 agreements, both for study mobilities and for placement/internship mobilities (*Annex IPA 1.2.1–2 Doctorate Cotutelle_Internships_MechEng*). Participation in research internships, international conferences, and workshops supports student-centred learning by personalizing the training experience and promoting academic autonomy. Most active doctoral students, as well as those who completed their studies during the period 2020–2025, have participated in at least one prestigious international scientific conference and have been financially supported for participation in these conferences (*Annex IPB 3.1.2-1; Annex IPB 3.1.2-2*).
IER, p. 34; *Annex IPA 1.2.1-2 Doctorate cotutela_Stagii_IngMec; Annexa IPB 3.1.2-1; Annex IPB 3.1.2-2*

✓ Analysis of the state of facts

There is evidence for doctoral students who have benefited, over the past five years, from academic mobilities through Erasmus+ agreements: two internship placements (period 09.09.2022 – 23.06.2023 at the University of Minho; period 24.03.2025 – 30.06.2025 at the Technical University of Varna); one placement mobility during the period 16–20.06.2025 at the University of Naples "Federico II" (*Annex IPA 1.2.1-2 Doctorate cotutela_Stagii_IngMec*, p. 5-6, 21-27, 36-47). There are documents attesting the funding of doctoral students for participation in international conferences and for carrying out internship/research placements with economic partners with whom agreements have been concluded (*Annex IPA 1.2.1-2 Doctorate cotutela_Stagii_IngMec*, p. 48–90).

✓ Aspects that constitute best practice examples:

- HEI-DJUG supports academic mobility both financially (study mobilities, internship placements, participation in international conferences) and through the establishment and signing of Erasmus+ K103 agreements with universities, as well as partnerships/placement agreements with economic partners.

✓ Recommendations: -

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

HEI-DJUG and DS-MIE promote an inclusive and equitable learning environment, ensuring access and equal opportunities for all members of the academic community, regardless of their background or socio-economic status, to the flexible structure of the curriculum through personalized training options and to various academic support resources (Erasmus+ mobilities, the *Operational Procedure regarding the awarding of research results of doctoral students within HEI-DJUG for the year 2020*, student camps). Within DJUG, the *Code of conduct on the prohibition of antisemitic behaviours* has been adopted.
IER, p. 34, 35

✓ Analysis of the state of facts

It is observed that the self-evaluation and annual reporting instruments (*Methodology for self-evaluation of the activity of HEI-DJUG*; *Methodology for internal evaluation of Doctoral Schools*; *Operational procedure regarding the collection and reporting of RDI activity results within DJUG*) are used to identify the individual development needs of doctoral students.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

According to the IER (p. 35), within HEI-DJUG there is a continuous concern for facilitating access for students with disabilities to all spaces designated for their activities (classrooms, laboratories, student residences, libraries, canteens, counselling centres, recreational areas, etc.) through the provision of access ramps and elevators. Doctoral students may benefit from scholarships (*Methodology for the awarding of scholarships and other forms of material support for students and doctoral students at "Dunărea de Jos" University of Galați, full-time education*) and can participate in research teams of projects. *The regulations for the competition for obtaining DJUG internal research grants* provide for the inclusion of at least one student, including a doctoral student, in the project team (*Annex IPB 4.1.1 Doctoranzi membri in proiecte*).

IER, p. 35; *Annex IPB 4.1.1 Doctoranzi membri in proiecte*

✓ Analysis of the state of facts

It is observed that six doctoral students have participated as members of the research teams of grants awarded through national competitions or internal grants (*Annex IPB 4.1.1*). The doctoral supervisors confirmed during the meeting that at least one student, including a doctoral student, must be part of the research team of an internal grant proposed for funding. From discussions with doctoral students and doctoral supervisors, it is confirmed that all doctoral students receive financial support from HEI-DJUG for participation in conferences, publication of scientific papers, and the acquisition of materials necessary for research activities, within an average limit of 9,000 RON per year (*Annex IPB 3.1.2-2 Amounts Granted for Conference Participation*).

✓ Aspects that constitute best practice examples:

- The integration of doctoral students as members of the implementation teams of research projects, with the mandatory inclusion of at least one doctoral student in internal grants (*Annex IPB 4.1.1 Doctoranzi membri in proiecte*).
- The financial support of doctoral students for: the acquisition of consumable materials necessary for research activities, conference participation fees, and publication fees in journals indexed in Web of Science.

✓ Recommendations: -

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

For DUSD Mechanical Engineering, the learning outcomes acquired after completing the disciplines included in the PPUAD are clearly and coherently formulated in the curricular documents (course specifications, Doctoral Students' Guide; the Outgoing Student Guide – https://www.ugal.ro/studii/doctorat/scoli-doctorale/scoala-doctorala-de-inginerie-mecanica-si-industriala). The intended learning outcomes support the academic staff in designing the course content, as well as the teaching and assessment methods used.

IER, p. 36

✓ Analysis of the state of facts

It is observed that, although the learning outcomes ensured by each discipline are presented in the course specifications, they are not included in the curriculum, even though they are defined at the level of D-MIE for the DUSD *Mechanical Engineering*. Following the recommendations of the members of the ARACIS external evaluation committee, the learning outcomes, correlated with professional and transversal competences, have been incorporated into the curriculum. During the panel's visit to HEI-DJUG, the DUSD ME coordinator presented the proposed curriculum for the academic year 2026–2027, which includes learning outcomes defined in terms of knowledge, skills/abilities, responsibility, and autonomy. In the revised curriculum, there is a table presenting the correlation between the learning outcomes and the disciplines included in the curriculum.

Supplementary annex S03_Propunere-Plan-invatamant-SDIMI-DSUD-2026-2027_ING MEC_26martie2026; *Supplementary annex S04_FD-SD-IMI-2026-2027*.

✓ Aspects that constitute best practice examples: -

✓ Recommendations:

- The implementation of the proposed *Curriculum for the academic year 2026–2027* for the DUSD *Mechanical Engineering*, in the version presented during the visit of the external evaluation committee to DJUG, which includes the learning outcomes, presented in correlation with both professional and transversal competences, as well as with each discipline.

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 verification of the achievement of learning outcomes is carried out through formative assessment methods (examination/colloquium) and continuous assessment, in accordance with the course specifications and the curriculum, as well as through the defence of research reports and the doctoral thesis before the *Supervisory and academic integrity committee*. The final examination of the studies is materialized through the public defence of the doctoral thesis.

Additionally, learning outcomes are verified through the monthly activity report supervised by the doctoral supervisor and through the *Doctoral student's annual activity report* presented to the supervisory committee, as well as through participation in scientific activities (publications in specialized journals and conference presentations), evaluated via the peer-review system. The entire process is regulated by the *Doctoral Student Handbook* and the *Regulations on student academic activities (RAUS)*.

IER, p. 36

✓ Analysis of the state of facts

It is observed that the achievement of learning outcomes is carried out through the assessment methods provided in the curriculum and in the *Individual university study programme*. The examination form of the colloquium type is not included among the examination forms

recommended in the ARACIS specific standards for DUSD evaluation. Consequently, it was recommended to replace the colloquium with assessment in certain disciplines. The proposed 2026–2027 curriculum presented during the visit of the external evaluation panel to DJUG includes only examinations/assessments as forms of evaluation (*Supplementary Annex S03_Proposed-Curriculum-SDIMI-DSUD-2026–2027_ING MEC_26March2026*; *Supplementary Annex S04_FD-SD-IMI-2026–2027*).

✓ Aspects that constitute best practice examples: -
✓ Recommendations: -

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

Admission to all DUSD programmes is conducted in accordance with the *Methodology for the organization and conduct of admission to the 3rd cycle of university doctoral studies*, which is revised annually (article 21 specifies the content for the doctoral admission colloquium and the assessment criteria). This methodology, as well as all necessary information for candidate registration (required documents, registration locations and schedules, topics and bibliography, admission calendars for Romanian, EU/EEA, and non-EU citizens, and the procedure for certification of language competences), is publicly available on the dedicated doctoral admission webpage. HEI-DJUG concludes a study contract with all admitted doctoral students, establishing the rights and obligations of the parties in accordance with the applicable legislation, thereby ensuring transparency in the contractual relationship between the institution and the doctoral students.

IER, p. 37

✓ Analysis of the state of facts

It is noted that the *Methodology for the organization and conduct of admission to the 3rd cycle of university doctoral studies* is annual revised and approved by *HS no. 48/20.03.2026 – Annex 1*. Doctoral admission webpage for 2026 was found to be updated.

✓ Aspects that constitute best practice examples: -
✓ Recommendations: -

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

Admission to doctoral studies at HEI-DJUG is conducted in compliance with the principles of equity and equal opportunities, with explicit support measures established for vulnerable groups, including candidates with special educational needs and/or disabilities (*Methodology for the organization and conduct of admission to the 3rd cycle of university doctoral studies*, Art. 11(3)). Equitable access and equal opportunities are supported through the provision of access conditions for students with disabilities (access ramps, elevators, educational support), support services, and medical facilities.

HEI-DJUG has implemented the Gender equality plan, which promotes non-discrimination and the participation of all individuals involved in academic activities, regardless of ethnic origin, citizenship, gender, religion, age, disabilities, or sexual orientation.

IER, p. 37

✓ Analysis of the state of facts

It is noted that the *Methodology for the organization and conduct of admission to the 3rd cycle of university doctoral studies* (Art. 11(3)), revised for the 2026 doctoral admission, complies with the principles of equity and equal opportunities, including through the provision of special places for candidates from vulnerable groups, including candidates with special educational needs and/or disabilities. There is the *"Dunărea de Jos" University of Galați Brochure* in English, intended for the promotion of faculties and study programmes at international level.

✓ Aspects that constitute best practice examples:

- There is a single committee for the evaluation of candidates applying for admission to the doctoral programme in Mechanical Engineering, which allows for the uniform application of the evaluation, scoring, and selection criteria.

✓ Recommendations: -

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

The professional activity of doctoral students within DS-MIE at HEI-DJUG is governed by a rigorous regulatory framework, which includes: the *Higher Education Law no. 199/2023*, *OME no. 3020/2024 for the approval of the Framework regulation on university doctoral studies*, and the Institutional *Regulation regarding the organization and functioning of university doctoral studies in the doctoral schools of DJUG*. These regulations cover the academic and contractual obligations of doctoral students, the evaluation of research progress, research ethics and confidentiality, academic mobility, international collaborations, as well as the rules for the assessment and defence of the doctoral thesis.

IER, p. 37, 38

✓ Analysis of the state of facts

It is observed that within DS-MIE at HEI-DJUG, the applicable regulations governing the professional activity of students are applied rigorously, ensuring the quality and integrity of the educational process for DUSD *Mechanical Engineering*, which is subject to evaluation.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

✓ Presentation of the state of facts

HEI-DJUG actively promotes international cooperation through participation in various university networks, bilateral agreements with EU countries, and agreements with non-EU countries, aiming at faculty exchange, the development of international research projects, and the organization of

joint scientific events, in accordance with the Institutional *Strategic development plan 2024–2029* and *Order 4262/2024 for the approval of the Methodology on student academic mobility*. Faculty and doctoral student mobility is supported through KA 171 Erasmus+ programmes for study mobility and placement/practical mobility (*Annex IPA 1.2.1-2 Doctorate cotutela_Stagii_IngMec, Annex IPB 3.1.2-1; Annex IPB 3.1.2-2*).

HEI-DJUG also supports academic and research collaboration by inviting experts to deliver lectures to doctoral students during the *Scientific Conference of the Doctoral Schools at DJUG*. The *Research Centre for Mechanical Engineering of Machines and Technological Equipment – MECMET*, where a part of the doctoral students enrolled in DUSD *Mechanical Engineering* carry out their activities, is part of research networks and professional associations (*Annex IPB 8.1.1-1 Grupuri de cercetare interdisiciplinare*). Internationalization is further supported through faculty and student participation in training courses (*Annex IPB 3.1.2-1; IPB 3.1.2-2*), as well as research internships and international educational fairs (*Annex IPB 8.1.1-2*, *Annex IPA 1.2.1-2*, and *Annex IPA 3.1.2-2*).

IER p. 38-39; *Annex IPA 1.2.1-2 Doctorate cotutela_Stagii_IngMec; Annex IPA 3.1.2-2- Programe dezvoltare profesionala si mobilitati – IngMec; Annex IPB 8.1.1-1 Grupuri de cercetare interdisiciplinare; Annex IPB 3.1.2 -1 Participari la conferinte – Doctoranzi; Annex IPB 3.1.2-2 Sumele acordate pentru participarea la conferinte; Annex IPB 8.1.1-2 Targuri educationale)*

✓ Analysis of the state of facts

It is observed that HEI-DJUG promotes and implements an internationalization strategy, as evidenced by its participation in various university networks, bilateral agreements with EU countries, and agreements with non-EU countries. There is evidence that it supports both staff mobility through international programmes (*Annex IPA 3.1.2-2- Programe dezvoltare profesionala si mobilitati – IngMec*), and doctoral student mobility for participation in conferences (*Annex IPB 3.1.2 -1 Participari la conferinte – Doctoranzi; Annex IPB 3.1.2-2 Sumele acordate pentru participarea la conferinte*) as well as for conducting research internships or study mobility (*Annex* IPA 1.2.1-2 Doctorate cotutela_Stagii_IngMec).

✓ Aspects that constitute best practice examples:

- Financial support for doctoral students to participate in international conferences.
- Establishment and signing of international bilateral agreements and agreements with economic partners, ensuring placement/practical mobility and study mobility for doctoral students.

✓ Recommendations: -

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

✓ Presentation of the state of facts

The learning activities scheduled in the course specifications lead to the attainment of the learning outcomes targeted by the doctoral study programme. Additionally, research activities also contribute to students' achievement of learning outcomes, including: understanding and applying fundamental research principles as a result of designing experimental programmes; developing critical thinking and the ability to evaluate and synthesize information through the analysis and interpretation of research results; and the ability to make scientific contributions to the research field through the preparation of research reports and dissemination of research findings. According to the summary data presented in tables (IER, p. 40) regarding the publications of doctoral supervisors and doctoral students enrolled in DUSD *Mechanical Engineering,* over the past five

years, they have a continuous and intensive research activity (*Annex IPB 3.1.1 Lista publicatii-indrumare, Annex IPB 3.1.2 -1 Participari la conferinte – Doctoranzi*). Some of the doctoral students enrolled in ME domain are members of the research project teams (*Annex IPB 4.1.1 Doctoranzi membri in proiecte*). HEI-DJUG organizes the annual *Scientific Conference of the Doctoral Schools*, which includes a section dedicated to doctoral students of DS-MIE – *Section 1: Advanced Research in Mechanical and Industrial Engineering*.

IER p. 39, 40; Annex IPB 3.1.1 Lista publicatii-indrumare; Annex IPB 3.1.2 -1 Participari la conferinte – Doctoranzi; Annex IPB 4.1.1 Doctoranzi membri in proiecte

✓ Analysis of the state of facts

The analysis of the summary data presented in tables regarding the dissemination of research results (IER, p. 40) by doctoral students and doctoral supervisors in DUSD *Mechanical Engineering* confirms that they have been conducting research continuously over the past five years. The doctoral students have published 96 articles in WoS-ranked journals, 105 articles indexed in WoS, 211 articles in BDI-indexed journals, and 321 communications at international conferences both in Romania and abroad. The publication activity of the doctoral supervisors during the same period is also noteworthy: 301 articles in WoS-ranked journals, 208 articles indexed in WoS, and 301 articles in BDI-indexed journals.

During discussions with doctoral students, graduates, and doctoral supervisors at meetings held during the visit of the external evaluation committee to DJUG, it was mentioned that DJUG actively supports research activities by awarding internal grants, whose project teams must include at least one student, including a doctoral student. DJUG annually organizes the *Research Excellence Awards Ceremony*, dedicated to recognizing outstanding research achievements.

✓ Aspects that constitute best practice examples:

- The organization of a dedicated section for doctoral students from Doctoral School -MIE within the annually held *Scientific Conference of Doctoral Schools*, where they can disseminate and valorise the results obtained from their research.

✓ Recommendations: -

The indicator is: fulfilled.

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

✓ Presentation of the state of facts

HEI-DJUG and DS-MIE ensure the national and international visibility of research results through Erasmus+ mobility programmes and through the implementation of national and international research projects, which constitute collaboration platforms between universities and promote scientific publications. The participation of doctoral students in research teams, as well as collaboration with industry through partnership-based research projects, leads to the technological transfer of the products resulting from research activities (*Annex IPB 4.1.1 Doctoranzi membri in proiecte*). According to the summary data presented in tables (IER, p. 40) regarding the publications of doctoral supervisors and doctoral students from DUSD Mechanical Engineering over the past five years, they have valorised the research results through the publication of scientific papers (*Annex IPB 3.1.1 Lista publicatii-indrumare, Annex IPB 3.1.2 -1 Participari la conferinte – Doctoranzi*).

IER p. 39-41; ***Annex IPB 3.1.1 Lista publicatii-indrumare; Annex IPB 3.1.2 -1 Participari la conferinte – Doctoranzi; Annex IPB 4.1.1 Doctoranzi membri in proiecte***

✓ Analysis of the state of facts

By analysing the summary data presented in tables regarding the dissemination of research results (IER, p. 40) by doctoral students and doctoral supervisors from DUSD *Mechanical Engineering*, it is observed that the research results obtained by doctoral students have been valorised through

dissemination in publications with international visibility (96 articles in WoS-ranked journals, 105 articles indexed in WoS, 211 articles in BDI-indexed journals) over the past five years. Some of these are presented in *Annex IPB 3.1.1 Lista publicatii-indrumare*.

✓ Aspects that constitute best practice examples:

- The valorisation of research results obtained by doctoral students through articles published in WoS-indexed journals with impact factor (IER, p. 40; *Annex IPB 3.1.1 Lista publicatii-indrumare*).

✓ Recommendations: -

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

At the university level, regulations and mechanisms are implemented to periodically survey students' satisfaction regarding the educational process, student services, and infrastructure (Operational procedure for teacher evaluation by students; Operational procedure for evaluating the learning environment). Doctoral students complete annual satisfaction and internal evaluation questionnaires via the platform www.evaluare.ugal.ro, DS-MIE collects feedback on the knowledge, skills, competences, responsibility, and autonomy acquired during the program (Annex IPC1.1.1). Additionally, consultations with employers, economic environment representatives, and partner institutions are carried out. Students are represented in all leadership structures according to Election Methodology approved by the Senate.

IER, p. 41-42; *Annex IPC 1.1.1 Chestionare satisfactie si analiza*

✓ Analysis of the state of facts

The documents and data presented demonstrate that the organizational component applies quality evaluation procedures consistently. The feedback collected from doctoral students is used to identify their needs and assess their overall satisfaction. Furthermore, the opinions gathered from both students and external stakeholders (employers, partners) are analysed and integrated into the process of revising documents and procedures. This systematic approach proves a direct impact on the continuous improvement of teaching activities and research programs.

✓ Aspects that constitute best practice examples:

- The continuous collection of feedback from both doctoral students and external stakeholders (economic environment, partner institutions), and its direct integration into the revision process of academic documents and procedures.

✓ Recommendations: -

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

DJUG actively consults and involves the academic community and other stakeholders (students, graduates, medical residents, employers, institutional partners) in developing, reviewing, and implementing internal procedures. Opinions are collected systematically through public consultations, governing and advisory bodies (faculty councils, specialty committees, Administrative Council, Ethics Committee), and periodic questionnaires (www.evaluare.ugal.ro). Student satisfaction regarding the educational process, services, and infrastructure is monitored based on dedicated regulations (*Operational Procedure for Teacher Evaluation by Students*; *Operational Procedure for Evaluating the Learning Environment*). Additionally, DS-MIE collects feedback from doctoral students regarding their needs, acquired skills, and overall satisfaction to improve teaching and research activities. Students are also formally represented in governing structures (*Senate-approved Methodology*). (*Annex 1.2.1 Evidence of consultations at the program level*).

IER, p. 42; *Annex IPC 1.2.1 Dovezi ale consultarilor la nivel de program*

✓ Analysis of the state of facts

The presented documents confirm that the institution effectively gathers and utilizes feedback from a wide range of internal and external stakeholders. The practical application of this consultative process is clearly traceable through the CSD minutes and CSUD decisions, proving that stakeholder opinions are actively considered in the procedure implementation process. At the visit of the external evaluators' committee, the contact person presented a *Report on the evaluation of the learning environment* and a *Report on the evaluation of the supervisors by the doctoral students*, both being summary reports of the data collected from questionnaires, which are endorsed by the CEAC coordinator, and which include the SWOT analysis and recommendations (*Supplementary annex S08_RAPORT -evaluare conducatori IM-final, Supplementary annex S09_RAPORT -evaluare mediul de invatare*).

✓ Aspects that constitute best practice examples:

- The systemic inclusion of a highly diverse range of stakeholders (including medical residents, graduates, and employers) in the consultation process, alongside the clear traceability of the implementation of their feedback via CSD minutes and CSUD decisions.

✓ Recommendations: -

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

HEI-DJUG benefits from a well-defined institutional framework for promoting academic ethics and integrity, grounded in the *Code of University Ethics and Deontology*. The University Ethics Committee (CEU) operates in accordance with the *Regulation on the organization and functioning of the University Ethics Committee (CEU)*. Both documents are developed in compliance with the legal provisions and are approved by the Senate. The institution adopts a preventive approach by integrating ethics-related disciplines across all study cycles: *Ethics and Academic Integrity* at the undergraduate and master's levels, and *Ethics of Scientific Research* at the level of doctoral studies (DUSD).

Within HEI-DJUG, several system procedures are implemented, including: *The procedure on risk management and the development of the risk register*, *The procedure regarding sensitive functions, The procedure for reporting irregularities*, *The procedure on conflicts of interest and their resolution*, and *The procedure on incompatibilities and their resolution*. In the field of research, measures to prevent academic misconduct are applied, including the verification of the originality of academic outputs (doctoral theses, books, articles) through *The general procedure for the use of the anti-plagiarism system*, as well as additional guidelines regarding its use.
IER, p. 43

✓ Analysis of the state of facts

Based on discussions with representatives of the *University Ethics Committee* (CEU) during the visit to HEI-DJUG, it was observed that the committee operates in accordance with the *Regulation on the Organization and Functioning of the University Ethics Committee (CEU)* and ensures compliance with the principles of integrity, functioning in a transparent manner. The CEU meets as often as necessary to issue decisions and prepares annual reports. The CEU is composed of 8 teaching staff members (selected through an internal competition), 3 students, one of whom is a doctoral student (appointed by the students in the Senate and subsequently approved by the Senate), 2 permanent advisory invites (a legal advisor and a representative from the staff trade union). No issues regarding violations of the university ethics regulations have occurred for any doctoral domain.

✓ Aspects that constitute best practice examples: -

✓ Recommendations: -

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

At the doctoral school level (DS-MIE), there are procedures in place to make sure the programs function properly and improve continuously. The impact of these actions is measured by checking research results and collecting student feedback. For this, the university uses the *Operational procedure for the evaluation of teaching staff by students*. Progress is also evaluated based on established objectives using the *Self-evaluation methodology of the activity of HEI –DJUG and of the doctoral schools within HEI*. To collect feedback, find out the needs of the students, and check their satisfaction, DS-MIE which coordinates the *Mechanical Engineering* domain use periodic internal customized evaluation questionnaires on the platform www.evaluare.ugal.ro.
IER, p. 44

Analysis of the state of facts

Based on the presented documents, we can see that DS-MIE applies its quality procedures. By constantly measuring research results and asking for student feedback through online anonymous questionnaires, the doctoral school shows it cares about the quality of education. The self-evaluation methodology also proves they monitor their own progress. Because they do all these things systematically, the procedures have a clear and positive impact on quality assurance. The impact of these in quality assurance is demonstrated by *Report on the evaluation of the supervisors by the doctoral students*, both being summary reports of the data collected from questionnaires, which are endorsed by the CEAC coordinator, and which include the SWOT analysis and recommendations (*Supplementary annex S08_RAPORT -evaluare conducatori IM-final, Supplementary annex S09_RAPORT -evaluare mediul de invatare*).

✓ Aspects that constitute best practice examples:
- The use of an accessible online platform (www.evaluare.ugal.ro) to periodically collect feedback of the doctoral students by online anonymous questionnaires, to understand the needs of doctoral students.

✓ Recommendations: -

The indicator is: fulfilled.

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

✓ Presentation of the state of facts
The academic community and stakeholders are actively involved in implementation of the SCIM procedures (https://www.calitate.ugal.ro/index.php/ro/cercetare).Their participation covers key areas: curriculum planning and reviewing so that it is flexible and to allow the integration of new technologies and teaching methods, such as learning based on practical applications; supporting international mobilities; continuous evaluation; ensuring educational resources; reviewing the study program according to the news in its field; student counselling.
IER, p. 44;

✓ Analysis of the state of facts
Based on the IER (p. 44) and the SCIM procedures, the university collaborates with its community and stakeholders in practical ways. By involving them directly in activities like updating the curriculum and evaluating the educational process, procedures are implemented together with these groups.

✓ Aspects that constitute best practice examples:
- Involving stakeholders directly in updating the curriculum to include new teaching methods.

✓ Recommendations: -

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts
DS-MIE applies procedures of the quality management system for monitoring and evaluating educational activities, according to the institutional internal regulations.
Doctoral supervisors are periodically evaluated by doctoral students at DS-MIE according to *The UDJG.IOSUD – 001 Procedure for the annual self-evaluation of the doctoral students of the Doctoral School of Mechanical and Industrial*, through questionnaires administered online (*Annex IPC 1.1.1 Chestionare satisfactie si analiza*).
The results are analysed by the DS-MIE leadership and used in the preparation of the *Annual internal evaluation report of the doctoral schools*.
IER, p. 44; *Annex IPC 1.1.1 Chestionare satisfactie si analiza*

✓ Analysis of the state of facts
Based on the information presented in the IER and the supporting documents, DS-MIE regularly collects feedback from doctoral students regarding the activity of doctoral supervisors and analyses the results at the level of the doctoral school leadership. The results are used to monitor teaching performance and to support the continuous improvement of the educational process. At the visit of the external evaluators' committee, the contact person presented a *Report on the evaluation of the*

learning environment and a *Report on the evaluation of the supervisors by the doctoral students*, both being summary reports of the data collected from questionnaires, which are endorsed by the CEAC coordinator, and which include the SWOT analysis and recommendations (*Supplementary annex S08_RAPORT -evaluare conducatori IM-final, Supplementary annex S09_RAPORT - evaluare mediul de invatare*).

✓ Aspects that constitute best practice examples:
- Use of structured student questionnaires and systematic analysis of the results for the preparation of the *Annual internal evaluation report of the doctoral schools*.

✓ Recommendations: -

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

As stated in the IER (p. 45), the university publishes the results of the evaluation of the educational process on its quality assurance page (https://www.calitate.ugal.ro/index.php/ro/cercetare). For the doctoral domain of *Mechanical Engineering*, the centralizing reports regarding student satisfaction and teaching staff evaluations are included and published specifically in Report on internal evaluation of Doctoral Schools based on the Methodology for the self-evaluation of the activity of HEI-DJUG and of the activity of the doctoral schools within HEI-DJUG.
IER, p. 45;

✓ Analysis of the state of facts

HEI-DJUG has developed and implemented the *Internal managerial control system (SCIM)*, which allows the periodic and systematic collection of the data necessary for the internal quality assurance process: the evaluation by students of the learning environment; the evaluation of doctoral supervisors by doctoral students. In addition, there is the annual self-evaluation of doctoral supervisors; the monthly and annual self-evaluation of the activity of doctoral students (*Monthly activity report of the doctoral student*, *Annual activity report of the doctoral student*).
Based on the IER (page 45) and the provided link (https://www.calitate.ugal.ro/index.php/ro/cercetare), it is clear that the university ensures transparency. By making the evaluation reports and student satisfaction results available to the public and the academic community, the institution fulfils the requirement of publishing stakeholder opinions.

✓ Aspects that constitute best practice examples:
- Ensuring high transparency by publishing evaluation reports and student satisfaction results on the official website.

✓ Recommendations: -

The indicator is: fulfilled.

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

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

✓ Presentation of the state of facts

Information of public interest regarding doctoral studies is published on the HEI-DJUG website regarding Doctoral Schools, while the information regarding the doctoral university study domain of Mechanical Engineering is published on the website of Doctoral School MIE. The webpage provides access to the doctoral school regulation, the admission regulation, the doctoral study contract and the regulation for completing doctoral studies, including the procedure for the public defence of the doctoral thesis.

The website also includes information on doctoral supervisors, their research areas and institutional contact details, the list of doctoral students, standards for drafting doctoral theses and links to thesis abstracts and public defence announcements. Information about dual higher education and the *Scientific Conference of the Doctoral Schools* is also available online.

IER, p. 45

✓ Analysis of the state of facts

Based on the information presented in the IER (p. 45) and the documents available on the HEI website, the organizational component ensures access to public-interest information regarding doctoral studies. The publication of regulations and academic information supports transparency and facilitates access to relevant information for students and other stakeholders. At the visit of the members of the external evaluation committee to HEI-DJUG, the representatives of the management of the *Council for Doctoral University Studies (CSUD)* and of the *Doctoral School of Mechanical and Industrial Engineering (DS-MIE)* confirm the fact that the English-language version of the HEI-DJUG web pages is partially in English, and efforts are made for the completion of the website in English as soon as possible.

IER, p. 45

✓ Aspects that constitute best practice examples:

- Publication of doctoral regulations, procedures and academic information on the HEI-DJUG webpage.

✓ Recommendations:

- Completion of the English-language version of the web pages for the MEI Doctoral School and of the relevant information available on the HEI-DJUG website, for the doctoral domain of *Mechanical Engineering*, for facilitating the access to information for potential candidates/doctoral students from abroad.

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

Information regarding the decision-making structures of HEI-DJUG is available on the institutional website. The webpage includes information about the HEI-DJUG executive leadership and the *Council for Doctoral University Studies (CSUD),* including the information regarding the election of the CSUD director and the election of CSUD members. Information regarding elections at the level of Doctoral Schools and the admission process is also publicly available on the HEI-DJUG website (https://www.ugal.ro/studii/doctorat/alegeri-scoli-doctorale).

IER, p. 45

✓ Analysis of the state of facts

Based on the information presented in the IER and the documents available on the HEI website, the organizational component ensures transparency of decision-making processes by providing public access to information regarding governance structures and institutional procedures.

✓ Aspects that constitute best practice examples:

- Publication of information regarding management structures and the corresponding election procedures on the HEI-DJUG website.

✓ Recommendations: -

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

"Dunărea de Jos" University of Galați (DJUG) was established in 1948. Following successive external institutional quality evaluations conducted by the *Romanian Agency for Quality Assurance in Higher Education* (ARACIS), the University was awarded the rating "*High Degree of Confidence*" on each occasion, in 2008, 2013, 2019, and 2024. This consistent outcome attests to the implementation of a high-performing and effective academic governance framework, as well as a robust quality management system. The external institutional evaluation was carried out in accordance with ARACIS methodology and standards, aiming at the accreditation of educational processes (study programmes), the assessment of research activities and institutional structures, and the recognition of the University's academic and professional performance."

The doctoral study domain in *Mechanical Engineering* (DUSD-ME) underwent external evaluation by the *Romanian Agency for Quality Assurance in Higher Education* (ARACIS) in 2021, receiving the qualification "*Maintenance of Accreditation*" pursuant to ARACIS Council Decision No. 87/28.10.2021. Quality assurance procedures are grounded in the Regulations of HEI–DJUG. The initiation of the external evaluation processes is formally approved through decisions of the CSUD. The annual report of the Doctoral School of Mechanical Engineering (SDIM) was submitted in 2024 for periodical evaluation purposes.

In 2025, a progress-focused external evaluation of the DUSD in *Mechanical Engineering* was conducted, and the corresponding evaluation report confirmed the full implementation of all recommendations issued following the 2021 external review.

IER, p. 45-46

✓ Analysis of the state of facts

It is ascertained that HEI–DJUG and the *Doctoral School of Mechanical and Industrial Engineering* (DS-MIE) fully implement all procedures related to the external quality evaluation process, ensuring the lawful organization and delivery of the doctoral study domain in *Mechanical Engineering* (DUSD ME), which is subject to evaluation. The most recent external evaluation conducted by the *Romanian Agency for Quality Assurance in Higher Education (ARACIS)* took place in 2021 and concluded with the award of the qualification "*Maintenance of Accreditation*," pursuant to ARACIS Council Decision No. 87 of 28 October 2021. In 2025, a progress-oriented external evaluation was carried out, which confirmed the implementation of the recommendations issued following the 2021 external evaluation (Decisions of the ARACIS Council/ 03.07.2025).

✓ Aspects that constitute best practice examples:

- HEI-DJUG carries out the procedures pertaining to the external quality evaluation process at institutional level, as well for the doctoral university study domain of *Mechanical Engineering*.

✓ Recommendations: -

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
• Human resource composed of 19 doctoral supervisors (18 exceeding the CNATDCU standards), with international and national visibility, proven by: contracts; articles published in journals indexed in Web of Science; finalized doctoral theses. • The infrastructure within the Research Centres in which the doctoral students in the domain of Mechanical Engineering carry out their activity allows the conduct of research both in the ME domain and of some interdisciplinary research topics. • Doctoral students and graduates are satisfied with regard to: the collaboration with the doctoral supervisors; the content of the study programme; the acquired learning outcomes; the access to the research infrastructure and to international databases; the support provided by HEI-DJUG for materials, conference participations, mobilities, publication fees. • The organization and the funding at the level of HEI-DJUG of: internal research grant competitions (teams with at least one student), *Scientific Conference of the Doctoral Schools*. • HEI-DJUG financially supports the staff for: professional training courses; dissemination of the research results in journals with impact factors.	INTERNAL FACTORS ↑	• Six of the 19 doctoral supervisors (31.58%) are associates (retirees), which indicates an increased risk of decrease in the number of doctoral supervisors. • Partial English-language version of the HEI-DJUG web page and of the public information regarding the MEI Doctoral School and the doctoral domain *Mechanical Engineering*. • Limited degree of attracting international candidates for the doctoral domain of *Mechanical Engineering*.
	SWOT analysis	
Opportunities:		**Threats:**
• The existence of international Erasmus+ partnerships, through which doctoral students can benefit from study mobilities or research internships; and teaching staff can benefit from mobilities. • The valorisation of contacts and collaborations resulting from DJGU's membership in international university networks (EUA, AUF, EURAS, EUF, BSUN), which target the exchange of teaching staff, the development of research projects, and the organization of joint scientific events. • The demand in the labour market for	↓ EXTERNAL FACTORS	• The underfunding of research at the national level, caused by socio-economic instability and the long duration of the project proposal evaluation process in national competitions. • The difficulty of accessing national research grants, and consequently, the involvement of doctoral students in such projects and their financial support in research activities. • The impact of the underfunding of research at the national level, on

graduates of doctoral studies, with research experience (as identified through discussions with employers).		the fulfilment of project-related indicators from the CNATDCU standards, by the younger teaching staff. • Budgetary instability, which affects the predictability of resources allocated to doctoral programs.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	- The inclusion within the Council of the Doctoral School of Mechanical and Industrial Engineering (CSD-MEI), for consultation purposes, of a representative of partners from the economic sector who are involved in the research activities of doctoral students.
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
7.	**I.P.A.3.2.1** Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	**I.P.A.4.1.1** The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	**I.P.B.1.1.1** The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	- The approval of the *Curriculum for the academic year 2026–2027* by the leadership of the CSUD and by the Rector of DJUG, in the version proposed during the visit of the evaluation panel to DJUG, as well as its implementation starting with the academic year 2026–2027. - The implementation of the *course specifications proposed for the academic year 2026–2027*, in the form approved by the leadership of the *MEI Doctoral School* prior to the visit and proposed during the visit of the evaluation panel to DJUG.
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	- *The introduction of a section entitled "Observations and Recommendations" in the template of the Minutes regarding the scientific research report, in which the positive assessments, observations, and suggestions for modifications/completions/clarifications of the members of the guidance and academic integrity committee are to be synthesized.*
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	needs, the study domain, the study cycle, and the form of organisation of the study programme.		
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	- The implementation of the proposed *Curriculum for the academic year 2026–2027* for the DUSD *Mechanical Engineering*, in the version presented during the visit of the external evaluation committee to DJUG, which includes the learning outcomes, presented in correlation with both professional and transversal competences, as well as with each discipline.
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	F	
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	
20.	**I.P.B.8.1.1** The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	stakeholders are taken into account in the procedure implementation process.		
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures and proves their impact on quality assurance.	F	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	- Completion of the English-language version of the web pages for the MEI Doctoral School and of the relevant information available on the HEI-DJUG website, for the domain of Mechanical Engineering, for facilitating the access to information for potential candidates/doctoral students from abroad.
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

From the summary table presented above, it can be observed that the 32 performance indicators analysed by the members of the external evaluators' committee, based on the information from the *Internal Evaluation Report (IER)* and of those noted (observed) during the visit to HEI-DJUG, *were assessed as fully accomplished*.

VI. Conclusions

It is mentioned several conclusions regarding the external evaluation process, for the purpose of maintaining the accreditation of the doctoral domain of *Mechanical Engineering* at *HEI - "Dunărea de Jos" University of Galați (HEI-DJUG)*:

- Within HEI–DJUG, there is a long-standing tradition and extensive experience regarding the organization of doctoral studies in the domain of *Mechanical Engineering*.
- The visit to the research centres in which doctoral students in the domain of *Mechanical Engineering* carry out their research activities confirmed that these are equipped with modern infrastructure, with a degree of novelty, as well as updated, specialized software for the domain ME. As a result, research topics can be conducted both within the domain of ME and in interdisciplinary areas.
- Within the *Doctoral School of Mechanical and Industrial Engineering* (DS-MIE), which coordinates the doctoral domain of *Mechanical Engineering*, the teaching staff involved in teaching activities, as well as the doctoral supervisors in the domain ME, have internationally and nationally recognized visibility, demonstrated by: coordinated research contracts; scientific articles published in journals indexed in Web of Science with impact factor; coordinated and completed doctoral theses; membership in Academies; positions as leaders/members in international professional organizations.
- There are international partnerships such as Erasmus+, collaborations within international university networks (EUA, AUF, EURAS, EUF, BSUN), and agreements/partnerships with the economic sector and with research institutions, through which doctoral students carry out research internships.
- The teaching staff, doctoral students, and graduates confirmed during the meetings with the external evaluation committee that HEI-DJUG financially supports, including from its own resources, their research activities through: the acquisition of materials; fees for participation in conferences or for publishing articles in journals indexed in *Web of Science* with impact factor; the organization of competitions for internal grants; the organization of the *Scientific Conference of the Doctoral Schools*.
- Doctoral students positively appreciate the communication and collaboration with their doctoral supervisors and guidance committees, including regarding the dissemination of research results.
- There are *cotutelle agreements* signed with universities from the country and from abroad, for doctoral theses that have been finalized or are in progress.

After the completion of the evaluation procedure for the purpose of maintaining the accreditation of the doctoral domain of Mechanical Engineering, within the *Doctoral School of Mechanical and Industrial Engineering* at *"Dunărea de Jos" University of Galați*, the external evaluation committee *appreciated all 32 performance indicators analysed according to the ARACIS standards specific to the evaluation of doctoral domains, as fully accomplished* and, consequently, decided:

- **maintaining accreditation** (MAC).

VII. Annexes

1. *Annex 1 – Calendarul vizitei*
2. *Supplementary annex S01_Standarde CNATCU_semnat*
3. *Supplementary annex S02_Fise Standarde CNADTCU_IngMec*
4. *Supplementary annex S03_Propunere-Plan-invatamant-SDIMI-DSUD-2026-2027_ING MEC_26martie2026*
5. *Supplementary annex S04_FD-SD-IMI-2026-2027*
6. *Supplementary annex S05_Adeverinta_Resurse Umane_Ing Mec*
7. *Supplementary annex S06_Cerere_Hotarare_dezafiliere_CD_Stan Liviu*
8. *Supplementary annex S07_STAT DE FUNCTII - SC DOCT ING MEC SI IND – CONDUCERE*
9. *Supplementary annex S07a – Situația studenților doctoranzi la nivelul SDIMI*
10. *Supplementary annex S08_RAPORT -evaluare conducatori IM-final*
11. *Supplementary annex S09_RAPORT -evaluare mediul de invatare*