External Evaluation Report (REE) for the procedure for obtaining ..... of Doctoral Study Domain

Higher Education Institution / Education Provider Organization:	Universitatea ”Dunărea de Jos” din Galați / ”Dunărea de Jos” University of Galați
Doctoral School:	Ştiinţe Fundamentale şi Inginereşti/ Fundamental and Engineering Sciences
Doctoral Domain:	Chimie / Chemistry.
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.	*Professor Eng. Habil Titus VLASE, PhD*	Expert evaluator	
2.	*Professor Volodymyr LUSHCHAK, PhD*	International Expert	
3.	*Radu-Anton MOLDOVAN*	PhD Student Evaluator	

I. Introduction

The context in which the external evaluation report was drafted (the type of evaluation, the period covered by the evaluation, membership of the external quality experts' panel, etc.);

The report shows the details and conclusions obtained by the external evaluation of the Chemistry domain in the PhD Doctoral Field. Type of the evaluation was **Maintaining accreditation (MAC)** and covered the period since previous accreditation (July 2021). The expert's committee was composed by: Prof. Habil. Titus Vlase, PhD - Expert evaluator, Prof. Volodymyr LUSHCHAK, PhD - International Expert, and Radu-Anton MOLDOVAN, PhD Student Evaluator.

Description of the higher education institution (establishment, evolution, mission, governance, structure, study programmes / domains, external quality evaluation procedures applied);

The Doctoral School of Fundamental and Engineering Sciences (SDSFI) at UDJG has a history spanning over 35 years, making it one of the earliest engineering doctoral schools at UDJG. Over time, the school has undergone reorganisation to align with developments in its doctoral study curriculum. Currently, SDSFI was established by Decision No. 1178 of 21/06/2017, which separated the doctoral fields of study then in existence. SDSFI offers programmes at the third cycle of university education, namely doctoral studies, in the following fields of study: **CHEMISTRY**, field of doctoral studies Chemistry; MATERIALS ENGINEERING, field of doctoral studies: Materials Engineering; ELECTRICAL ENGINEERING, field of doctoral studies, Electrical Engineering; PLANT AND ANIMAL RESOURCE ENGINEERING, doctoral study fields: Food engineering; Biotechnology; Engineering and management in agriculture and rural development; COMPUTERS, INFORMATION TECHNOLOGY, AND SYSTEMS ENGINEERING, doctoral study fields: Computers and Information Technology; Systems Engineering. The SDSFI mission is to carry out and develop doctoral education activities, based on an in-depth scientific research internship in the scientific fields accredited within UDJG, in order to develop the human resources necessary for the progress of society. SDSFI governance is provided by a board comprising PhD coordinators and honorary members. In addition, each of the eight areas related to SDSFI is coordinated by a professor with expertise and experience in the field. Within SDSFI, there are doctoral supervisors, tenured and associate professors in the fields of: Food Engineering – 10 affiliated doctoral supervisors, including 8 from UDJG, 1 from the University of Craiova, and 1 from the "Gheorghe Ionescu Şişeşti" Academy of Agricultural and Forestry Sciences, Bucharest; Biotechnology – 4 PhD supervisors affiliated with UDJG; Engineering and management in agriculture and rural development – 4 PhD supervisors affiliated with UDJG; Electrical Engineering – 3 affiliated doctoral supervisors, 1 from UDJG, 1 from the Maritime University of Constanţa, and 1 from the "Vasile Alecsandri" University of Bacău; Computers and information technology – 2 affiliated doctoral supervisors from UDJG; Systems Engineering - 5 affiliated PhD supervisors, of which 4 are from UDJG University and 1 is from "Valahia" University in Târgovişte; Materials engineering - 6 doctoral supervisors affiliated with UDJG; Chemistry - 4 affiliated doctoral supervisors, 3 from UDJG and 1 from the University of Grenoble, France. Currently, there are 99 doctoral students enrolled at SDSFI, of which 77 are in their study period and 22 are in their extension and interruption period. The activity of doctoral students at SDSFI is guided by 37 PhD supervisors, tenured and associate professors.

General description of the doctoral study domain (why it was established - in the case of a provisional authorisation to operate; evolution and/or changes since the last external quality evaluation procedure - in the case of procedures intended for accreditation or maintaining accreditation, as applicable).

The field of doctoral studies in CHEMISTRY is part of the Doctoral School of Fundamental and Engineering Sciences and was accredited in 2020. In the field of doctoral studies in Chemistry, four doctoral supervisors worked between 2020 and 2024: Prof. chem. habil. Constantin Apetrei, PhD, Prof. habil. Rodica Mihaela DINICĂ, PhD, Prof. Chem. habil. Aurel TĂBĂCARU, PhD, and Prof. Martine DEMEUNYNCK, PhD. Three of whom are full professors at IOSUD-UDJG, and one is affiliated with IOSUD-UDJG. Since the first accreditation of the doctoral field in 2023, a fourth doctoral supervisor, Prof. chem. habil. Aurel TĂBĂCARU, PhD, has been affiliated. Since 2025, Prof. Martine DEMEUNYNCK, PhD, from the University of Alpes Grenoble, France, has been disaffiliated at her request due to retirement. All currently affiliated doctoral supervisors meet the minimum CNATDCU standards and demonstrate internationally recognised scientific activity, as shown by the quality of scientific results published in Web of Science-indexed journals (most of which are classified in the Q1 and Q2 areas), their high Hirsch index values, and their membership in the scientific committees of international publications and conferences

II. Methods used

Analysed documents (internal evaluation report and its annexes; additional documents requested before and during the on-site visit, if any; other documents or data);

Before the on-site visit, the Self-Evaluation Report (RAE) of the University of Dunărea de Jos of Galati (DJUG) and other relevant documents (annexes, supplementary documents, etc.) were studied. In addition, we studied the

websites of the Doctoral Schools of DJUG. The visit from 2-3 Apr 2026 was a good opportunity to expand the information regarding the doctoral studies in CHEMISTRY.

The evaluation committee analyzed the following documents provided by the institution: the internal evaluation report, the annexes to the report, links to official documents posted on the institution's website, additional annexes requested before the visit and additional annexes during the visit. The committee held the meetings mentioned in the visit program, in which relevant aspects for the field of study under evaluation were debated : the university and faculty development strategy, the level of involvement of doctoral supervisors in the program development efforts, the feedback of doctoral students regarding the study program, the implementation of regulations, methodologies and quality management procedures at the organization level, the activity of the ethics committee and aspects of the functioning of research laboratories.

On-site visit (general list of visited locations and categories of persons with whom debates have been organised);

The on-site visit began with a preliminary meeting of the experts and members of the evaluation team. At this meeting, the preparation and harmonization of the evaluation stages were discussed. Throughout the entire evaluation period, we had the opportunity to participate in a series of group meetings with representatives of DJUG, the SDSFI field, IOUDS staff, the director of doctoral schools, employers and other people from the quality management and the ethics committee. According to the evaluation calendar, the evaluation committee visited: Classrooms and seminar rooms; IOUDS secretariat; Laboratory; Library; Research Centers.

Other relevant methods or aspects.

Not applicable (N/A).

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

DOMAIN A. Institutional capacity

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

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

✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The evaluation committee found that DJUG operates through organizational structures, effective management, an Administration Board operating in accordance with LIS 199/2023 and the University Charter, a Senate which is the highest decision-making and deliberative body at the UDJG level, and which operates based on Senate Regulation. At the Senate level, the Senate committees were established, each with its own organisation and operational regulations. The university has an Ethics Committee, established in accordance with the law, operating on the basis of an organisational and operational regulation. Students are represented in all management structures, in accordance with legal provisions and the university charter. The activity of UDJG is also supported by university services, according to the organisational chart approved by the Senate. UDJG services have organizational and operational regulations approved by the Senate. The university has a strategic plan, a strategy on the RDI and technological transfer, an internationalisation strategy, a quality assurance strategy, and operational plans, which support the strategic objectives of the UDJG. IOSUD operates according to laws and regulations in force, with its own operational regulations and a management structure according to the organisational chart of the university and the doctoral school and an executive management. CSUD of IOSUD – UDJG was established in accordance with Methodology for organizing and conducting the selection and election process for the management structures of doctoral schools at IOSUD - UDJG. Along with the methodology, the following calendar was also approved: Calendar of IOSUD – UDJG. Within IOSUD, monitoring the improvement of the quality of education and academic research is a continuous process, marked by annual internal self-assessments and periodic evaluations every five years, in accordance with O.M. 3200/07.02.2020 regarding the approval of Methodology for evaluating doctoral studies and the systems of criteria, standards, and performance indicators used in the evaluation. Self-assessment reports for each Doctoral School (DS) within IOSUD are available on the website. Doctoral studies are completed in accordance with Institutional regulations on the organization and functioning of doctoral studies in doctoral

schools at UDJG, approved by University Senate Decision No. 411/ October 14, 2024. All information related to legislative aspects, forms, and templates for public defence of doctoral theses is available on the website. The UDJG also promotes and applies policies on academic integrity, copyright protection, and against plagiarism, fraud, and any form of discrimination, in accordance with the legislation in force and the Code of Ethics and Professional Conduct approved by the University Senate.

Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

DJUG demonstrates full compliance with legal requirements by implementing a comprehensive quality management system, with functional governance structures, student representation in all decision-making bodies and information transparency..The regulatory framework is periodically updated and publicly accessible, ensuring predictability and institutional accountability. Annual monitoring and structured reporting allow the identification of strengths and weaknesses, facilitating continuous improvement. IOUDS exhibits a rigorous organization, with clear mechanisms for admission, development, and completion of studies. The existence of curricula specific to each doctoral school, detailed contracts, and multiple evaluation procedures. Policies regarding academic integrity, intellectual property, and equivalence of diplomas strengthen institutional credibility. Informational bilingualism and the diversity of feedback mechanisms ensure accessibility and adaptability to the needs of the doctoral community, thus supporting the quality of the educational and research to act at an advanced level. 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.

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

The process of adopting and revising methodologies, regulations, and procedures within the CHEMISTRY doctoral field is carried out transparently, with the direct involvement of doctoral supervisors, doctoral students, graduates, and socio-economic partners. Consultation with all stakeholders is carried out through the following institutionalised mechanisms: Regular meetings of the Doctoral School Council for Fundamental and Engineering Sciences and the Council for Doctoral Studies (CSUD), where proposals for changes or updates to methodologies, regulations, and procedures specific to the field of Chemistry are discussed, Thematic meetings of doctoral supervisors and researchers in the field or related fields, doctoral / master's students (workshops, conferences, round tables); Standardised questionnaires administered to doctoral students to obtain feedback on organisational, administrative, and academic matters; Consultations with socio-economic agents involved in joint research activities or co-supervision, internships, etc. The results of consultations with all parties involved are centralized and analyzed, and important recommendations are included in official documents (curricula, course content, procedures for periodic evaluation of doctoral students' work etc.).

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

SDSFI demonstrates a democratic and inclusive approach to decision-making, ensuring the representation of all stakeholder categories.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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

The indicator is: fulfilled

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

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

✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

DJUG has teaching and research facilities appropriate to its activities, including lecture halls and seminar rooms, teaching laboratories and research centres, student residences, and spaces for social activities. "Dunărea de Jos" University of Galaţi owns buildings with a total area of 53,096.96 square meters out of a total of 57,314.95 square meters, which represents 92.64% of the total space used. Research activities are carried out in centers and labs endowed with high-performance equipment, integrated into the university's research and development strategy. UDJG also offers appropriately equipped spaces for teaching and research staff (offices, meeting rooms, common areas). The material resources comprise 534 classrooms, seminar rooms, and research rooms with a total area of 33,080 m2, dormitories, a student cafeteria and two dining halls, a sports complex with gyms, a stadium, a chapel, and a student health centre and an occupational health clinic, student dormitories, a student cafeteria and 2 dining points, a sports facility with gyms, a stadium, a chapel, a student dispensary. DSUD-Chemistry has its own teaching / applied / laboratory facilities, with the appropriate equipment for all subjects in the curriculum and for the research activities included in the individual doctoral programmes. Doctoral students have access to international databases via the UDJG Library's infrastructure. To ensure access to scientific literature, over 420 volumes of publications were purchased, worth over 800,866.13 lei, with funding from the university's research projects. From this source of funding, an additional 74,000 lei was paid, representing the fourth instalment for the purchase of access to subscribed databases and e-books from De Gruyter (2,850 titles) and CABI (157 titles), under the contract with Anelis Plus. The library's website highlights the access of doctoral students, from the Intranet and remotely, to the e-books purchased under the Anelis Plus 2020 (3,007 titles) and Expert (107 titles) projects. These have been catalogued and can also be found in the Koha integrated library system (books purchased from De Gruyter and Elsevier are currently being catalogued). For DSUD-Chemistry, UDJG provides free of charge, through libraries, in both traditional and electronic formats, learning resources (textbooks, treatises, bibliographic references, scientific papers, periodicals, and other publications). The UDJG library has the following resources available for DSUD-Chemistry: books/titles – 1015, doctoral theses – 8, while the Library of the Department of Chemistry, Physics, and Environment has over 500 book titles. The list of research units where doctoral students at the Doctoral School of Fundamental and Engineering Sciences carry out their activities, along with the range of services, consulting, and expertise offered, is available on the website. The professors and doctoral students in the Doctoral School of Fundamental and Engineering Sciences in Chemistry have access to spaces, offices, activity rooms, and research laboratories.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Research activities are carried out in centers and labs endowed with high-performance equipment, integrated into the university's research and development strategy. The library resources, through the impressive volume of physical and electronic documents, complemented by access to prestigious international databases (Web of Science, Scopus, ScienceDirect) and over 9000 e-books from recognized publishers, guarantee complete informational support for quality doctoral research. Remote access facilitates the flexibility of documentation, essential for the efficiency of contemporary research. The set of infrastructure and facilities creates a favorable environment for the academic and personal development of the doctoral community.

✓ 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, supported by documents and data (documents preferably included through links in the body of the IER)

UDJG pays special attention to the maintenance of its premises and immovable and movable property to ensure optimal conditions for study, research, work, and university life. Through the General Administrative Directorate and its specialised structures, the university periodically carries out repair and maintenance work at its own expense, as well as modernisation of buildings, facilities, and equipment. Movable property is inventoried, maintained, and replaced as needed to support teaching and research activities effectively. There is an operational procedure regarding repair and maintenance work carried out in-house.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

UDJG demonstrates solid infrastructural capacity, with almost 93% ownership in the heritage and functional diversity of spaces (didactic, research, administrative, social, medical, sports, cultural). Sustained investments and continuous planning reflect the commitment to improving material conditions. The concern for making infrastructure accessible confirms compliance with the principles of inclusion and non-discrimination.

✓ 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, supported by documents and data (documents preferably included through links in the body of the IER)

All PhD supervisors meet the minimum standards of the CNATDCU and have an internationally visible scientific activity, as evidenced by the quality of scientific results published in Web of Science indexed journals (most of which are classified in the Q1 and Q2 areas), by the high values of the Hirsch index, but also by their membership in the scientific committees of international journals and conferences. Between 2020 and 2025, 19 doctoral students pursued studies in Chemistry, of whom 8 completed their doctoral training and obtained their PhD degrees. In the academic years 2021-2022 and 2024-2025, two doctoral students dropped out for medical reasons. In the academic year 2025-2026, 10 doctoral students are enrolled in the Chemistry doctoral program, of which 8 are in training, zero are on extension, and 2 are on leave. Postgraduate students follow a training program based on advanced university studies. The curriculum contains subjects relevant to scientific research training – subjects designed for in-depth study of research methodology, ethics in scientific research, etc. The subjects in the advanced university studies-based training program are taught by teaching staff, chemists, who are qualified doctoral supervisors with proven expertise in the subjects they teach. The coverage of vacant positions in the Teaching Load for the Curriculum for the 2025-2026 academic year is presented on the website. Experience of course instructors is closely related to the discipline taught, with all PhD supervisors having a rich scientific activity that is recognised at international and national level. All PhD supervisors at DSUD-Chemistry are active in scientific research, obtaining at least 25% of the points required by the minimum CNATDCU standards in force at the time of evaluation, which are necessary and mandatory for obtaining the habilitation certificate, based on scientific results from the last five years. The calculation sheets from which this information was extracted can be consulted in the file containing the minimum standard verification sheets and supporting documents. The subjects in the advanced university studies-based training program are taught by teaching staff who are doctoral supervisors/qualified professors with proven expertise in the subjects they teach. The coverage of vacant positions is presented in the teaching load

related to the curriculum for the academic year 2024-2025. For the academic year 2024-2025, this is presented in the coverage of vacant positions.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The competences of the leaders in the disciplines taught in the advanced training program, confirmed by CVs and the list of scientific papers, ensure coherence between scientific expertise and doctoral teaching activity. The visible international presence through Web of Science-indexed publications, participation in international editorial and scientific structures, as well as unique identifiers (ORCID, Researcher ID), facilitates collaborations and gives credibility to the doctoral program. This configuration of human resources supports the qualitative development of doctoral training and advanced research activities in the field of Chemistry

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

Increase the number of specialized academic staff involved in doctoral teaching activities to strengthen the quality and diversity of the educational and research process at the doctoral level.

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, supported by documents and data (documents preferably included through links in the body of the IER)

UDJG encourages teaching staff to participate in continuing education courses, scientific conferences, and international mobility programs. The university also supports the acquisition of qualifications, promotions in academic careers, and involvement in research and innovation projects. Teaching and auxiliary teaching staff at UDJG have participated in continuing education courses, as well as postgraduate courses organised within the framework of DFCTT, benefited from ERASMUS mobility programs, had access to funding for participating in conferences, symposia, educational fairs etc. At the UDJG level, there is an operational procedure for staff mobility within the ERASMUS+ program regarding the organization and implementation of outgoing mobility for UDJG staff for teaching and/or training purposes. PhD supervisors in the field of CHEMISTRY have concluded agreements within the Erasmus+ program, namely Erasmus KA2, for both mobility and internships with the University of Grenoble (France), the Technical Institute of Lisbon (Portugal), and the University of Valladolid (Spain).

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

The 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, supported by documents and data (documents preferably included through links in the body of the IER)

The recruitment of teaching staff is carried out in accordance with the legislation in force, through a competition organized for vacant positions, based on the methodology of occupying vacancy on indefinite or definite term approved by the Senate. The faculties propose specific criteria which must be met by those participating in competitions. All information regarding the competitions organised in UDJG, including competition results, is available on the university's website.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

"Dunărea de Jos" University of Galaţi (UDJG) strictly complies with legal provisions regarding the recruitment of teaching and research staff, ensuring that all procedures are transparent and in line with national and international regulations. Recruitment procedures are also regulated for the other staff categories and comply with the principles of transparency, competitiveness, and non-discrimination.

- ✓ 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, supported by documents and data (documents preferably included through links in the body of the IER)

UDJG actively integrates IT tools into its procedures in order to facilitate access to information and ensure high-quality educational and administrative services for both members of the university community and indirect beneficiaries of education. To manage teaching activities, UDJG uses educational platforms such as Moodle and Microsoft Teams, which facilitate access to educational materials and promote interaction between teachers and students. Also, for human resources and teaching activity management, UDJG uses an HR platform with modules dedicated to faculties, including curricula, study groups, order notes, job descriptions, coverage of vacant positions, and annual statistics. The evaluare.ugal.ro platform is used for student evaluation of teachers and in the assessment of the learning environment. The university library provides access to electronic resources via the ARTHRA digital repository, enabling consultation of doctoral thesis and other academic documents (biblioteca.ugal.ro). In addition, UDJG provides access to international databases through the AnelisPlus consortium, such as the Web of Science, Scopus, and ScienceDirect, supporting research and continuous learning. The student.ugal.ro system facilitates communication between students and teachers, access to WiFi networks, and other IT resources. Students also benefit from Office 365 accounts, which includes an email system with a capacity of 50GB and 25GB of cloud storage space. It should be noted that there is a single sign-on system, and members of the academic community can access the email system and WiFi networks at the University and around the world, as well as local IT resources, using a single account and password. The university provides an internal cloud platform, designed for file storage and management, an effective tool for collaboration and document sharing among members of the academic community. At the same time, through its internal license server, UDJG provides users with licenses for specialised software applications used in education and research, such as ANSYS, MATLAB, and Autodesk, supporting technical and scientific activities and professional training. To support advanced research, the University has a high-performance parallel computing (HPC) system with over 24.9 TFlops of computing power, 624 cores, and high-speed interconnects (10 Gbps Ethernet and 40 Gbps InfiniBand). This is used for complex numerical simulations, particularly in fluid mechanics, and benefits from licenses for Ansys CFD (592 processes) and NACA Fine/Marine (512 processes). Student management is handled through the SmartUMS system, which is currently being implemented and will replace the old system, bringing significant improvements in the efficiency of academic data management. As part of the digital modernisation process, UDJG is carrying out acquisitions using PNRR funds to equip educational and research infrastructure. Four laboratories have been created for the digitisation of training and educational activities, as well as internships for students, and one research laboratory. In addition, 33 departments and computing centres have been modernised to introduce innovative digital teaching-learning and practical training methods, contributing to the improvement of academic activity and adaptation to the expansion of digitisation as a tool and process.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

By implementing these IT tools and procedures, UDJG demonstrates its commitment to using technology to improve access and ensure 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.	
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, supported by documents and data (documents preferably included through links in the body of the IER)

DSUD-Chemistry is based on a curriculum for advanced training and documentation, developed and organised around expected learning outcomes and based on a transferable credit system. Focusing syllabi on expected learning outcomes and the transferable credit system is appropriate for improving doctoral students' research skills and strengthening ethical behavior in science. The syllabi in the curriculum specify the skills, responsibilities, and autonomy that doctoral students acquire upon completion of the relevant training program. The course descriptions are reviewed and approved by the SDSFI Council. The curriculum comprises four subjects pertinent to the scientific research training of doctoral students: Academic Writing for Fundamental Sciences and Engineering and Research Project Management; English for Scientific and Engineering Purposes; Scientific Research Ethics and Academic Integrity; and Advanced Digital Skills.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

✓ Aspects that constitute best practice examples

✓ Recommendations

The 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, supported by documents and data (documents preferably included through links in the body of the IER)

The expected learning outcomes are formulated in terms of knowledge, skills, and competencies, in accordance with the National Qualifications Framework and the European Qualifications Framework (EQF). These outcomes are directly linked to the requirements of the corresponding occupations, as defined in the relevant national occupational standards and the European Classification of Occupations (ESCO), which specifies the key competences required for the professions concerned. The expected learning outcomes are formulated to correspond to the competences acquired upon completion of doctoral studies, in line with level 8 of the EQF/CEC and CNC. These outcomes are developed and specified in the curriculum and in the course descriptions, which detail the competencies, objectives, content, and assessment methods for each course.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

✓ Aspects that constitute best practice examples

✓ Recommendations Expanding the offer of specialized optional subjects, adapted to emerging directions in chemistry, to increase the flexibility of doctoral training.

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.

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

✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-UDJG and SDSFI have created mechanisms to ensure that the training program based on advanced university studies, related to the evaluated field, targets learning outcomes, specifying the competences, skills, and attitudes that doctoral students should acquire after completing each discipline or through research activities related to research topics. After admission, for each doctoral student, the individual study programme is completed. First-year doctoral students are required to complete the advanced university training and documentation program, which is based on a curriculum. The advanced university training and documentation program is conducted in accordance with the timetable available on the IOSUD website. Doctoral students may also choose courses offered by other postgraduate schools within the UDJG, but all courses must be provided in the same semester of the academic year. Each course taken by the doctoral student is credited with a number of credits. The doctoral student must accumulate 30 credits from this activity. For each course attended as part of the advanced university studies program, the doctoral student receives a certificate. Each doctoral student's activity is monitored through their Annual Activity Report. Doctoral students in DSUD-Chemistry benefit from the advice/guidance of academic guidance and integrity committees throughout their doctoral training. The job descriptions for the positions of members of the academic guidance and integrity committees are presented in Guidance workloads. Members of the academic guidance and integrity committees provide consultations to doctoral students in accordance with a consultation timetable. The functionality of the academic guidance and committees of integrity is evidenced by the minutes of the scientific reports presented to the committees and by the minutes drawn up during the presentation of doctoral theses before the committees. (Appendices supporting evidence guidance). A total of 12 teaching staff members guide the 10 doctoral students, resulting in a doctoral student-to-supervisor ratio of 0.83. Through these measures, UDJG demonstrates that it offers a coherent, modern, and flexible framework tailored to students' individual needs, ensuring the effective implementation of student-centred learning principles with an emphasis on autonom

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

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✓ Aspects that constitute best practice examples

✓ Recommendations

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, supported by documents and data (documents preferably included through links in the body of the IER)

Doctoral students in DSUD-Chemistry benefit from concrete opportunities for academic mobility, carried out in person, virtually, or in a mixed format, through the Erasmus+ program, coordinated by the Erasmus Office of UDJG. The university applies transparent procedures regarding the organisation, recognition, and validation of study and practical mobility, in accordance with the Erasmus Charter and the Erasmus+ Guide for Students. The curricula are designed to offer curricular flexibility, facilitating the integration of academic results obtained during mobility, without extending the duration of studies. Types of mobility available: Physical presence – at partner universities abroad; Virtual – through participation in online activities offered by host institutions; Mixed – combining virtual and physical components, adapted to the specific context.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

All 8 doctoral students from DSUD-Chemistry who completed their doctoral studies between 2020 and 2025 have participated in at least one international scientific conference. The SDSFI presents a summary of the number of mobility opportunities available to publicly funded doctoral students between 2020 and 2025. For DSUD-Chemistry, the 19 publicly funded doctoral students have benefited from 7 mobility opportunities (36.85%) to date. IOSUD-UDJG has developed and implemented a strategic internationalisation plan and an operational procedure which describes how to encourage performance in the research activities of doctoral students, including through participation in documentation/research internships abroad for the purpose of preparing their doctoral thesis. Through this approach,

mobility programs significantly contribute to the development of students' professional and intercultural skills, thereby strengthening the international dimension of training in Chemistry.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations Diversifying institutional partnerships, national and international, and identifying additional sources of funding dedicated to medium and long-term research mobilities.

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, supported by documents and data (documents preferably included through links in the body of the IER)

UDJG ensures equal opportunities for all students, in line with their potential and aspirations. According to the UDJG Charter and the regulations governing student academic activity, persons enrolled in doctoral programs have the status of doctoral students and comply with the institutional regulations regarding the organisation and functioning of doctoral studies. The university ensures fairness by providing equal educational opportunities for young people, regardless of their background or other risk factors. All doctoral students have access to quality educational resources and opportunities developed within the doctoral school, irrespective of their social, economic, or geographic background, enabling them to overcome obstacles and reach their full potential. The curriculum includes courses on ethics, academic integrity, and research ethics. Teaching, research, and training activities are tailored to the individual potential and interests of doctoral students, allowing them to build their research path according to their aspirations. Diversity in learning styles and abilities is supported through flexibility in choosing research topics and doctoral supervisors, access to various educational resources such as digital libraries, databases, online platforms, and research laboratories, as well as participation in scientific activities including workshops, conferences, and summer schools. Individualized support mechanisms are also provided, including tutoring, mentoring, academic and career counseling, academic guidance and integrity committees, international mobility opportunities, and student camps. The institution ensures compliance with the principles of inclusion and non-discrimination, in accordance with national legislation and institutional regulations. According to the regulations on the initiation, monitoring, and periodic review of study programs, the periodic evaluation of the doctoral program in Chemistry is carried out by the quality assurance commission. This evaluation consists of verifying compliance with quality standards and performance indicators at key moments during the program: at the end of each academic year, upon completion of a study cycle, and at a maximum of five years after the last periodic external evaluation. Between 2020 and 2025, the doctoral program in Chemistry recorded two dropouts within two to five years of admission, representing 10.52% of the total number of doctoral students.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The presented data and institutional framework demonstrate that UDJG has implemented a comprehensive system to ensure equal opportunities and non-discriminatory access to doctoral education. The existence of clear regulatory documents, including the university's charter and institutional regulations, provides a solid formal basis for guaranteeing fairness and inclusion. The availability of diverse educational resources, flexible academic pathways, and individualized support mechanisms reflects a student-centered approach that accommodates different learning styles, backgrounds, and research interests. The inclusion of courses on ethics and academic integrity further supports the development of responsible research practices, aligning with quality standards in doctoral education. The periodic evaluation system conducted by the quality assurance commission ensures continuous monitoring of program quality and compliance with established standards. The defined evaluation intervals contribute to maintaining and improving academic performance and institutional accountability. The recorded dropout rate of 10.52% between 2020 and 2025 is relatively moderate and does not indicate systemic issues affecting equal access or support.

- ✓ 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, supported by documents and data (documents preferably included through links in the body of the IER)

UDJG guarantees that all students have access to resources and support services tailored to the learning and professional training process. The educational infrastructure includes classrooms and seminar rooms equipped with modern technology, specialised research laboratories, physical and electronic libraries, and online learning management platforms that enable hybrid or distance learning. Students benefit from a wide range of support services, including academic and professional counselling, mentoring and tutoring activities, technical and administrative support, and access to international digital resources through subscriptions to scientific databases. To ensure inclusiveness, the university has implemented measures to improve accessibility for students with disabilities, such as ramps, elevators, adapted signage for visually impaired individuals, and differentiated educational support where necessary. Students and doctoral candidates also benefit from additional facilities and services, including accommodation in student dormitories, access to canteen services, recreational areas and sports facilities, basic medical services, a chapel, psychological counselling, and career guidance provided through the Counselling and Career Guidance Centre. All doctoral students within the doctoral program in Chemistry have access to training courses in accordance with the curriculum, as well as to information resources such as library services, international databases, and educational platforms. They also have opportunities to participate in international mobility programs, conferences, and scientific events where they can present their research results, depending on the specifics of their doctoral thesis. Participation in the training program based on advanced university studies, as well as the selection of study elements within this program, is determined by the doctoral supervisor, while doctoral students may also independently choose additional courses offered by the doctoral school or other doctoral schools. The cumulative duration of the training program based on advanced university studies does not exceed three months. Doctoral students receive scholarships in accordance with the institutional methodology on granting scholarships and other forms of financial support. Financial, material, and infrastructure resources are allocated fairly to support training activities. Personalized support is provided through Guidance and Academic Integrity Committees. The recognition of transferable credits obtained at other higher education institutions, both nationally and internationally, is regulated through the institutional methodology on academic mobility. Doctoral students have the possibility to transfer between doctoral supervisors, as well as to benefit from permanent mobility. Additionally, postgraduate students can participate as members in research, development, and innovation projects.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The information presented demonstrates that UDJG has developed a comprehensive and well-structured support system that addresses both the academic and non-academic needs of doctoral students. The availability of modern infrastructure, including laboratories, digital platforms, and library resources, ensures that students have access to the necessary tools for high-quality education and research. The wide range of support services, including counselling, mentoring, and administrative assistance, reflects a strong institutional commitment to student success and well-being. The inclusion of facilities such as accommodation, medical services, and psychological counselling further contributes to a supportive learning environment. The measures implemented to improve accessibility for students with disabilities indicate compliance with principles of inclusion and equal access, strengthening the institution's capacity to respond to diverse student needs. Academic flexibility is ensured through the possibility of choosing courses, participating in international mobility, transferring between supervisors, and engaging in research projects.

✓ Aspects that constitute best practice examples

✓ 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, supported by documents and data (documents preferably included through links in the body of the IER)

The learning outcomes for the doctoral program in Chemistry are presented in a clear, coherent, and accessible manner and are detailed in the subject files corresponding to the curriculum. These outcomes are formulated in

accordance with modern educational taxonomies and encompass three main dimensions: theoretical knowledge, practical and applied skills, and transversal competencies such as communication, teamwork, autonomous learning, and the use of technology. IOSUD-UDJG and the doctoral school have established mechanisms to ensure that the advanced university-based training programme focuses on clearly defined learning outcomes, including knowledge, skills, and attitudes that doctoral students are expected to acquire through coursework and research activities. The syllabi specify learning outcomes, acquired competencies, levels of responsibility, and autonomy. These syllabi are reviewed and approved by the doctoral school council. The learning outcomes are aligned with the overall objectives and mission of the doctoral program in Chemistry and contribute to its development, in accordance with course descriptions, the national qualifications framework, and national quality assurance standards. Their formulation in operational terms supports clarity regarding expected performance levels and facilitates effective planning of teaching, learning, and assessment processes. The verification of learning outcomes is carried out through both ongoing and final assessments. The curriculum defines the methods for evaluating the achievement of learning outcomes through continuous assessment exams and final examinations. At the institutional level, each doctoral student follows an individual doctoral study programme, which establishes promotion criteria. The completion of doctoral studies is regulated by institutional regulations and involves the public defence of the doctoral thesis. The thesis is evaluated successively by the academic guidance and integrity committee, an external specialised committee, and is subsequently validated by the national authority responsible for doctoral titles. The assessment of learning outcomes within the doctoral programme is conducted through a combination of continuous and summative evaluation methods. Doctoral students are assessed through coursework, project presentations, participation in advanced training courses, and the presentation and defence of annual scientific research reports before the academic guidance and integrity committee, in accordance with their individual doctoral study programme. Their activity is also monitored through annual reports verified by the doctoral supervisor and the academic guidance and integrity committee. In addition, doctoral students participate in scientific activities, including the preparation and publication of research papers in specialised journals and presentations at conferences or workshops. These activities are verified by the doctoral supervisor or members of the academic guidance and integrity committee and are subject to peer-review processes. All educational and administrative activities related to doctoral studies are organised and coordinated in accordance with institutional regulations, ensuring a transparent and coherent framework for learning and assessment.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The presented information indicates that the doctoral program in Chemistry has a well-defined and structured approach to learning outcomes, aligned with modern educational principles and national qualification standards. The clear formulation of learning outcomes across cognitive, practical, and transversal dimensions demonstrates a comprehensive understanding of doctoral-level competencies. The alignment between learning outcomes, curriculum content, and institutional objectives reflects coherence in the design and implementation of the study programme. The formal approval and periodic review of syllabi by the doctoral school council further ensure the relevance and consistency of the educational content. The assessment system combines continuous and summative evaluation methods, which allows for a comprehensive and ongoing monitoring of student progress. The use of multiple evaluation tools, including coursework, research reports, project presentations, and scientific publications, ensures that learning outcomes are assessed in both academic and research contexts. The involvement of multiple evaluative bodies, including the doctoral supervisor, the academic guidance and integrity committee, external reviewers, and the national validation authority, contributes to the objectivity, transparency, and rigor of the assessment process. The final public defence of the doctoral thesis represents a robust mechanism for validating the achievement of doctoral-level competencies.

- ✓ Aspects that constitute best practice examples
- ✓ Recommendations

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, supported by documents and data (documents preferably included through links in the body of the IER)

According to the curriculum, for the doctoral program in Chemistry, the syllabi define the learning outcomes and assesses their achievement through ongoing assessment exams and final examinations. At the IOSUD level, each doctoral student follows an individual doctoral study programme in which promotion criteria are clearly established. The completion of doctoral studies is carried out in accordance with the institutional regulations governing the organisation and conduct of doctoral studies. The completion of the doctoral programme involves the public defence of the doctoral thesis. The thesis is evaluated in several stages: initially by the academic guidance and integrity committee, followed by an external specialised committee, and subsequently validated by the national authority responsible for doctoral titles, in

accordance with current legislation, leading to the awarding of the doctoral title. The verification of learning outcomes within the doctoral programme is carried out through a system combining continuous and summative assessment. During their studies, doctoral students are evaluated through coursework completion, project presentations, and participation in advanced training courses, in line with the course syllabi. Doctoral students are also required to present and defend annual documentation and scientific research reports before the academic guidance and integrity committee, in accordance with their individual doctoral study programme. Their progress is further monitored through annual activity reports verified by the doctoral supervisor and the academic guidance and integrity committee. In addition, doctoral students participate in scientific activities, including the preparation and publication of research papers in specialised journals and presentations at conferences or workshops. These activities are verified by the doctoral supervisor and / or members of the academic guidance and integrity committee and are further assessed through peer-review processes. All educational and administrative activities related to doctoral studies are organised and coordinated in accordance with institutional regulations, ensuring a transparent and coherent framework for the learning and assessment process.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The presented information indicates that the doctoral program in Chemistry applies a comprehensive and multi-layered system for the assessment and verification of learning outcomes. The combination of continuous and summative assessment methods ensures that doctoral students are evaluated throughout the entire duration of their studies, rather than only at the final stage. The use of individual doctoral study programmes allows for personalized monitoring of progress, with clearly defined promotion criteria that contribute to transparency and consistency in evaluation. The involvement of multiple evaluation stages in the doctoral thesis defence, including internal committees, external experts, and national validation, ensures a high level of rigor, objectivity, and compliance with national standards. The inclusion of diverse assessment methods, such as coursework, project defence, annual research reports, and scientific publications demonstrates a strong alignment between learning outcomes and actual research performance. The requirement to publish and present research results in peer-reviewed contexts further strengthens the credibility and relevance of the evaluation process.

- ✓ 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, supported by documents and data (documents preferably included through links in the body of the IER)

Candidates for admission to doctoral programs are assessed based on their level of training and knowledge in the field, their ability to address specific research problems, formulate innovative solutions and approaches, and the measurable results of their previous scientific research. Candidates are also evaluated on their capacity to justify the innovative nature of their proposed research topic in relation to the current state of knowledge in the field and the relevant scientific literature, as well as their ability to highlight their own contribution to the chosen doctoral topic agreed with the doctoral supervisor. The admission procedure includes an oral examination. UDJG ensures the implementation of a transparent policy that complies with the legislative framework regarding the recruitment, admission, transfer, and mobility of students. IOSUD-UDJG applies specific admission procedures in accordance with institutional rules and approved methodologies, which establish the criteria, procedures, and conditions for admission, ensuring transparency and compliance with national legislation. Information regarding required documents, registration locations and schedule, competition timetable, as well as the thematic areas and bibliography for admission, is made publicly available through institutional communication channels. All candidates who are declared admitted receive a study contract, which establishes the rights and obligations of both parties in accordance with the applicable legal framework.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The presented information demonstrates that the admission process to doctoral programs at UDJG is structured, transparent, and aligned with national regulatory requirements. The use of clearly defined evaluation criteria, focusing on academic background, research capacity, and innovation potential, ensures that candidates are selected based on merit and their ability to successfully undertake doctoral research. The inclusion of an oral examination contributes to a comprehensive assessment of candidates, allowing evaluation of their critical thinking, communication skills, and depth

of understanding of the proposed research topic. The existence of an institutional methodology governing admission procedures provides a formal and standardized framework, ensuring consistency, fairness, and compliance with national legislation. The public availability of detailed information regarding admission requirements, schedules, and evaluation criteria further enhances transparency and equal access for all candidates.

- ✓ 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, supported by documents and data (documents preferably included through links in the body of the IER)

Admission of students to doctoral studies is carried out in accordance with the methodology for the organisation and conduct of admissions to third-cycle postgraduate studies. This methodology is based on the principles of fairness and equal opportunities and includes support measures to ensure access for vulnerable groups at social and educational risk, including candidates with special educational needs and disabilities. According to the established criteria, eligible candidates must be graduates of master's degree programmes or hold a bachelor's degree or equivalent obtained before the implementation of the current higher education structure. Additionally, the cumulative number of transferable study credits acquired through bachelor's and master's degree programmes must be at least 300. These requirements ensure a transparent, fair, and non-discriminatory admission process, in accordance with applicable regulations. Credits obtained through research-oriented master's programmes or previous doctoral internships and research placements, conducted nationally or internationally, may be recognised as equivalent to those in the advanced university training programme. This equivalence is proposed by the doctoral supervisor and approved by the doctoral school council. At the institutional level, a Gender Equality Plan is implemented, promoting fundamental rights, non-discrimination, and equal opportunities for all individuals involved in academic activities, regardless of ethnic origin, citizenship, gender, religion, age, disability, or sexual orientation.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The presented information demonstrates that the admission process to doctoral studies is governed by a clearly defined and comprehensive methodology that integrates principles of fairness, transparency, and equal access. The inclusion of specific measures for vulnerable groups reflects a strong institutional commitment to inclusivity and social responsibility. The eligibility criteria, including the requirement of a minimum number of transferable study credits, ensure that candidates possess an adequate academic background to undertake doctoral studies. At the same time, the recognition of prior research experience and credits obtained through relevant academic or research activities supports flexibility and encourages academic mobility. The implementation of a Gender Equality Plan further strengthens the institutional framework for ensuring non-discrimination and equal opportunities, aligning the doctoral programme with national and European standards in higher education.

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

From admission to doctoral studies through to the completion of studies and the public defence of the doctoral thesis, IOSUD-UDJG operates within a well-defined and accessible regulatory framework. Institutional regulations are publicly available and clearly define both the general framework and the specific stages of the doctoral students' academic journey. These regulations include the framework regulation regarding doctoral studies, regulations governing doctoral schools within IOSUD-UDJG, regulations on the initiation, approval, monitoring, and periodic evaluation of study programs, the methodology for self-assessment of IOSUD-UDJG and doctoral schools, institutional regulations on the organisation and functioning of doctoral studies, the methodology for organising and conducting doctoral admissions, and the doctoral student guide. The academic progress of doctoral students is monitored through periodic evaluations, primarily based on the submission of annual reports. These reports are analysed by the doctoral supervisor and the academic guidance and integrity committee, in accordance with doctoral school regulations. The monitoring process

includes individual study and research plans, which are part of the study contract, and annual activity reports covering both advanced training and research activities. The evaluation of scientific activity is also supported by a self-assessment procedure, whereby doctoral students complete annual self-assessment reports that are verified by the doctoral supervisor. IOSUD-UDJG ensures compliance with academic ethics and integrity standards, national requirements, and publication standards for research results. Institutional regulations also provide for the possibility of extending the duration of doctoral studies under clearly defined conditions. In addition, the university offers a range of academic and social support services, including counselling, participation in scientific events, financial support for publication of research results, international mobility opportunities, and access to campus facilities such as accommodation, dining services, and medical care. Through an operational procedure aimed at encouraging research performance, UDJG allocates financial resources to support doctoral students' research activities. Within this framework, the doctoral program in Chemistry received a specific allocation from the institutional budget to support research performance. Doctoral students are actively involved in decision-making processes related to the organisation and improvement of their academic experience.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The information presented demonstrates that IOSUD-UDJG has established a comprehensive, transparent, and well-structured regulatory framework governing all stages of doctoral studies. The availability and accessibility of these regulations contribute to clarity, predictability, and consistency in the academic journey of doctoral students. The systematic monitoring of academic progress through annual reports, individual study plans, and continuous evaluation ensures effective supervision and timely identification of potential issues. The involvement of both the doctoral supervisor and the academic guidance and integrity committee enhances the objectivity and rigor of the monitoring process. The inclusion of self-assessment mechanisms encourages reflective learning and active engagement of doctoral students in their own academic development. At the same time, the emphasis on academic ethics, integrity, and compliance with national standards reinforces the credibility and quality of doctoral education. The provision of academic, financial, and social support services demonstrates a holistic approach to doctoral education, addressing both academic performance and student well-being. The allocation of dedicated funding to support research performance further indicates institutional commitment to excellence in research.

- ✓ 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, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD aligns itself with this strategy through specific procedures, in accordance with Order 4262/2024 on academic mobility of students. Between 2020 and 2025, all eight doctoral students from DSUD-Chemistry who completed their doctoral studies participated in at least one international scientific conference. All doctoral students in training participated in scientific conferences. For DSUD-Chemistry, the 19 doctoral students benefited from 7 mobilities (36.85%) in the evaluated period. International mobility contributes significantly to the internationalization of the educational process, to increasing the attractiveness of study programs, and to the personal, professional, and intercultural development of students. Their active participation in international academic cooperation networks reflects the university's commitment to promoting student-centred education based on quality and European openness. UDJG has clearly defined operational procedures for the recognition, equivalence, and validation of results obtained by students in international academic mobility programs, both for study periods and internships. These procedures are regulated by institutional documents, such as the Erasmus Charter, Erasmus+ Student Guide and methodologies approved by the university's governing bodies. Within DSUD-Chemistry, the organization of international joint doctorates is supported, including financially. Leading experts are invited to give lectures to doctoral students during the Scientific Conference of Doctoral Schools at UDJG. Every year, leading experts in chemistry are invited to the DSUD conference. Doctoral students presented scientific papers at international conferences, ensuring the dissemination and visibility of their research results and the exchange of experience. By 2025, doctoral students at DSUD-Chemistry presented 235+126

papers at international conferences. PhD supervisors in the field of Chemistry engage in international cooperation to support the mobility of their own community members and to foster collaboration in academic and research activities by inviting internationally renowned professors and researchers to serve on PhD committees, co-supervise theses, or support students in participating in internships or international conferences. Between 2022 and 2023, two doctoral theses were defended, with professors and researchers from universities in Grenoble, France, and Lisbon, Portugal, serving on the committees. At the Doctoral Schools Conference were invited professors from: France, Germany, Spain, Turkey, Italy, the Czech Republic, Georgia, and Ukraine. All postgraduate students in Chemistry completed an internship abroad or participated in international scientific conferences.

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

The 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, supported by documents and data (documents preferably included through links in the body of the IER)

Research-based learning is capitalised on by doctoral students through presentations at scientific conferences, scientific publications, technology transfer, patents, etc. Over the past five years, eight doctoral students have completed their doctoral studies at DSUD-Chemistry, all of whom have obtained their doctoral degrees. All doctoral students who have completed or are currently enrolled in doctoral studies have published at least one article or other relevant contribution in the last 5 years. All 8 doctoral students who completed their doctoral studies gave at least one presentation at a prestigious scientific event (235 participations), with an average of 29 papers presented per doctoral student who completed their internship and 126 papers presented by doctoral students in internship, with an average of approximately 16 presentations per doctoral student. In addition, scientific research activities are central to the doctoral programme's educational process, supporting the achievement of the learning outcomes specified for the qualification level. Learning based on scientific investigation is achieved through the direct involvement of doctoral students in research projects at institutional, national, and international levels, through experiments in specialized laboratories, and through the critical analysis of specialized literature. Between 2020 and 2025, the doctoral supervisors at DSUD-Chemistry carried out six scientific research projects, in which doctoral students on doctoral internships were also involved. They also capitalized on the results of the research by writing theses under co-supervision or developed collaborations that resulted in inviting referees from abroad to support the jury of thesis. Doctoral students benefit from the modern research infrastructure available at the research centers within the Faculty of Science and Environment and the University. In addition to the existing research infrastructure, confirmed by the ARACIS commission during its last visit, the REXDAN research infrastructure was established between 2021 and 2023 2023, following the implementation of the *Integrated System for Complex Research and Monitoring of the Environment in the Danube River Area (REXDAN*; project code: 127065). The equipment available in this infrastructure, to which doctoral students also have direct access, contributes significantly to the growth and development of research capabilities and performance, and supports both interdisciplinary projects and international cooperation, as well as the completion of doctoral theses. Doctoral students have access to international databases through the UDJG Library infrastructure.

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

The 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, supported by documents and data (documents preferably included through links in the body of the IER)

All doctoral supervisors have at least five publications indexed in the Web of Science in journals with impact factor. Each doctoral student has participated and presented papers at prestigious international events (held in Romania or abroad) and has produced at least one article or other contribution indexed in international databases. The international visibility of the doctoral supervisors at DSUD-Chemistry is confirmed by their Hirsch indices and their membership in the scientific committees of international publications and conferences. The scientific research results of doctoral students are capitalised on through publications in mainstream journals indexed in Q1 and Q2. The results of scientific research, development, and innovation activities are translated into patent applications. Thus, the research activity within the doctoral program aligns with the objectives set, has visibility and recognition at national and international levels, and is adequately capitalised on through publications, scientific presentations, and practical applicability.

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

The 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, supported by documents and data (documents preferably included through links in the body of the IER)

The operation of SDSFI is based on regulations and methodologies available on the IOSUD-UDJG website. Strategic and operational directions are developed in regulations and procedures, implemented appropriately to ensure quality. Within IOSUD-UDJG, strategic development directions are defined and implemented through Institutional Strategic Plan 2025-2029 and are in agreement with professional ethics and conduct. IOSUD-UDJG has implemented regulations and operational procedures that monitor and demonstrate the impact of development strategies on improving the quality of education at DSUD-Chemistry. SD-SFI has implemented internal monitoring mechanisms for the scientific activity of doctoral supervisors. IOSUD-UDJG has implemented a methodology for self-assessment of its activities, which establishes the systems of criteria, standards, and performance indicators, in accordance with ARACIS standards and requirements. The consistent application of the methodology and the verification of criteria and performance indicators are reflected in annual reports. IOSUD-UDJG has implemented a Procedure for granting and revoking membership of doctoral schools within IOSUD-UDJG. SDSFI has an annual self-assessment procedure for doctoral supervisors. Doctoral supervisors fill a self-assessment form annually. UDJG has infrastructure suitable for research activities, which can be operated safely, efficiently, and productively throughout its normal operating life. Equipment and facilities available at the Integrated Centre for Research, Expertise, and Technology Transfer in the Food Industry and the Romanian Centre for Modelling Recirculating Aquaculture Systems, MoRas have records showing operating hours and technical problems encountered during operation. From admission to doctoral studies to completion of doctoral studies and public defence of the doctoral thesis at IOSUD-UDJG, the procedures are well established and visible on the IOSUD-UDJG website. Internal evaluation of the quality of doctoral programs, the performance of doctoral supervisors, and doctoral students is conducted annually. The University Senate approves the annual internal evaluation reports of the doctoral schools within IOSUD-UDJG. UDJG has an internal monitoring and evaluation procedure for study programs, including doctoral degrees and a Methodology for self-assessment of the activity of IOSUD-UDJG and of the doctoral schools within IOSUD, which analyses the content of the study programme, the syllabi, the distribution of courses according to proven expertise, and the relationship between teaching quality and learning outcomes (self-assessment, assessment by doctoral students, annual assessment by SDSFI management) and their level of satisfaction with the doctoral program as a whole. The activity of doctoral students is assessed annually by their doctoral supervisors, who fill a doctoral student assessment form. The activity of doctoral supervisors is evaluated annually by the SDSFI management. Doctoral students evaluate doctoral supervisors based on the Operational Procedure for the Evaluation of Doctoral Supervisors by Doctoral Students.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Across the entire DS, a positive trend was observed in evaluations, with a predominance of scores of 4 and 5, indicating high levels of satisfaction with teaching, research, and doctoral student supervision, as well as with national / international recognition of doctoral supervisors.

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

At the institutional level, the opinions of teaching staff, students, and administrative staff are collected through public consultations organised on the occasion of the approval of regulations and methodologies; faculty councils, specialised committees within faculties and the Senate, the Administration Board, the Ethics Committee, etc.; satisfaction and internal evaluation questionnaires administered periodically among students (www.evaluare.ugal.ro).
Consultations with employers, representatives of the business community, and partner institutions are also included. The opinions expressed are analysed and integrated into the process of reviewing documents and procedures. Students are represented in all management structures, in accordance with the rules of representation, as per the methodology.

- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

UDJG has and applies regulations for mechanisms to periodically survey students' opinions regarding their satisfaction with the educational process, student services, and infrastructure provided by the university.

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

UDJG has a Code of Ethics and Academic Conduct defending academic values and freedoms, university autonomy and integrity, as well as Regulations on the organisation and functioning of the University Ethics Committee (UEC), drafted in accordance with legal provisions and approved by the Senate. A system procedure for sensitive functions is implemented at the UDJG level. The system procedure for risk management and the development of the risk register was also approved (procedura de sistem privind managementul riscului şi elaborarea registrului de riscuri). Another system procedure implemented at the university level concerns the reporting of irregularities. Two other system procedures establish ways to prevent violations of principles and rules of conduct by identifying conflicts of interest and resolving them, principles and rules of conduct by establishing incompatibilities and resolving them. At UDJG, originality checks apply to all scientific output, including articles in university journals, doctoral theses, books published under the auspices of GUP, dissertation and bachelor's theses, and diploma projects, using sistemantiplagiat.ro, in compliance with the general procedure for using the anti-plagiarism system, and with the additional clarifications regarding the use of the anti-plagiarism system. The CEU is an autonomous body that plays an essential role in promoting and guaranteeing the principles of academic integrity, fairness, and professional responsibility within the university community. The composition of the committee is available on the university's website. Also, CEU's decisions and annual reports are public.

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

The 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, supported by documents and data (documents preferably included through links in the body of the IER)

UDJG has implemented Regulations on the initiation, monitoring, and periodic review of study programs, which was approved by Senate Decision No. 133 of April 11, 2025. The annual internal evaluation reports of the doctoral schools of IOSUD-UDJG are approved by the University Senate. Monitoring of DSUD-Chemistry is based on information and data from self-assessment files submitted for review by the teaching committee and the Quality Council.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The DSUD-Chemistry monitoring procedures are consistently implemented according to the provisions of the Regulation approved by the UDJG Senate. Depending on specific developments in the field and issues that arise during its implementation, monitoring is conducted by: a) analysing the content of the curriculum; b) analysing course descriptions and approving them at the start of the academic year or as needed; c) establishing teaching positions and assigning subjects based on the skills, position, and professional achievements of teaching staff at the beginning of each academic year; d) analysing learning outcomes, measured through student performance in ongoing and final assessments, as well as success/failure indicators discussed in departmental meetings; e) analysing the performance of teaching staff through self-assessment, student feedback, and annual evaluations by academic management. These activities facilitate an operational response to identified needs and directly support maintaining and enhancing the quality of the doctoral study programme.

✓ Aspects that constitute best practice examples

✓ 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, supported by documents and data (documents preferably included through links in the body of the IER)

Members of the academic community, together with external stakeholders, actively participate in implementing quality assurance procedures in accordance with the institutional regulations in force. Teaching staff and students are directly involved in the CEAC's work, in the Council for Doctoral Studies (CSUD) and Doctoral School Council Consiliul Școlii Doctorale, contributing to the analysis of indicators, the evaluation of the field of study, and the formulation of proposals for its improvement. Students provide constant feedback through annual assessment of teaching activities, the results of which are analysed and utilised within the structures responsible for quality management.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

✓ Aspects that constitute best practice examples

✓ Recommendations

The 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, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-UDJG implements clear procedures for the periodic evaluation of the activity of teaching, auxiliary teaching, and administrative staff.

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The results of these evaluations are centralised and analysed by the responsible structures (the quality committee and the CDS), and the conclusions are communicated to the program management and the evaluated teaching staff. Based on these, measures are proposed to improve teaching activities and strengthen the teacher-student relationship. Thus, the periodic evaluation process plays an active role in ensuring and increasing the quality of the doctoral program, contributing to the continuous improvement of the staff involved. These efforts contribute to strengthening a quality-oriented organisational culture and supporting a student-centred educational process.

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

UDJG has an institutionalised, secure, and integrated IT system that directly supports the functioning of internal quality assurance mechanisms by systematically collecting, organising, and analysing relevant data. The dedicated platform has been operational since the 2012–2013 academic year and ensures the unified administration of academic information and human resources: curricula, study group composition, teaching resource allocation flows, rules and job descriptions, as well as the attendance records of teaching staff and personnel involved in projects. This data provides a solid basis for monitoring and optimising teaching and research activities and is used on an ongoing basis by the structures involved in internal evaluation (CEAC, faculty councils, departments) to inform strategic decisions. At the same time, through the IT platform, Students benefit from secure access to their own academic records, thus facilitating academic traceability and their direct involvement in the processes of monitoring their educational progress. UDJG provides undergraduate and doctoral students with an online platform for evaluating teaching staff / doctoral supervisors and the learning environment. These evaluation activities are regulated by specific procedures regarding student evaluation of teaching staff and assessment of the learning environment, which are available on the dedicated website. The information collected through this platform is analysed by CEAC, established at the UDJG level. The reports drawn up by this committee are subsequently discussed, approved, and published on the university's website and on the DS website.

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

The 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, supported by documents and data (documents preferably included through links in the body of the IER)

Information about the doctoral school and the doctoral field, program objectives, curriculum structure, admission procedures, doctoral school regulations, doctoral students' rights and obligations, as well as data on language certificates, diplomas and qualifications obtained are published on the institution's website and updated regularly. Annual activity reports are also available, announcements regarding admission competitions, research topics proposed by doctoral supervisors, list of accredited teachers and coordinators, as well as information on opportunities for mobility and international collaboration, student camps (tabere studențești) etc. These measures ensure transparency and accurate public information, as well as strengthening confidence in the quality and relevance of the doctoral program.

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

The indicator is: fulfilled

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

✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-UDJG guarantees transparency in decision-making processes by publishing and communicating the decisions taken by governing bodies (Doctoral School Council, University Senate, Management Board) and by adhering to the procedures outlined in specific internal regulations. Decision-making processes rely on consultations with members of the academic community and are grounded in the active participation of doctoral students in governing bodies, in accordance with current legislation

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

Decisions concerning the organisation of the doctoral programme, admissions, resource allocation, academic performance assessment, mobility, and international collaborations are communicated via official channels such as the institution's website, online platforms, and official emails. This creates an open, accountable, and participatory framework that ensures the fairness and equity of the decision-making process.

✓ Aspects that constitute best practice examples

✓ 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, supported by documents and data (documents preferably included through links in the body of the IER)

DSUD-Chemistry was subject to accreditation, according to the ARACIS report from 2021, following which its accreditation was confirmed. External quality assessment procedures are carried out in accordance with the IOSUD-UDJG Regulation, and the evaluation process is initiated upon CSUD approval, in accordance with the methodological requirements in force. In 2024, the progress report was submitted for the periodic evaluation of DSUD-Chemistry (raportul de progres)

✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

✓ Aspects that constitute best practice examples

✓ Recommendations

The indicator is: fulfilled

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ implementation of POCU-type projects to support doctoral and postdoctoral research; ✓ excellent level of scientific publications by doctoral students; ✓ diversity and outstanding professional quality of the reviewers in the committees for the public defence of doctoral theses; ✓ periodic implementation of the quality assessment and assurance process; ✓ inviting specialists from abroad to hold conferences / lectures for doctoral students.	INTERNAL FACTORS	✓ low level of internationalization; ✓ low interest among doctoral students in participating in research projects and scholarships offered through national and international projects or programs; ✓ lack of an action plan resulting from the analysis of the evaluation by doctoral students; ✓ information published on the website of the institution or doctoral school is often difficult to identify.
SWOT analysis		
Opportunities:		Threats:
✓ the university serves the entire region, in the absence of higher education institutions that represent real competitors on the broader	EXTERNAL FACTORS	✓ general demographic decline at the national level; ✓ young people's lack of interest in pursuing a

region; ✓ economic, research, and educational activities supported at the local and regional level, doctoral graduates in the field of Chemistry; ✓ geographical proximity to the border with Moldova and Ukraine, which could help develop scientific collaborations and attract students from foreign universities.		field belonging to the fundamental sciences; ✓ insufficient funding for research activities.

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	F	
2.	I.P.A.1.2.1	F	
3.	I.P.A.2.1.1	F	
4.	I.P.A.2.2.1	F	
5.	I.P.A.3.1.1	F	Increase the number of specialized academic staff involved in doctoral teaching activities to strengthen the quality and diversity of the educational and research process at the doctoral level.
6.	I.P.A.3.1.2	F	
7.	I.P.A.3.2.1	F	
8.	I.P.A.4.1.1	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1	F	
10.	I.P.B.2.1.2	F	Expanding the offer of specialized optional subjects, adapted to emerging directions in chemistry, to increase the flexibility of doctoral training.
11.	I.P.B.3.1.1	F	Diversifying institutional partnerships, national and international, and identifying additional sources of funding dedicated to medium and long-term research mobilities.
12.	I.P.B.3.1.2	F	
13.	I.P.B.3.2.1	F	
14.	I.P.B.4.1.1	F	
15.	I.P.B.5.1.1	F	
16.	I.P.B.5.1.2	F	
17.	I.P.B.7.1.1	F	
18.	I.P.B.7.1.2	F	
19.	I.P.B.7.2.1	F	
20.	I.P.B.8.1.1	F	
21.	I.P.B.9.1.1	F	
22.	I.P.B.9.2.1	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1	F	
24.	I.P.C.1.2.1	F	
25.	I.P.C.2.2.2	F	
26.	I.P.C.3.1.1	F	
27.	I.P.C.3.1.2	F	
28.	I.P.C.4.1.1	F	
29.	I.P.C.5.1.1	F	
30.	I.P.C.6.1.1	F	
31.	I.P.C.6.1.2	F	
32.	I.P.C.8.1.1	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

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.
Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

VI. Conclusions

A number of important aspects noted during the evaluation are reiterated here, and general conclusions are made about the quality of education delivered within the evaluated doctoral study domain.
Propose and substantiate a decision.
Following the completion of the accreditation/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:*

a) maintaining accreditation (MAC);

VII. Annexes

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

* When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.