

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Bucharest of University of Economic Studies
Doctoral School:	Law
Doctoral Domain:	Law
The objective of the external evaluation:	Maintenance Accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	professor Olteanu Edmond Gabriel	Expert evaluator	
2.	professor Oanta Oanta Gabriela Alexandra	International Expert	
3.	student Ciobanu Tamara	PhD Student Evaluator	



I. Introduction

The external evaluation report was drafted by the ARACIS Committee of Evaluators during the external evaluation visit to maintain accreditation for the doctoral field of Law, between March 16-18, 2025, at the University of Bucharest (UB). The committee was composed of Prof. Dr. Gabriel Olteanu (committee coordinator), Prof. Dr. Gabriela Alexandra Oanta Oanta (International Expert), Student Tamara Ciobanu (PhD Student Evaluator).

Established by Royal Decree No. 2,972 of April 1913, published in the Official Gazette of Romania on April 13, 1913, under the name "Academy of Higher Commercial and Industrial Studies," based on the promulgated law, the Bucharest University of Economic Studies (hereinafter referred to as ASE) is a higher education institution whose evolution has been marked by a series of transformations and changes, to that of an advanced research and education university that provides educational, scientific research, and other science-based services, develops master's, doctoral, and postdoctoral programs, and accesses funds from national and European programs.

The Doctoral School of Law was established in 1997. Over time, the Doctoral School of Law has experienced a continuous process of academic and institutional consolidation. The IOSUD–ASE re-accreditations in 2011 and 2021 confirmed the quality of human resources, the adequacy of the infrastructure and the maturity of the doctoral coordination processes. The Doctoral School of Law has consolidated itself as a stable academic structure, with a body of doctoral supervisors with high scientific visibility, evolving from 3 doctoral supervisors in 1997 to 7 supervisors currently, with active doctoral students (37 doctoral students currently, of which 11 are financed from the budget: 5 – budget with scholarship, 6 – budget without scholarship) and with diversified research directions, adapted to developments in legal sciences.

II. Methods used

The methods and tools used in the external evaluation process, before and during the evaluation visit were:

- analysed internal evaluation report and webpages of university;
- analysis of the documents made available by the institution in physical format during the evaluation visit;
- analysis of the documents, data and information available on the Faculty of Law website;
- visit of the facilities of the institution: lecture/seminar rooms; institution's library, reading rooms for students, sports facilities; computer lab;
- meeting with the management of the faculty in which the evaluated domain's degree field of study operates, 16.03.2026 at 12:30;
- discussions with representatives of the CEAC and the director of the quality management department of the University of Bucharest, 17.03.2026, 11:30 am;



- discussions with the heads of the evaluated domain degree programs and teaching staff, 16.103.2026, 15:30 pm;
- meeting with students in the evaluated field – 17.03.2026, 14:30 pm;
- discussions with graduates in the evaluated field 17.03.2026, 15:30 pm-16.30 pm;
- meeting with employers of graduates in the evaluated field, 16.03.2026, 18:00 pm-19pm.

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes

The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

Indicator I.P.A.1.1.1

For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

The Bucharest University of Economic Studies (ASE), through the Doctoral School of Law (DS Law), has established an organisational structure and management system that support the implementation of the doctoral study programme. The governance framework includes institutional and operational decision-making bodies such as the University Senate, Board of Directors, Council for Doctoral Studies (CSUD) and the Doctoral School Council, each with formally defined roles, responsibilities and competences. The management of doctoral studies is ensured through coordination between these structures, supported by administrative units such as the CSUD secretariat. The organisational framework is regulated through official documents approved at university level and made publicly available. The functioning of the doctoral programme is based on a set of methodologies, regulations and procedures that cover all relevant academic and administrative processes ([Institutional regulations on the organization and conduct of doctoral studies](#); [Methodology on the organization and conduct of admissions to doctoral studies](#); [Methodology for the organisation and conduct of the process of obtaining the habilitation certificate](#); [Methodology for defending doctoral theses](#); [The code of ethics and academic conduct](#), etc).

At the same time, the analysis of the internal evaluation report shows that the management system operates in a structured manner. The coordination between DS Law, CSUD and central university structures appears functional, contributing to the uniform application of procedures. While the framework is well-established, the report also indicates the need for continuous monitoring of implementation and further optimisation of communication flows between structures, in order to ensure consistency and timeliness in applying procedures. Overall, the indicator is fulfilled, as the HEI demonstrates both the existence and effective use of an adequate organisational and regulatory framework.

The indicator is fulfilled.



Standard S.A.1.2. Stakeholder engagement

The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension ¹ and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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The university shows a participatory approach to stakeholder engagement in the development and revision of methodologies, regulations and procedures. At the level of the Doctoral School of Law (DS Law), relevant stakeholders are involved through formal governance structures such as the Doctoral School Council (CSD), which includes doctoral supervisors, doctoral student representatives and external members from the legal field. In addition, within the Council for Doctoral Studies (CSUD), faculty-level bodies, the Advisory Board and the University Senate committees, both academic staff and students are represented. Other processes are also in place - meetings, consultations and feedback tools (e.g., [surveys](#)), ensuring that stakeholder input is collected and considered.

The analysis of the available information indicates that stakeholder engagement is formally regulated and implemented. The multi-level consultation framework supports transparency and coherence in decision-making. Importantly, during the discussions with stakeholders (doctoral students, alumni and representatives of the professional environment), it was confirmed that they are actively involved in these processes and that their opinions are considered when adopting and revising institutional regulations and procedures. While the system is functional and aligned with the requirements of the indicator, continued efforts to systematically document and communicate how stakeholder feedback influences final decisions would further strengthen the process.

It is recommended to focus on enhancing the traceability of stakeholder input, expanding structured consultation with alumni and employers and improving communication on the outcomes of consultations.

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.
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The HEI owns and manages adequate material resources necessary for the delivery of the doctoral programme in Law. The institution provides a diversified infrastructure that includes classrooms, seminar rooms, laboratories, library spaces, all equipped with appropriate teaching and research technologies. In addition, the university ensures access to support services such as libraries, accommodation, dining facilities and career counseling. The institution has implemented measures to ensure accessibility for persons with disabilities (e.g., ramps, elevators, adapted facilities), but further improvements can be made in this area and enhancing accessibility should be treated as an ongoing,

¹ The faculty, department, subsidiary, extension - hereinafter “organisational components”



continuous process. Stakeholders, including doctoral students and staff, confirm that the available infrastructure adequately supports their academic and research activities.

Overall, the evidence indicates that the HEI meets the requirements of the indicator, as it provides adequate, accessible and well-equipped venues. It is recommended to continue investments in modernizing IT and research infrastructure, to create a dedicated space with offices and individual desks for doctoral students, complementing the existing dedicated rooms for doctoral activities and to further develop accessibility measures for persons with disabilities as part of a continuous improvement approach.

The indicator is fulfilled.

Standard S.A.2.2. Management of material resources

The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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The university manages its movable and immovable assets in a manner that supports the functioning of the doctoral programme in Law. Teaching and research spaces are equipped with appropriate technical infrastructure, including multimedia equipment, videoconferencing systems and computers. The ASE library provides access to extensive physical and electronic resources, including international academic databases, supporting research activities at doctoral level. The doctoral students and academic staff confirmed that the infrastructure and services are functional and support their academic and research needs. At the same time, given the rapid evolution of digital technologies, maintaining the relevance and performance of infrastructure requires ongoing updates and investments.

Overall, the HEI ensures proper maintenance and sustainable management of its assets. It is recommended to continue upgrading infrastructure and to systematically consult students and alumni regarding the resources needed for their research and the facilities they would like to access.

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.
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The Doctoral School of Law (DS Law) includes a team of doctoral supervisors and teaching staff that meet the national criteria established by CNATDCU. There are 7 affiliated doctoral supervisors and the administrative activities are supported by dedicated structures such as the CSUD secretariat. The evidence indicates that the human resources are appropriate both in terms of number and qualifications, ensuring the effective delivery of teaching and research activities. Teaching staff report annually on their scientific activity and the process of reporting and monitoring research activity has been modernized through the research portal cercetare.ase.ro. The inclusion of international academics in doctoral supervision committees and in future partnerships strengthens the programme's academic



profile and supports its internationalisation. Stakeholders, including doctoral students, confirmed that the teaching staff have the necessary competences and provide adequate academic support.

Overall, the HEI ensures adequate and competent human resources for the programme. It is recommended to continue attracting internationally recognized academics and to further consult students and alumni regarding teaching quality and emerging research needs.

The indicator is fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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Academic staff and doctoral supervisors have confirmed that they are encouraged to participate in national and international conferences, research projects, training programmes and mobility schemes (e.g., Erasmus+). The Faculty of Law also organizes dedicated [training activities](#) aimed at developing research skills and improving scientific output, including seminars and workshops delivered by both national and international experts. These initiatives are complemented by opportunities for research fellowships, visiting professorships and international academic collaboration (*examples are listed in REI - page 18*). PhD supervisors and doctoral students are participating in international conferences (*examples are listed in REI - page 17*), also because participation in international conferences is a mandatory activity for doctoral students, this doctoral task being stipulated in the minimum criteria for defending a doctoral thesis.

Overall, the HEI provides consistent support for staff development. It is recommended to maintain and further diversify professional development programmes, including interdisciplinary training and digital skills development.

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.
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According to REI and the findings during the visit, the recruitment procedures for teaching and research staff are carried out in accordance with national legal provisions and institutional regulations. The recruitment and promotion of staff are based on the [national framework methodology](#), as well as on [internal methodology for filling vacant academic positions](#). Vacancies are publicly announced on the university's website and job descriptions. The procedures are managed by the Human Resources Department and are supported by institutional regulations that ensure compliance with legal and quality standards. The analysis of the available information indicates that recruitment processes are transparent, regulated and consistently applied. The staffing tables are drawn up in accordance with the [Methodology for drawing up the staffing tables for teaching staff at ASE](#). The institutional framework allows for traceability and verification of recruitment decisions. Overall, the HEI ensures compliance and transparency in recruitment procedures.

The indicator is fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation
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The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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The institution uses a [range of IT tools and digital platforms](#) to support academic and administrative activities, including systems for online [admission](#), [electronic payments](#), student record management (SIMUR), [automatic generation of student documents](#), [accommodation requests](#) and feedback collection. In addition, e-learning platforms and integrated IT infrastructure ensure access to educational resources and facilitate communication within the academic community. Doctoral students report their scientific activity online and submit annual progress reports via [a dedicated platform](#), which is accessible to all members of the academic guidance and integrity committees.

Overall, the HEI effectively uses digital tools to support its processes and services. Good practices include the automation of administrative procedures and the integration of multiple digital platforms.

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/s²

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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The Doctoral School of Law counts on a study programme that is developed and structured according to the expected learning outcomes, and organized according to the European Credit Transfer System (ECTS).

The duration of doctoral studies is four years, although this period may be extended in certain cases. The doctoral student should accumulate 240 ECTS credits from advanced training activities, on the one hand, and scientific research activities, on the other hand. The curriculum is made up of four subjects, of which two are common to all the doctoral programmes of the Doctoral School of the Bucharest University of Economic Studies – namely, Ethics and Academic Integrity, and Application of Quantitative and Qualitative Methods in Scientific Research – and the other two are specific to the Doctoral School of Law – such as Comparative Administrative Law, and European Labor Law -. In addition, the training activities may consist of fundamental, complementary, and specialized courses. All these subjects and activities are reflected in the Individual Doctoral Plan, which is signed by the members of the Integrity Committee nominated for each doctoral student, the director of the Doctoral School in Law, the PhD supervisor, and the PhD student.

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



In addition, the doctoral student has to demonstrate that he/she has been involved in different scientific events, such as: the publication of different articles in legal journals, the participation in international conferences and seminars organized by the Doctoral School in Law, etc. In addition, each year the PhD student should prepare a concise (10-15 pages) and a comprehensive (30-50 pages) annual report on the progress of scientific research, covering the main aspects of research activities and the dissemination of his/her doctoral research.

The doctoral degree in Law will be the highest level of higher education qualification upon completion of the doctoral studies and after the doctoral thesis is defended.

It is recommended that PhD students carry out research stays at foreign universities as it is expected that they will acquire the expected learning outcomes. In this regard, the bilateral agreements signed by the Bucharest University of Economic Studies under the Erasmus+ Programme can be the appropriate legal and academic framework for undertaking such activity.

The indicator is fulfilled.

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

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

The institution emphasises a link between expected learning outcomes and the competences necessary for roles in the legal profession, in line with the level 8 of the National Qualifications Framework (CNC) that refers to knowledge, skills/aptitudes/responsibility and autonomy, and are correlated with the Classification of Occupations in Romania (COR), and the European Skills, Competences and Occupations (ESCO).

It is assessed that the curriculum of the doctoral programme in Law ensures a direct correlation between the learning outcomes and the skills required for practicing professional activities in the legal field. In this way, this doctoral programme contributes to the integration of graduates into the national and international professional landscape as well as to the better positioning of the Doctoral School in Law of the Bucharest University of Economic Studies as an academic institution of reference for doctoral studies.

During our on-site visit, we had the opportunity to identify an aspect that can constitute a best practice example, namely the dialogue between the Doctoral School and legal professionals (judges, lawyers, notaries, legal advisors, etc.) and the economic environment in Bucharest to establish topics that the doctoral students may address in their PhD thesis.

It is recommended, on the one hand, to periodically consult legal professionals to verify that the skills acquired remain relevant to the actual demands of the professional environment; and, on the other



hand, to diversify the curriculum by including optional subjects with a special focus on the development of advanced academic and research skills.

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 Doctoral School of Law has integrated the principles of student-centred learning that are considered to support autonomy, active participation, and accountability of doctoral students. This integration is achieved through various mechanisms that enable doctoral students to choose their research topics, doctoral supervisors, and study resources.

In addition, it should be mentioned that the teaching strategies are approved by the Senate of Bucharest University of Economic Studies, and each course is described and includes up-to-date study materials, relevant bibliography, and learning tasks. Blended Learning Platform is a very useful resource to which the doctoral students have access for conducting their doctoral research and for receiving personalized counselling, and for adapting the learning path to the specific needs of each doctoral student enrolled in this Doctoral School of Law. The experience of the doctoral supervisors of this Doctoral School, the dialogue between the doctoral students and the members of teaching staff of the Doctoral School of Law, and the co-creation of knowledge are very good examples of the implementation of student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

It is recommended to create an internal digital platform to which all the doctoral students of this Doctoral School of Law should have access to share information through forums, thematic groups, and research and professional opportunities.

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.
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The Doctoral School of Law provides doctoral students with opportunities to participate in academic mobility programmes (in person and virtually) through the Erasmus+ Office. This office is in charge of the cooperation agreements, and conducts participants' selections, offers administrative counseling, and is in charge of the academic recognition of the Erasmus+ mobility. So far, this Doctoral School has benefited from the bilateral agreements signed by Bucharest University of Economic Studies, as most of them include mobilities for doctoral students and the teaching staff of this University as a whole.

During our meeting with representatives of doctoral students, which was carried out on Monday, 16 March 2026, we had the occasion to see the interest of doctoral students in benefiting from an Erasmus+ stay abroad as it would allow them to have access to the libraries of foreign academic



institutions, to participate to international conferences, to meet and maintain then the contact with foreign doctoral students and foreign Faculty members, etc.

At the same time, during various meetings with representatives of the evaluated institution and doctoral supervisors scheduled for 16 and 17 March 2026, we could also see the support from the Doctoral School of Law for its doctoral students to benefit from the mobility programmes. We have also observed that, as all the doctoral students work in professional fields linked to the legal sector, they find it difficult to make the time required to travel to a university abroad to undertake an academic mobility programme.

There are two recommendations. First, to make a list of the Erasmus+ bilateral agreements by virtue of which the students of the Doctoral School of Law may conduct a research stay abroad. And second, to sign agreements on international joint supervision for the purpose of obtaining a dual doctoral degree, which would represent an excellent opportunity to internationalize doctoral studies.

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
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The Doctoral School of Law has a clear institutional framework to support students with fair opportunities on the basis of their potential and aspirations, and regardless of socio-economic status, gender, ethnic origin, disabilities, or other criteria that may create discrimination. Bucharest University of Economic Studies has established the Career Counseling and Guidance Centre (in Romanian, CCOC); its official website is <https://consiliere.ase.ro/resurse>. Thus, the Methodology for the organization and operation of the CCOC at the Bucharest University of Economic Studies sets out the principle of ensuring equal opportunities regarding the right to education for people with disabilities, without discrimination, through the provision of high-quality inclusive educational services by institutions of higher education. In this regard, students with disabilities or special educational needs have free access to any form of education, regardless of the type and degree of their disability or special educational needs, in accordance with the provisions of current legislation (Article 4).

It has also to be mentioned that the CCOC is in charge of the management of several projects on inclusion, equal opportunities, and equity to support students with special needs. By way of example, mention should be made to the Erasmus + project „Critical theory in adult education practice: Empowerment for critical actions” in which this University collaborates with seven European partners (see: <https://consiliere.ase.ro/proiecte/proiectul-mind/>), as well as StudentASE! (2022) and StartASE (2023) projects on the promotion of social equity to foster social inclusion and expand access to higher education (see: https://consiliere.ase.ro/wp-content/uploads/2024/04/Raport_proiect_CNFIS-FDI-2022-0331-2023.pdf; https://consiliere.ase.ro/wp-content/uploads/2024/04/Raport-proiect_CNFIS-FDI-2023-F-0337.pdf). In addition, the Bucharest University of Economic Studies has other policies and services that the Doctoral School of Law may take advantage of. For more information, see: <https://ase.ro/studenti-cu-ces/>.



It is recommended that the University apply for a project focused on the special needs of doctoral students with disabilities, which would improve the attention provided to its students and would increase the possibilities to offer fair opportunities for all its students.

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.

The Bucharest University of Economic Studies counts on a digital and institutional infrastructure, which provides its doctoral students with permanent access to educational resources and to support services adapted to their individual learning and research needs. This University has a library equipped with the necessary resources for learning and conducting research; the Blended Learning@ASE platform that is used for sharing study materials, scientific articles, and additional resources by teaching staff and doctoral supervisors; the Research and Innovation Management Department that is in charge with the anti-plagiarism verification programme.

In addition to the assessment on the above Indicator I.P.B.3.2.1., it should be mentioned that this University has adopted a special procedure on the social and academic inclusion for students with disabilities and special educational needs (see: https://ase.ro/app/uploads/2025/01/Incluziune_sociala_studenti_dizabilitati.pdf). This procedure contains the rules and principles to be applied and respected by all the members of the academic environment of this University – including the Doctoral School in Law – regarding access to resources and services, according to the needs of the students, including those doctoral students with special disabilities.

It is recommended to apply for a project focused on the special needs of doctoral students with disabilities.

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.

The doctoral study programme at this Doctoral School in Law is made up of two parts. On the one hand, the doctoral student must complete the required training based on advanced university studies,



and, on the other hand, the doctoral student has an individual scientific research programme that has to comply during his/her doctoral studies. Both parts are organized according to the Institutional Regulations for the Organization and Conduct of Doctoral Studies (see: https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.st.udi%20univ.doctorat.pdf). In relation to it, please see the assessment of the Standard S.B.1.1 above. By the end of his/her doctoral studies, the student has to fulfill the minimum criteria for the public defense of the PhD thesis (see Decision No. 144 of 30 July 2025; available at: https://senat.ase.ro/wp-content/uploads/2025/20250730/Hot.Senat%20nr.%20144%20din%2030.07.2025_Criterii%20minimale%20sust.teza%20doc.pdf). The document „Doctoral Thesis Development Guide”, adapted in 2024 (see: <https://doctorat.ase.ro/ghid-elaborare-teza-de-doctorat/>), contains useful information on the form and substance of the PhD thesis.

The website of the Doctoral School of the Bucharest University of Economic Studies (<https://doctorat.ase.ro/>) contains all the legislation that applies to doctoral students in relation to their learning outcomes, which supports understanding of the students’ and supervisors’ expectations regarding the content of the subject matters in the curriculum.

It is recommended that the Doctoral School of Law adapt its definition and evaluation of learning outcomes depending on the changes in the needs of its doctoral students

The indicator is fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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The Institutional Regulation on the organization and conduct of doctoral studies (https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%20113%20din%2025.06.2025_Reg.org.desf.st.udi%20univ.doctorat.pdf) and the Framework Regulation on doctoral studies adopted by Romania’s Ministry of Education through the Order No. 3020/2024 of 8 January 2024 (https://www.edu.ro/sites/default/files/fisiere%20articole/OM_3020-2024.pdf) assess the learning outcomes of the doctoral studies according to a coherent and transparent system.

Thus, there are several steps that the Doctoral School of Law conducts in order to check the achievement of the learning outcomes, such as: the Academic Ethics and Integrity Committee conducts an internal evaluation of the doctoral thesis, the pre-defence of the thesis is taking place, there is a period of 90 days long for public consultation, and the Research and Innovation Management Department checks the originality of the doctoral thesis (before the pre-defence and on the final version of the doctoral thesis). The doctoral committee in charge with the assessment of the public defence of the doctoral thesis is made up of at least five members, namely: the chair, the supervisor, and three reviewers, of which at least two are external to the Doctoral School of the Bucharest University of Economic Studies (in Romanian, IOSUD-ASE). The public defence of the doctoral thesis has to be held in accordance with the Methodology for the Defence of Doctoral Thesis, which was last updated on 24 September 2025 (see: [https://doctorat.ase.ro/wp-content/TezeDoctorat/ MetodologieSustinereTeza/Anex%C4%83%20la%20HS%20nr.%20 %2024.09.2025%20Metodologie%20evaluare%20si%20sustinere%20TD%20\(1\).pdf](https://doctorat.ase.ro/wp-content/TezeDoctorat/ MetodologieSustinereTeza/Anex%C4%83%20la%20HS%20nr.%20 %2024.09.2025%20Metodologie%20evaluare%20si%20sustinere%20TD%20(1).pdf)).

We have identified that it is a good practice for the CV and the abstract of the doctoral thesis to be made available on the website of the Doctoral School of Law (<https://doctorat.ase.ro/category/teze-doctorat/>) when the announcement of the public defence is made.



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.

The Bucharest University of Economic Studies has adopted and applies an adequate normative framework for admission to conduct doctoral studies, including in the field of Law. In addition, each year it makes available an Admission Brochure, the number of places and topics covered in the competition, the schedule for the admission competition, and statistical data from previous academic years. For example, the information on the admission procedure and additional information for the next academic year is already made available (see: <https://doctorat.ase.ro/admitere/>).

It is assessed that there is plenty of information on the website of this University, of which the Doctoral School of Law also benefits from, on the admission procedure and principles that apply to ensure access to doctoral studies in Law. This information is transparently presented.

It is recommended that the information on the possibility to sign international co-supervision agreements with foreign universities should be made public together with all the information regarding the admission for doctoral studies in Law.

The indicator is fulfilled.

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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The admission process to doctoral studies at the Doctoral School of Law is governed by strict and transparent institutional mechanisms as it is provided by the Charter (as amended on 25 June 2025; see: https://senat.ase.ro/wp-content/uploads/2025/20250625/Hot.Senat%20nr.%2094%20din%2025.06.2025_Inf.adoptarea%20Cartei%20ASE.pdf), the Institutional Regulations on the Organization and Conduct of Doctoral Studies, and the Admission Procedure of the Bucharest University of Economic Studies. It is, moreover, carried out according to the principles of fairness, equal opportunities, and non-discriminatory access to education. No distinction is made between the applicants to the Doctoral School of Law, based on gender, age, ethnicity, social status, and disability.

It is recommended that the Doctoral School of Law maintain and strengthen the respect for the principles of fairness and equal opportunities, with special emphasis on the access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities. In this regard, it should be a positive aspect to include a specific section on support for candidates with special educational needs and/or disabilities in the annual admission procedure.

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.
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A Doctoral School of Law provides a coherent and well-functioning legal and administrative framework to support the academic journey of its students from the moment of admission to the completion of the doctoral studies and the presentation of the doctoral thesis. According to it, the standard duration is of four years, with the possibility to extend it up to 2 years, although there is the possibility to reduce the initial duration by one year. In addition, there is the possibility to grant the doctoral student a break in studies for one academic year, and also to undertake national and international mobilities. The continuous dialogue between the Doctoral School of Law and the professional environment in Bucharest, which also has the possibility to suggest specific research topics of great interest to them, represents a good practice identified during our on-site visit.

It is recommended the Doctoral School of Law maintain the dialogue with the professional environment in Bucharest and also to extend it to the other parts of Romania, and adapt the supportive actions regarding the students' academic journey to the needs that arise from daily life.

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.
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The Internationalization Strategy of the Bucharest University of Economic Studies 2016-2027 (see: <https://senat.ase.ro/wp-content/uploads/2017/20170628/HS%20nr.%2080%20din%2028.06.2017%20cu%20anexa.pdf>), which was adopted by its Senate's Order No. 80 of 28 June 2017, represents the framework strategy for the internationalisation process of this University, and is applied to the Doctoral School of Law as well. It is considered that, as for this Doctoral School, the main manifestations of the international dimension are as follows: participation of doctoral supervisors and doctoral students in international conferences; involvement of doctoral supervisors and doctoral students in international mobility, including short-term mobility, through Blended Intensive Programmes (BIP); organization of international events dedicated to doctoral students (webinars, workshops) with the participation of partners, teaching staff, and doctoral students; sharing international opportunities and managing travel requests through specialized platforms; inclusion of foreign professors in academic ethics and integrity committees; inviting internationally renowned specialists from foreign universities to hold webinars; and organizing doctoral programs in international co-supervision.

It can be assessed that the Bucharest Academy of Economic Studies carries out international cooperation actions that support mobility of the members of its own community as well as collaboration in academic and research activities (see: <https://international.ase.ro/21/erasmus/>). On its part, the Doctoral School of Law has already acted in these directions. In this regard, it should be mentioned, among other things, the series of webinars dedicated to the scientific research and



international publishing in the legal field (see: <https://doctorat.ase.ro/scoala-doctorala-de-drept-lanseaza-seria-de-webinare-dedicat-cercetarii-stiintifice-si-publicistici-internationale-in-domeniul-juridic/>). Its actions will be reinforced when international joint doctoral supervisions will be established for its students.

There are two recommendations that we make. First, we recommend the Doctoral School of Law to prepare a list with the Erasmus+ agreements that refer specifically to the doctoral students in Law. And second, it would be useful to disseminate the information among its students and potential students on the possibility to sign international agreements for doctoral joint supervision in order to give visibility to the support of this Doctoral School for international cooperation.

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.

The Bucharest University of Economic Studies adopted the Research Strategy for the 2022-2030 period (see: https://cercetare.ase.ro/wp-content/uploads/2022/09/Strategia-de-cercetare-ASE-2022_EN.pdf). Furthermore, it annually adopts its Research Plan with the strategic directions, funding mechanisms, and methods for capitalizing on research results (see the Plan adopted for 2025: https://senat.ase.ro/wp-content/uploads/2024/20241218/Hot.Senat%20nr.%20310%20din%2018.12.2024_Plan%20cercetare%20pentru%20anul%202025.pdf).

On its part, the Doctoral School of Law considers that learning based on scientific research is the central part of the doctoral training framework. This approach is present in the first-year courses, the scientific seminars, the scientific collaboration between the student and his/her doctoral supervisor, and the presentations of scientific seminars and conferences organized by the Doctoral School of Law.

The Internal Evaluation Report, which was prepared for the maintenance of accreditation of this Doctoral School of Law, as well as the information posted on the website <https://doctorat.ase.ro/programe/drept/>, give evidence of the active involvement of this Doctoral School in supporting and diversifying scientific research activities in achieving the learning outcomes. The accent is put on (on-site and online) lectures/seminars/webinars delivered by university professors from abroad and on the awareness that its doctoral students and doctoral supervisors will publish in Scopus and Web of Science legal journals.

It is recommended that the Doctoral School of Law increase the number of invited speakers from non-Romanian universities to give (on-site and online) lectures/seminars/webinars to its doctoral students and to support its students and supervisors to increase their international visibility through the publication of articles in legal journals indexed in Scopus and Web of Science.

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.

The Bucharest University of Economic Studies, in general, and the Doctoral School of Law, in particular, have extensive scientific expertise in their respective fields. Institutionally, at the internal level, there is a strong legal and administrative background that allows this Doctoral School to conduct its scientific research according to the objectives of the evaluated study programme. Against this background, the Doctoral School of Law has developed a strong collaboration with several academic institutions from Romania, Poland, and Switzerland, which is clearly shown by the joint national and international conferences co-organized or to which the supervisors participated, and the inclusion of foreign university professors in the doctoral student guidance committees.

In addition, it has to be underlined that all doctoral supervisors have published articles indexed in Scopus and/or Web of Science. Some of them have a long tradition of publishing books with prestigious international publishers in the field of social sciences and of participating in international academic events in their fields of expertise. The Internal Evaluation Report, which was prepared for the maintenance of accreditation of this Doctoral School of Law, contains plenty of information on the participation of doctoral supervisors in the activities of international scientific associations (such as, among others, the International Association of Constitutional Law, the International Association of Penal Law, the European Society of International Law, etc.) and of national and international research projects, in addition to the already consolidated (international) research activity. This openness beyond Romania's borders is undoubtedly reflected in the openness of the doctoral supervisors to work for negotiating and signing of international joint doctoral supervision agreements.

It is recommended that the Doctoral School of Law increase its work to make more visible the scientific research of its members at the national and international levels, in addition to capitalizing on it in an adequate manner.

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)

At the faculty level do exist Quality Assessment and Assurance Committees (CEAC-faculties), which collaborate permanently with CEAC-ASE, contributing to the uniform application of procedures and the consolidation of an institutional culture of quality.



In the evaluated domain, the quality of the educational process and research activity is supported by constant monitoring of teaching and research activities, through [annual activity reports by the director of the SD and annual evaluations of the SD Law](#).

According to what participants at discussions said (e.g. students, professors), the procedures are applied and the results are subject of discussions in departments.

It is recommended that the Doctoral School of Law recreate the links in the self-evaluation reports. On web site are not visible the results of students evaluations in reports for evaluated period.
https://doctorat.ase.ro/Users/imac/Downloads/IOSUD%20&%20CSUD/64.%20IOSUD-63_PO_CSUD_03_Evaluare_interna_SD.pdf

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	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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I.P.C.1.2.1

Doctoral students are represented on the Doctoral School Councils and have the right to vote on all matters related to academic, methodological, and ethical activities. Their opinions and recommendations are collected periodically through satisfaction surveys, which evaluate the quality of teaching, guidance, and administrative support activities. The results are used to improve activities.

According to the minutes, the discussions during the visit revealed that employers appreciate the theoretical and practical knowledge of doctoral graduates and were consulted regarding the evaluated program.

It is recommended that the Doctoral School of Law offer much more information online about students evaluations. <https://drept.ase.ro/student-drept/evaluare-cadre-didactice/>

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	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.
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I.P.C.2.2.2.

ASE has a Code of Academic Ethics and Conduct, approved by the ASE Senate, which defends the values of academic freedom, university autonomy, and ethical integrity, and violations of the principles and values defended by it are monitored by the University Ethics Committee, in accordance with its Regulations on Organization and Functioning approved by the University Senate.



The activity of the Ethics and Professional Conduct Committee is presented in the Annual Activity Reports of the University Ethics Committee, adopted by the University Senate. <https://etica.ase.ro/>

Discussions with members of the ethics committee revealed that there were no major cases and that the number of notifications averaged between 10 and 20 per year.

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.
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Quality assurance in the implementation of doctoral programs carried out within the DS Law is ensured through procedures, regulations, and rules developed and applied uniformly at the IOSUD–ASE level:

- ASE Charter, which establishes the fundamental principles of university activity, including those relating to research and doctoral programs (Art. 31, para. 1);
- Regulations on the organization and conduct of doctoral studies;
- Methodology for the evaluation and defense of doctoral theses, Methodology for obtaining the habilitation certificate, and Methodology for the recognition of doctoral degrees obtained abroad; - Methodology for admission to doctoral studies;
- Operational procedures, such as PO_CSUD–08 on the organisation and conduct of elections at doctoral school level; Publication of doctoral theses by ASE Publishing House through the editorial plan of the Council for Doctoral Studies;
- CSUD rules on the reimbursement of fees for participation in international conferences, respectively for the publication of ISI articles.

Following discussions with doctoral supervisors and representatives of the professions, it emerged that there are consultations with the professional environment and that some of the topics are chosen in accordance with its requirements.

To find on the web site informations about application of the procedures was not easy and HEI should post much more information about these aspects on the web page of doctoral school.

Recommendations:

- communication of the results of consultations with the professional environment to all doctoral supervisors.
- more information about applications of the procedures on the web page.

The indicator is: partially fulfilled .

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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The Doctoral School of Law and the Doctoral Studies Council (CSUD) collaborate with institutional support structures such as the councils of the faculties to which they belong, as well as with other internal or external stakeholders – doctoral supervisors, doctoral students, graduates,



representatives of the legal and social environment, national and international partner institutions – to adjust the procedural framework and research directions.

Doctoral supervisors, doctoral students, graduates, representatives of the legal environment confirmed during the meetings the existence of consultations and the respect of procedures. Discussions with members of the Quality Assessment Committee of the ASE were relevant, supporting the existence of a monitoring process for the evaluated program.

Recommendation: more informations on website about involvement of doctoral supervisors, doctoral students, graduates, representatives of the legal and social environment in the procedure implementation process.

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.
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At ASE, the evaluation of the quality of the teaching and scientific activity of academic staff is carried out based on the Methodology for the periodic evaluation of the quality of teaching and research staff, approved at institutional level.

The periodic evaluation of the quality of teaching staff takes into account specialist skills and the continuous updating of knowledge; the teaching ability to effectively convey content to students; compliance with professional ethics and deontology.

The participants in the discussions, the students on the Doctoral School Council, confirmed the use of semester evaluations to obtain feedback. However, the information on the website regarding this evaluation is insufficient.

<https://doctorat.ase.ro/arhiva-raport-autoevaluare-sd-drept/>

<https://drept.ase.ro/student-drept/evaluare-cadre-didactice/>

It is recommended that the Doctoral School of Law to post online informations concerning the evaluation of teacher at the PhD level, such as: the form content, the results.

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.
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Bucharest University of Economic Studies uses internal IT platforms, in particular:

-the Doctoral Studies Council Portal ([Portal 1](#) and [Portal 2](#)) – for monitoring research topics, the composition of academic ethics and integrity committees, uploading progress reports, recording publications, evaluations, and doctoral students' activities feedback from the academic ethics and integrity committee on progress reports;



- Blended Learning Platform – for teaching activities;

- <https://cercetare.ase.ro/ro/acasa/>

- platforms available at the Erasmus+ Office for managing contracts with partners and the mobility of doctoral students and teaching staff ([Online Learning Agreement](#), Erasmus Without Paper, Beneficiary Module);

- <https://deplasari.ase.ro/> - Platform for managing the mobility of teaching staff and doctoral students, which includes information about the partner institution, the objectives of the trip, activity reports reflecting the results of the trips and how they will be used and implemented.

Information regarding the quality assurance process should be posted on the website, in a distinct manner. The result of the collection process is not very visible.

It is recommended that the Doctoral School of Law to post online informations concerning the quality assurance process.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

The organisational component ensures transparency of information, as required by the law.

Indicator	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
I.P.C.6.1.1	

Bucharest University of Economic Studies ensures transparency and access to relevant information on doctoral activities through the website doctorat.ase.ro. The website is constantly updated and provides information on: doctoral schools within ASE; the admission procedure for doctoral studies; the running of doctoral programs and completion of studies; the calendar of activities; regulations applicable to obtaining the habilitation certificate; scholarships and fees; postdoctoral studies; mobility and publishing opportunities; announcements regarding various courses, mobility opportunities, and opportunities offered to doctoral students.

[DREPT – Programe Doctorale in Economie, Drept si Stiinte Administrative – Academia de Studii Economice din Bucuresti](#)

[Graficul Activitatilor – Programe Doctorale in Economie, Drept si Stiinte Administrative – Academia de Studii Economice din Bucuresti](#)

Bucharest University of Economic Studies has a special field on webpage dedicated to informations for public interests.

<https://ase.ro/comunicare/informatii-de-interes-public/>

This is an aspect that constitutes best practice examples.

The indicator is: fulfilled.

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

The transparency of the decision-making process is ensured by publishing on the official platform doctorat.ase.ro all relevant decisions and announcements adopted by the Council for Doctoral Studies



(CSUD) and doctoral schools, including general decisions concerning the entire doctoral community. Individual decisions concerning doctoral students or doctoral supervisors are communicated directly through official institutional channels (university email, doctoral school secretariats), thus ensuring the confidentiality of information. In addition, all regulations adopted by the University Senate are published on the website <https://senat.ase.ro/reglementari/> at the end of each meeting. Similarly, the transparency of decision-making processes is ensured by the publication of the [decisions of the ASE Board of Directors](#).

On web site [Conducerea - Academia de Studii Economice Bucuresti](#) are informations concerning the structure of the university,

Bucharest University of Economic Studies has a special field on webpage dedicated to informations for public interests (<https://ase.ro/comunicare/informatii-de-interes-public/>). This is an aspect that constitutes best practice examples.

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation

The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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In previous external evaluation cycles, the field of Law, which includes the Doctoral School of Law, was evaluated by ARACIS in 2021, receiving the rating "Maintain accreditation." In 2025, the interim progress report was submitted, confirming the implementation of the recommendations made in the previous evaluation process and the maintenance of quality standards in the organization and delivery of doctoral programs.

The Doctoral School of Law proved a yearly self evaluation, according of reports post its on webpage.<https://doctorat.ase.ro/anhiva-raport-autoevaluare-sd-drept/>

The indicator is: fulfilled

IV. SWOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> ✓ PhD supervisors with international visibility and scientific results indexed in WoS/Scopus ✓ Adequate infrastructure for scientific activities (equipped rooms, access to digital resources). ✓ Access to international databases through the ASE Library. ✓ Publications by doctoral students and supervisors in WoS, Scopus, and international publishers. 	<p>INTERNAL FACTORS</p> <p>⑨</p>	<p>Weaknesses:</p> <ul style="list-style-type: none"> ✓ Some research topics remain locally oriented, which may limit international visibility. ✓ Research topics are diverse, but some may be too theoretical and less applicable to the current needs of the business environment.. ✓ Need to intensify interdisciplinary collaboration. ✓ Uneven participation in mobility programs and conferences.
<p>SWOT analysis</p>		
<p>Opportunities:</p> <ul style="list-style-type: none"> ✓ Increasing access to European and international funding for doctoral students. ✓ Global trend towards the internationalization of doctoral programs. ✓ Access to international doctoral mentoring programs. 	<p>EXTERNAL FACTORS</p> <p>⑩</p>	<p>Threats:</p> <ul style="list-style-type: none"> ✓ Declining public interest in doctoral studies. ✓ External phenomena (crises) that may reduce mobility. ✓ High competitiveness in obtaining grants. ✓ Rapid changes in technology that may exceed current training. ✓ Risk of doctoral dropouts for financial reasons.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	to focus on enhancing the traceability of stakeholder input, expanding structured consultation with alumni and employers and improving communication on the outcomes of consultations.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	to continue investments in modernizing IT and research infrastructure, to create a dedicated space with offices and individual desks for doctoral students, complementing the existing dedicated rooms for doctoral activities and to further develop accessibility measures for persons with disabilities as part of a continuous improvement approach.
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	to continue upgrading infrastructure and to systematically consult students and alumni regarding the resources needed for their research and the facilities they would like to access
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	to continue attracting internationally recognized academics and to further consult students and alumni regarding teaching quality and emerging research needs
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	to diversify professional development programmes, including interdisciplinary training and digital skills development.



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	PhD students to carry out research stays at foreign universities.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	<ul style="list-style-type: none"> - To periodically consult legal professionals to verify that the skills acquired remain relevant to the actual demands of the professional environment. - To diversify the curriculum by including optional subjects with a special focus on the development of advanced academic and research skills.
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	Establishment of an internal digital platform to which all the doctoral students should have access to share information through forums, thematic groups, and research and professional opportunities.
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	<p>To make a list of the Erasmus+ bilateral agreements by virtue of which the students of the Doctoral School of Law may conduct a research stay abroad.</p> <p>To sign agreements on international joint supervision for the purpose of obtaining a dual doctoral degree.</p>
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	To apply for a project focused on the special needs of doctoral students with disabilities.



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	To apply for a project focused on the special needs of doctoral students with disabilities.
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	To adapt the definition and evaluation of learning outcomes by the Doctoral School of Law depending on the changes in the needs of its doctoral students.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	To post on the website of the Doctoral School of Law all the information on the achievement of the learning outcomes.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	To make public the information on the possibility of signing international co-supervision agreements with foreign universities, along with all information regarding admission to doctoral studies in Law.
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	To maintain and strengthen the respect for the principles of fairness and equal opportunities, with special emphasis on the access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities. In this regard, it should be a positive aspect to include a specific section on support for candidates with special educational needs and/or disabilities in the annual admission procedure.
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	Maintain the dialogue with the professional environment in Bucharest and also to extend it to the other parts of Romania, and adapt the supportive actions regarding the students' academic journey to the needs that arise from daily life.
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	<ul style="list-style-type: none"> - To prepare a list with the Erasmus+ agreements that refer specifically to the doctoral students in Law. - To disseminate the information among the students and potential students of the Doctoral School of Law on the possibility to sign international



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			agreements for doctoral joint supervision.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	To increase the number of invited speakers from non-Romanian universities to give (on-site and online) lectures/seminars/webinars to the students of the Doctoral School of Law and to support its students and supervisors to increase their international visibility through the publication of articles in legal journals indexed in Scopus and Web of Science.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	Increase of the efforts of the Doctoral School of Law to make its members' scientific research more visible at national and international levels, and to capitalize on it effectively.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	It is recommended that the Doctoral School of Law recreate the links in the self-evaluation reports. On web site are not visible the results of students evaluations in reports for evaluated period.
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	It is recommended that the Doctoral School of Law offer much more information online about students evaluations
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	PF	-communication of the results of consultations with the professional environment to all doctoral supervisors. - more information about applications of the procedures on the web page.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	more informations on website about involvement of doctoral supervisors, doctoral students, graduates, representatives of the legal and social environment in the procedure implementation process.



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	It is recommended that the Doctoral School of Law to publish online information concerning the evaluation of teacher at hte PhD level, such as: the form content, the results.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	It is recommended that the Doctoral School of Law to post online informations concerning the quality assurance process.
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	9	1	0
Total	32	1	0

As it was underlined, all doctoral supervisors have published articles indexed in Scopus and/or Web of Science. It is recommended that the Doctoral School of Law increase its work to make more visible the scientific research of its members at the national and international levels, in addition to capitalizing on it in an adequate manner.

VI. Conclusions

✓ *Considering the Self-evaluation Report and the findings during the visit, it is noted that the evaluated program is a consolidated one, with a tradition in UES and highly sought after by the candidates of this university.*



✓ As a result of the visit to the Bucharest University of Economic Studies, the Doctoral School of Law, the ARACIS team of evaluators, which evaluated the Law program, unanimously decided to maintain the accreditation.

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.