



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

Higher Education Institution/Education Provider Organization:	University of Oradea
Doctoral School:	Doctoral School of Sociology
Doctoral Domain:	Educational Sciences
The objective of the external evaluation:	<b>Accreditation* (AC)</b>

### Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	GHERGUȚ Alois	Expert evaluator	
2.	VARNAGY Peter	International Expert	
3.	LĂZĂRESCU Adrian	PhD Student Evaluator	

## I. Introduction

This report was prepared in the context of the request for accreditation of the doctoral field of study Educational Sciences within IODS—University of Oradea. As the field did not operate previously, there is no historical data on the activity of doctoral students or graduates. The internal evaluation presents the degree of institutional readiness for the launch of the field. The doctoral domain in Educational Sciences is included in the Sociology Doctoral School from Oradea University.

The period of the external visit was between 3 and 5 September 2025, and the evaluators who were experts and members of the commission were Prof. Dr. Alois GHERGUT, Prof. Dr. Peter VARNAGY, and the student Adrian LAZARESCU.

In May 1990, by Decision of the Romanian Government, the Technical University of Oradea was established, called in March 1991 the University of Oradea. The continuous development of the university has gone through several stages: the period 1990-2007 was assimilated with the "horizontal development" of the university; the period 2007-2016 is considered a transitional stage regarding the implementation of European education based on the Bologna Process; and in the period 2016-2023, the quality of its own education and research processes, the development of the "vertical," was based on increasing competitiveness at the institutional and international levels.

According to Article 10 of the Charter of the University of Oradea, the mission of the University of Oradea is advanced education and research, involving the organization of teaching, learning, and evaluation activities, as well as scientific research activities, with an impact on the development of knowledge and economic and technological progress at national and international levels. The evaluation of the fulfillment of the mission of the University of Oradea is carried out based on international criteria and indicators, having academic relevance at national and international levels.

The mission of education and advanced research of the University of Oradea is completed by that of entrepreneurship and innovation for the economic and social development of the regional, national, and European community. In this context, the University of Oradea contributes to the development of a knowledge-based society through the non-discriminatory access of students to education and social inclusion, high-performance academic training, and scientific research being the basis of sustainable development and sustainability.

In the more than 60 years since its foundation, the University of Oradea has undergone a dynamic development, which is synthetically reflected by the following values of the main state and functioning parameters:

- 15 faculties, with 47 teaching departments, IODS with 7 doctoral schools, one part-time and distance learning department ID-IFR, one department for the training and improvement of teaching staff DPPD, and one CEC-DRU center for postgraduate study programs;
- 101 Bachelor, 68 Master and 20 doctoral fields;
- 877 tenured professors, of whom: 126 professors, 258 associate professors, 377 heads of works/lecturers, 116 assistants, as of 01.10.2024;
- 21,848 beneficiaries of educational services, of whom: 13,131 students in Bachelor programs, 3,124 students in Master programs, 528 doctoral students and 5,065 in other types of schooling, as of 01.10.2024;
- number of research entities: "National Center for Geothermal Research" and "Fruit Research and Development Station", 23 research centers institutionally certified within the faculties, of which 1 center under the aegis of the Romanian Academy;
- international relations with 620 institutions in 111 countries;

- important facilities for the social and cultural life of students.

The organization and functioning of the UO are in accordance with national regulations and in the spirit of the European principles enshrined in the Grand Charter of the Universities of Bologna. The details of the organization and functioning and the design and evaluation of the processes and activities are made through the set of its own regulations: UO guiding documents, regulations, procedures, and other regulations are available on the UO website at the link: Internal regulations of the UO.

The Charter of the University of Oradea complies with the legal regulations in force and is in line with national policies and those of the European Higher Education Area (EHEA). The Charter is the fundamental regulation in which the academic principles that mark the entire organization and functioning of the university, the application of university autonomy, the regulatory and executive structures, as well as their competences, principles of election, representativeness, and eligibility conditions for occupying positions are specified. All regulations are known by the members of the UO community.

After the entry into force of Law 199/2023, the UO updated the Charter of the University of Oradea, according to art. 261 (1). The UO Charter contains as an Appendix the Code of Ethics and University Deontology of the University of Oradea. In accordance with national regulations and its own Charter, the University of Oradea is structured, from an organizational point of view, on faculties, departments, and functional structures for scientific research.

The professional activity of students is regulated by internal regulations (Regulation on the professional activity of students based on the European system of transferable loans).

The Doctoral School of Sociology, within which the new field – Educational Sciences will operate, operates under this name starting with the academic year 2011-2012 (HS no. 170 of 12.09.2011, according to ROFSUD, art.6, para. (3), offering doctoral degree programs in the fundamental field of Social Sciences, branch of science Sociology, doctoral field of Sociology. The doctoral field of Sociology was established in 2009 (OMEC no. 5200/21.09.2009) and is organized according to the internal and national regulations on doctoral studies.

The Doctoral School of Sociology aims to ensure the advanced quality training of specialists in Sociology and Social Work in N-V Romania.

The doctoral field of Educational Sciences, which is organized within the Doctoral School of Sociology, has as its mission the development of theoretical and applied knowledge of educational phenomena through advanced research:

- deep and critical understanding of contemporary dynamics, educational institutions and processes.
- academic training, at the highest level of performance, of the doctoral student in order to satisfy the need for intellectual, professional and social development, but also the need for specialized labor force of the society;
- promoting excellence in the processes of scientific research, development, innovation and knowledge transfer to Romanian society, thus responding to its need for progress.
- quality methodological training of doctoral students and promotion of doctorates with a solid research component;
- promoting valuable researchers in the field of social sciences through various incentives and rewards;
- promoting interdisciplinary and trans-disciplinary approaches;
- strict application of the highest ethical standards in research and publication;
- involvement in the community as a provider of expertise and authoritative opinion.

The establishment of the doctoral field of Educational Sciences is justified by the natural development of the existing academic capacity and the need to consolidate research in the

social sciences, in accordance with the institutional strategy of expanding the disciplinary area and internationalization.

## II. Methods used

Prior to the site visit, the Self-Assessment Report (SAR) of the Oradea University (OU) and some other relevant documents were studied (annexes, additional documents etc). In addition, we studied the websites of OU Doctoral Schools that were accessible in English. During the visit, 3-5 September 2025, it was a good opportunity to enhance the information which had received about doctoral studies of Educational Sciences at the OU.

The site visit started with a preliminary meeting of experts, who are members of the evaluation team. At this meeting, there was discussion about preparation and harmonization of evaluation stages. During the whole period of evaluation, we had a possibility to participate in a number of group meetings with representatives of the OU, the domain of Educational Sciences, IOSUD staff, the director of doctoral schools, employers, and other persons from qualitative management and the ethics commission. All this helped us to complete the report. We had occasion to discuss the information received with the colleagues from OU and clarify possible ambiguities.

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

### DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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The activity of IODS–University of Oradea is carried out in accordance with the provisions of the national legislation and internal regulations (<https://doctorat.uoradea.ro/ro/documente/reglementari>). The existence of specific regulations and their application at the level of the doctoral school, to which the field of doctoral studies belongs:

- a) the regulations of the doctoral school;
- b) the methodology for conducting the elections for the position of director and members of the Doctoral School Council (DSC), as well as the methodology for the election by doctoral students of the representative in the DSC and evidence of their conduct;
- c) methodologies for organizing and conducting doctoral studies (admission of doctoral students, completion of doctoral studies);
- d) the existence of mechanisms for the recognition of the quality of doctoral supervisor and for the equivalence of the doctorate obtained in other states;

- e) functional management structures (Doctoral School Council), including proving the regularity of convening meetings - Appendix 7;
- f) the doctoral university study contract;
- g) internal procedures for the analysis and approval of proposals on the subject of advanced university study programs.

At the level of IODS University of Oradea, there are specific regulations for the organization and conduct of doctoral studies; these are developed in accordance with the provisions of the national legislation and are applied at both the level of IODS and the doctoral schools. It is mentioned that they are published on the website of the University of Oradea, being visible by accessing the button Reglementări - Doctorat Universitatea din Oradea.

The Regulation of the Doctoral School of Sociology within IODS University of Oradea and the other regulations in force at the level of IODS University of Oradea include mandatory criteria, procedures, and standards regarding the approval of the Code of Doctoral University Studies, as follows: a. the acceptance of new doctoral supervisor members; b. the mechanisms by which decisions are taken regarding the opportunity, structure, and content of the training program based on advanced university studies; c. the procedures for changing the doctoral supervisor of a particular doctoral student and the conflict mediation procedures; d. the conditions under which the doctoral program can be interrupted; e. the ways of preventing fraud in scientific research, including plagiarism; f. ensuring access to research resources; g. the attendance obligations of doctoral students, according to a methodology developed by the Ministry of National Education.

Recommendation:

1. ***Permanent updating on the doctoral school's website of the documents regulating the doctoral studies activity (e.g. regulations, methodologies, procedures, etc.).***

**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.

University has consultation mechanisms which include:

- Student representation in the Senate, Faculty Councils, Board of Directors, committees and specialized councils;
- Periodic meetings with students, teachers and administrative staff for the analysis and improvement of academic and administrative regulations;
- Consultations with employers and representatives of the socio-economic environment on the adaptation of study programs to the requirements of the labor market;
- Questionnaires and surveys addressed to students to collect feedback on teaching and administrative activities;
- Collaboration with student organizations and trade unions in decision-making processes relevant to the academic community.

\* The faculty, department, subsidiary, extension - hereinafter "organizational components"

Also, the university's regulations and methodologies are regularly reviewed based on consultations with faculty, students, and other stakeholders. Students are actively involved in academic and administrative decision-making. Partnerships with the socio-economic environment ensure the integration of labor market requirements in the development of study programs.

From the analysis of the self-evaluation report and the annexes submitted by the university, we have identified evidence and documentation of the mechanisms and procedures to be consulted in the decision-making process that relate to doctoral studies in educational sciences (the last documents from *Anexa 7* and *Anexa suplimentară*).

The members of the faculty and the specialized department, including the future doctoral supervisors in the field of Educational Sciences, were formally consulted in the process of substantiating the documents specific to the field, through department meetings, councils and institutional correspondence. At the same time, the opinions of other stakeholders – including institutional partners in the field of research and civil society – were capitalized in the configuration phase of the structure of the doctoral program, in order to ensure its social and academic relevance. All adopted documents are subject to internal approval procedures and are regularly reviewed based on feedback from stakeholders.

Recommendations:

1. ***In the future, it is recommended to extend the consultations to other categories of people (e.g. doctoral students and graduates in the field of education sciences, their employers, etc.).***
2. ***Networked type of cooperation should be established to ensure the broad involvement and active participation of all relevant stakeholder groups.***

**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.

The University of Oradea owns and administers under the conditions of the law all the spaces used for teaching, research, and administrative activities. These include classrooms, laboratories equipped with modern equipment, research bases, and spaces for extracurricular activities. All spaces are properly equipped to carry out an educational process at high standards. In addition, the university ensures accessibility for students with disabilities through specific facilities in the university library and other spaces for the educational process.

The spaces and material endowment assigned to the doctoral field of sociology, which will be included the new program in educational sciences, allow the realization of research activities in the evaluated field. There are 9 research laboratories where the doctoral students from the field of education will have access, 2 research centers (the Research Center on Social Transformations - CSTS and the Center for Applied Psychology - CAP), 9 rooms in the Faculty of Social and Humanistic Sciences, 1 room in the Department for Teacher Training and another 15 rooms available for doctoral supervisors and tutoring activities.

The Library of Oradea University provides access to international databases, through active subscriptions to ScienceDirect, SpringerLink, ProQuest Central, Cambridge Journals, Scopus

and Web of Science, in order to achieve the performance indicators, set by international standards and facilitating research and documentation activities for students and teachers.

Recommendation:

- 1. Fitting out and equipping spaces with equipment and technologies in line with the fields and research themes in the educational sciences undertaken by coordinators and doctoral students. Attracting resources through grants or other sources of funding to develop the research infrastructure specific to the field of Educational Sciences. Adequate space is available for didactic and research activities; however, sustained investment remains necessary.**

**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.	
<b>Indicator</b> 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.

The organizational components involved in the development of the field of doctoral studies in educational sciences—namely, the Faculty of Social and Humanistic Sciences and the Doctoral School of Sociology—optimally and sustainably manage the available material resources. The teaching spaces, laboratories, and research infrastructure are already functional and efficiently used within the other existing doctoral fields (Sociology) and will also be made available to the field of Educational Sciences.

The immovable and movable property used for teaching and research activities within the Faculty of Social and Humanistic Sciences are maintained according to the internal regulations of the University of Oradea. The spaces intended for doctoral studies—including seminar rooms, offices of doctoral supervisors, libraries, and spaces dedicated to research—benefit from permanent maintenance, cleanliness, internet access, and modern facilities. For the field of Educational Sciences, the existing infrastructure will be used and adapted to its scientific specificity. The conditions offered ensure that activities are carried out in accordance with academic standards and the needs of doctoral students, teaching staff, and administrative staff (<https://www.uoradea.ro/Prezentare+Universitatea+Oradea>, <https://doctorat.uoradea.ro/ro/>, <https://socioumane.ro>).

Recommendation:

- 1. Attracting new resources for the development of the doctoral field Education Sciences, in line with new trends in education (e.g. e-inclusion, digitization in education, educational softwares etc.)**

**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.	
<b>Indicator</b> 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.

The doctoral field of Education Sciences will operate at IODS UO and within the doctoral school of Sociology with three doctoral supervisors who meet the minimum CNATDCU standards in force at the time of the evaluation, necessary and mandatory for obtaining the habilitation certificate (Annex 11, Suplimentary Annex):

- Prof. univ. dr. habil. ADRIAN HATOS (OMEN 3261/22.01.2024);
- Prof. univ. dr. habil. KARLA-MELINDA BARTH (OMEN 4384/30.05.2023);
- Prof. univ. dr. habil. FLORICA ORȚAN (OMEN 3077/17.01.2025).

We mention that in the Doctoral School of Sociology there are a number of 7 PhD supervisors in the field of Sociology.

For PhD supervisors with habilitation in the field of Educational Sciences, who will be affiliated, we mention the following:

- Prof. Dr. Adrian HATOS has habilitation and supervises doctoral theses also in the field of Sociology. After accreditation he will also coordinate theses in Education Sciences.
- Prof. Dr. Karla-Melinda BARTH has been affiliated since 2024 to the doctoral school „Education, Reflection, Development” within IOSUD-UBB Cluj-Napoca.
- Prof. Dr. Florica ORȚAN, turned 65 in June and in the academic year 2025-2026 will have the status of retired professor if the Senate of the University of Oradea does not extend her status of full professor (At the time of the visit, she applied for an extension of his activity as a full professor. IOSUD and the Senate of the University of Oradea will analyze the application and issue the decision)

The activity of the doctoral university studies will be supported by teachers who meet the legal conditions, have the minimum teaching title of doctoral lecturer, and are specialists in the field of doctoral guidance (in the case of the members of the guidance committees), and have the quality of doctoral supervisor obtained by Ministerial Order (in the case of doctoral supervisors). The subjects of the training program based on advanced university studies related to the field are supported by teachers or researchers who have the quality of doctoral supervisor/habilitated professor/CS I or associate professor/CS II with proven expertise in the field of the taught disciplines or other specialists in the field who meet the standards established by the institution for the aforementioned teaching and research functions, under the law.

Recommendations:

- 1. Affiliation to the doctoral school of 1-2 PhD supervisors habilitated in the field of educational sciences to strengthen the evaluated field.**
- 2. Clarification of the status of PhD coordinator for Prof. Dr. Karla-Melinda BARTH (affiliation to two doctoral schools from two IOSUD)**
- 3. Extension of the status of full professor for Prof. Dr. Florica ORȚAN**

**The indicator is: partially 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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The UO organizes, in accordance with the legislation in force, competitions for the occupation of vacant teaching or research positions for an indefinite period, as well as competitions for the occupation of teaching positions of university assistant for a fixed period. The UO organizes a competition for the occupation of teaching and research positions for an indefinite period only

after the publication of the positions proposed for competition by the relevant ministry in the Official Gazette of Romania in accordance with its own competition methodology for the occupation of vacant teaching and research positions. The competition for the occupation of the teaching positions of university assistant for a fixed period is organized in accordance with the Regulation on the occupation of the positions of university assistant for a fixed period.

All the teaching positions offered for competition are found in the lists of functions of the specialized departments and are made public so that candidates who comply with the regulations in force can participate in the competition without discrimination. The statements of functions are carried out in accordance with the Operational Procedure for the elaboration and approval of the statements of functions.

Thus, the University of Oradea provides a formalized framework for continuous training and establishing the necessary professional training. These aspects are regulated by the Operational Procedure on Professional Training and Establishing the Vocational Training Needs, which details the stages, responsibilities, and criteria applicable to the process of developing the competences of teaching, auxiliary, and administrative staff.

Recommendation:

- 1. Recruitment of new members in the Doctoral School of Sociology in order to strengthen the field of educational sciences, in line with the recommendations mentioned at indicator I.P.A.A.3.1.1.**

### 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.

<b>Indicator</b> I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ 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 digital platforms of the University of Oradea allow the online conduct of current administrative procedures—requests for certificates, forms for changes of thesis title or scientific supervisor, and information on the timetable and activities within the advanced university training program.

Communication between students, doctoral supervisors, the supervisory committees, and the Doctoral School Secretariat is done efficiently through institutional e-mail and through the dedicated websites of the faculty and IODS (<https://doctorat.uoradea.ro>). Also, the digital resources of the university library are accessible through the online catalog <https://www.uoradea.ro/biblioteca/>, facilitating access to specialized publications, scientific databases, and other relevant materials.

These IT tools contribute to increasing the transparency, accessibility, and quality of educational services while supporting the institutional objectives of modernization and adaptation to international standards.

Recommendation:

- 1. Maintaining and expanding the institutional framework for digitization/informatization of services for students, employees, and people interested in the activities of the university.**

**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.

<b>Indicator</b> 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 program for doctoral studies in educational sciences evaluated is structured on 4 years with the first semester, which includes didactic activities. Each semester has 30 ECTS credits (totaling 240 ECTS) and a list of activities for doctoral students, which they must do to pass each semester.

The learning plan initially submitted was revised at the request of the evaluation committee because it did not clearly emphasize the specificities of the field of educational sciences and did not specify the learning outcomes according to the methodological requirements in force. In the additional annex is presented the new learning plan with better structured information and presented in accordance with the specifics of the evaluated program. Teaching, learning, research, and assessment activities are, in general, coherently correlated, ensuring the acquisition of advanced skills and leading to the achievement of a university qualification in accordance with national and European standards of quality in education.

However, even after the revision of the curriculum, it is necessary to intervene with new additions to increase the number of learning outcomes for each category and to present the learning outcomes in more operational statements, correlated with each discipline, with the topics addressed, and with the forms of student assessment to verify the level of learning outcomes.

We mention that the new teaching plan was assumed at the level of the Doctoral School of Sociology and by the Director of CSUD-OU. The document is to be approved also by the OU Senate and signed by the Rector.

Recommendation:

- 1. The learning outcomes should be expressed in wording that includes a definite action verb for more clarity and rigor in the elaboration of each discipline's curricula.**
- 2. Identification of more learning outcomes (e.g., "to communicate research findings effectively to both academic and non-academic audiences in national and**

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

- international environments" or "to write high-quality scientific writing, including peer-reviewed articles or academic papers, aligned with international standards").***
- 3. Include at least one discipline with final exam.**
  - 4. The integration of students' prior knowledge/learning in the curriculum design to stimulate deeper engagement with their studies.**

**The indicator is partially 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.

<b>Indicator</b> I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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In the new form of the learning plan from supplementary annexes, the expected learning outcomes within the doctoral study program in Education Sciences are correlated, but not enough with the skills necessary for the exercise of occupations specific to the field, in accordance with national occupational standards and the European Classification of Occupations (ESCO).

These competences are essential for occupations such as scientific researcher in educational sciences and university teaching staff, as defined in the ESCO.

Recommendation:

- 1. A clearer and more rigorous presentation of learning outcomes in relation to the competences formulated in the learning plan and those required by the European occupational standards (ESCO).**

**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.

<b>Indicator</b> I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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The organizational component of the doctoral study program in Educational Sciences integrates the principles of student-centered learning both at the curriculum level and through the didactic strategies adopted. The structure of the program is designed to stimulate autonomy in learning, critical thinking, and active involvement of the doctoral student in the training process through activities such as the elaboration of the individual research project, personalized mentoring, participation in research centers and the use of modern teaching methods focused on active and collaborative learning.

The European Credit Transfer System (ECTS) is a student-centred framework that measures the workload required to achieve the intended learning outcomes also of the Doctoral Programme. The programme is designed to ensure that students acquire the knowledge, skills, and competences expected at this level. The programme places the student at the core of the process, with a emphasis on aligning learning outcomes.

Recommendation:

**1. Diversifying the ways in which the principles of student-centered learning are applied in the doctoral school curriculum.**

**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.

<b>Indicator</b> I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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The University of Oradea pays special attention to supporting students with adaptation and learning difficulties or with disabilities (Framework Regulation of the University of Oradea regarding accommodation in student dormitories, Regulation for granting scholarships and other forms of material support for students of the University of Oradea). At the level of the UO (within FSSU) there is an Office for students with visual impairments or blindness, established in collaboration with the Traveling Book Foundation and Orange, through which this category of students benefits from adapted courses (enlarged/transformed into Braille). A Laboratory for people with disabilities has also been established, where there are equipment and software that facilitate the access to learning of 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.

<b>Indicator</b> 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.
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The teaching plan for the doctoral program in Education Sciences has been rewritten at the request of the evaluation committee. In the new version, learning outcomes and other information related to student activity during the 4 years of study have been introduced.

The learning outcomes introduced in the syllabus largely ensure curricular coherence and facilitate the planning of learning and assessment activities, providing both teachers and doctoral students with benchmarks on the expected level of performance and educational progress.

The learning outcomes within the doctoral program in Educational Sciences are formulated also within each subject sheet, being correlated with the professional and transversal competences targeted. They reflect the general and specific objectives of the courses (such as Scientific Research Methodology, Ethics and Academic Integrity), allowing for a common understanding between the student and the teacher regarding the content, teaching methods and assessment standards.

However, there are differences in the wording of the learning outcomes in the learning plan and the learning outcomes from the disciplines' curricula (wording and content).

Recommendations:

- 1. Inclusion of more learning outcomes in the learning plan, which could better reflect the high level of attainment and competencies at the completion of doctoral studies.**
- 2. Concordance between the learning outcomes (as expressed in the learning plan) and the disciplines' curricula (formulated using operational verbs).**
- 3. Also in the future regular reviews should be conducted to develop and improve the program, building on existing strengths and correcting identified weaknesses.**
- 4. I recommend that during the operation, regular and systematic revision of the curriculum be developed based on feedback received from students and teachers.**

**The indicator is partially 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 verification of the achievement of the learning outcomes within the doctoral program in Educational Sciences is carried out both through continuous evaluations and through final exams, according to the methodologies specific to each discipline. The subject curricula detail some of the evaluation criteria and methods, which include oral exams, reports, research projects, and active participation in seminars, as well as evaluations along the way (e.g., in the courses of Ethics and Academic Integrity or Methodology of Scientific Research). The evaluation of practical activities and scientific products also contributes to the assessment of individual progress and to the support of the academic standards of the program.

Recommendations:

- 1. Completing the assessment section of the subject curriculum with more detailed information on how the learning outcomes specified in each subject's curriculum are assessed.**
- 2. All assessments and associated procedures shall be fair, consistent, valid, and reliable. The evaluation process must be explicitly aligned with the programme's intended learning outcomes, and assessment criteria shall be clearly articulated and transparently applied.**

**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 organizational component of the future doctoral program in Educational Sciences, part of the Doctoral School of Sociology within the University of Oradea, is designed to fully apply the institutional procedures regarding admission to doctoral studies, according to the national regulations and the internal methodology approved by the University Senate.

The selection process will respect the same principles of transparency, equity, and objectivity applicable to the other fields within the Doctoral School. Among the Regulations the 'Admission

Methodology' (see Appendix 13) lay down the rules and guidelines regarding the content and structure of the admissions among other matters.

The procedure provides for competition based on a research project and a scientific interview, with the criteria and the calendar to be publicly communicated in due time, thus ensuring open and nondiscriminatory access to doctoral higher education.

The admission requirements and procedures are mostly well documented.

**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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According to the Evaluation report, admission to the doctoral program in Educational Sciences, which is to be organized within the Doctoral School of Sociology of the University of Oradea, will fully comply with the principles of equity and equal opportunities, according to the legal framework and internal regulations in force.

The selection procedures will include specific support measures to ensure access for candidates from vulnerable groups or in situations of social and educational risk, as well as for candidates with special educational needs or disabilities. Relevant information on the facilities offered, possible adaptations, and support channels will be publicly communicated in a transparent manner, guaranteeing fair and inclusive participation of all stakeholders.

**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.

The organizational component of the doctoral program in Educational Sciences, part of the Doctoral School of Sociology within the University of Oradea, is structured in such a way as to ensure the coherent application of the regulations regarding the professional activity of doctoral students, in accordance with the national legislation and the internal regulations of the university.

Although the program does not yet have enrolled students, the existing organizational framework provides clear mechanisms for tracking the academic path: records of participation in teaching activities, monitoring of research progress through semester reports, periodic evaluations in front of the guidance committee, and access to academic resources, tutoring, and extracurricular activities.

**The indicator is fulfilled.**

**DOMAIN C. Quality management**

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

Standard S.C.3.1. Procedures and implementation of procedures	
The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.	

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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The University of Oradea systematically applies the procedure regarding the initiation, monitoring, and revision of study programs, thus ensuring the maintenance and improvement of the quality of the educational act.

The Doctoral School of Sociology, which will host the doctoral program in Educational Sciences, has developed the necessary documentation for accreditation based on the procedure for the approval and monitoring of study programs (Doctoral School of Sociology) based on the contributions of the Faculty of Social and Humanistic Sciences, through the Faculty Council and the Department of Education Sciences.

All stages—from the analysis of the need for the program to the establishment of resources and the substantiation of the scientific content—were carried out by the university regulations and procedures approved by the Senate, under the coordination of the Department for Quality Assurance (DAC).

The academic staff, with the support of the Department for Quality Assurance, are responsible for ensuring the reliability and validity of assessment procedures and maintaining academic standards.

Recommendation:

- 1. Optimizing the application of quality assurance procedures and more rigor in the writing of documents for future evaluations.***

**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.
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The University of Oradea maintains a permanent dialogue with students, teachers, graduates, and representatives of the socio-economic environment to ensure an efficient and relevant review process of the study program

The Doctoral School of Sociology, under the aegis of which the field is proposed, periodically holds meetings of the Doctoral School Council (Appendix 7), during which the measures regarding the proper functioning of the doctoral programs are discussed and approved. The members of the DSC, the doctoral supervisors, the teaching staff involved in the guidance committees, and the representatives of the doctoral students actively participate in these decision-making processes.

Other stakeholders are involved through the collaboration protocols concluded with relevant institutions, such as the Bihor County School Inspectorate, the Bihor County Territorial Labor Inspectorate, the Institute of Prophylaxis, Mental Health and Personality Development, the Bihor County Directorate of Statistics, providing access to documentary resources, support in the research activity, and contributions to the validation of the strategic directions of the Doctoral School.

Recommendation:

- 1. Diversifying and optimizing practices to regularly review quality assurance strategies and procedures to reflect legislative changes and updated ARACIS requirements.***

**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.

To accredit the doctoral study program in the field of Educational Sciences, the organizational component of IOSUD–University of Oradea, through the Doctoral School of Sociology, carried out all the steps provided by the ARACIS methodology regarding the external quality assessment.

The entire activity was coordinated by the Doctoral School Council and CSUD, in collaboration with the quality assurance structure of the University of Oradea, in compliance with the legislation in force and national standards.

Recommendation:

- 1. After the expansion of the Doctoral School of Sociology with the inclusion of the field of Education Sciences, it is recommended that quality standards be integrated and support the initial operation of this new doctoral program so that future evaluations will note the improvements recommended in this report.**

**The indicator is fulfilled.**

#### IV. SWOT Analysis

Strengths:		Weaknesses:
<ul style="list-style-type: none"> <li>✓ Modernized and constantly developing material base; the Doctoral School benefits from lecture halls and seminars, research laboratories, modern libraries and access to databases, essential resources for doctoral students' activities.</li> <li>✓ Well-regulated and functional organizational framework: there are functional structures (CSUD, DSC, SSUD) with clear roles in the management of doctoral studies, which ensure the consistent application of internal and national regulations</li> <li>✓ Transparency and quality: Quality assurance processes are well regulated (SEAQ, DAC), with periodic evaluations and updated databases, ensuring rigorous management</li> </ul>	<p><b>INTERNAL FACTORS</b></p> 	<ul style="list-style-type: none"> <li>✓ Low international visibility in research rankings, journal articles and participation in international research projects on educational field.</li> <li>✓ A small number of international students.</li> <li>✓ The field of educational sciences is not so visible, which can be a limit to recruiting candidates.</li> <li>✓ There are only three doctoral supervisors with habilitation in educational sciences, and attracting new supervisors requires time and investment.</li> <li>✓ Thematic expertise among doctoral supervisors is not so extensive as to cover more areas required by potential doctoral students.</li> <li>✓ Financial resources are</li> </ul>

<p>of the doctoral program.</p> <ul style="list-style-type: none"> <li>✓ IODS's participation in a European University Alliance (EU-Green).</li> </ul>		<p>limited, and this could be a limit for research grants that can restrict infrastructure development and the attraction of international PhD students.</p> <ul style="list-style-type: none"> <li>✓ Absence of a digital platform dedicated to doctoral studies.</li> </ul>
<p><b>SWOT analysis</b></p>		
<p style="background-color: #d9ead3; padding: 2px;"><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>✓ Favorable geographical position.</li> <li>✓ Expanding international collaborations and more possibilities of developing international and co-tutored partnerships with other EU universities. (e.g. Hungary, Poland, Belgium, mentioned in the scientific activity of the leaders).</li> <li>✓ The interest from employers for graduates trained in applied and interdisciplinary fields.</li> <li>✓ The possibility of attracting researchers and professors from other universities, including through collaborations, associations, habilitations, and mobilities</li> <li>✓ Access to funding for emerging areas: Research programs such as Horizon Europe, Erasmus+ or UEFISCDI projects.</li> <li>✓ New perspectives and practices in education, e.g.: digital education, social inclusion, well-being in education, and intercultural education.</li> </ul>	 <p><b>EXTERNAL FACTORS</b></p>	<p style="background-color: #fff2cc; padding: 2px;"><b>Threats:</b></p> <ul style="list-style-type: none"> <li>✓ Demographic decline and reduction in the number of graduates.</li> <li>✓ Increasing competition between universities, both nationally and internationally.</li> <li>✓ The exodus of young researchers to institutions and competition from other sectors (public policies, consultancy, NGOs), which can reduce the recruitment potential for quality teachers and doctoral students.</li> <li>✓ Possible risk of low perception of educational sciences in actual social context, which can increase the risks of being marginalized in competitions for resources or academic recognition.</li> <li>✓ Frequent changes in educational legislation, which can affect the stability of the framework for organizing doctoral studies.</li> </ul>

**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
<b>DOMAIN A. Institutional capacity</b>			
1.	<b>I.P.A.1.1.1</b> 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.	<b>F</b>	1. <i>Permanent updating on the doctoral school's website of the documents regulating the doctoral studies activity (e.g. regulations, methodologies, procedures, etc.).</i>
2.	<b>I.P.A.1.2.1</b> 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.	<b>F</b>	1. <i>In the future, it is recommended to extend the consultations to other categories of people (e.g. doctoral students and graduates in the field of education sciences, their employers, etc.).</i> 2. <i>Networked type of cooperation should be established to ensure the broad involvement and active participation of all relevant stakeholder groups.</i>
3.	<b>I.P.A.2.1.1</b> 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.	<b>F</b>	1. <i>Fitting out and equipping spaces with equipment and technologies in line with the fields and research themes in the educational sciences undertaken by coordinators and doctoral students. Attracting resources through grants or other sources of funding to develop the research infrastructure specific to the field of Educational Sciences. Adequate space is available for didactic and research activities; however, sustained investment remains necessary.</i>
4.	<b>I.P.A.2.2.1</b> The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	<b>F</b>	1. <i>Attracting new resources for the development of the doctoral field Education Sciences, in line with new trends in education (e.g. e-inclusion, digitization in education, educational softwares etc.)</i>
5.	<b>I.P.A.3.1.1</b> 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.	<b>PF</b>	1. <i>Affiliation to the doctoral school of 1-2 PhD supervisors habilitated in the field of educational sciences to strengthen the evaluated field.</i> 2. <i>Clarification of the status of PhD coordinator for Prof. Dr. Karla-Melinda BARTH (affiliation to two doctoral schools from two IOSUD)</i> 3. <i>Extension of the status of full professor for Prof. Dr. Florica OȚAN</i>
6.	<b>I.P.A.3.2.1</b> Recruitment procedures comply with the provisions of the law,	<b>F</b>	1. <i>Recruitment of new members in the Doctoral School of Sociology in order</i>

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	and are established and carried out transparently.		<i>to strengthen the field of educational sciences, in line with the recommendations mentioned at indicator I.P.A.A.3.1.1.</i>
7.	<b>I.P.A.4.1.1</b> 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.	<b>F</b>	1. <i>Maintaining and expanding the institutional framework for digitization/informatization of services for students, employees, and people interested in the activities of the university.</i>
<b>DOMAIN B. Educational efficacy</b>			
8.	<b>I.P.B.1.1.1</b> 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.	<b>PF</b>	<ol style="list-style-type: none"> <li>1. <i>The learning outcomes should be expressed in wording that includes a definite action verb for more clarity and rigor in the elaboration of each discipline's curricula.</i></li> <li>2. <i>Identification of more learning outcomes (e.g., "to communicate research findings effectively to both academic and non-academic audiences in national and international environments" or "to write high-quality scientific writing, including peer-reviewed articles or academic papers, aligned with international standards").</i></li> <li>3. <i>Include at least one discipline with final exam.</i></li> <li>4. <i>The integration of students' prior knowledge/learning in the curriculum design to stimulate deeper engagement with their studies.</i></li> </ol>
9.	<b>I.P.B.2.1.2</b> 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).	<b>F</b>	1. <i>A clearer and more rigorous presentation of learning outcomes in relation to the competences formulated in the learning plan and those required by the European occupational standards (ESCO).</i>
10.	<b>I.P.B.3.1.1</b> 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.	<b>F</b>	1. <i>Diversifying the ways in which the principles of student-centered learning are applied in the doctoral school curriculum.</i>
11.	<b>I.P.B.4.1.1</b> 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,	<b>F</b>	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	the study cycle, and the form of organisation of the study programme.		
12.	<b>I.P.B.5.1.1</b> 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.	<b>PF</b>	<ol style="list-style-type: none"> <li>1. <i>Inclusion of more learning outcomes in the learning plan, which could better reflect the high level of attainment and competencies at the completion of doctoral studies.</i></li> <li>2. <i>Concordance between the learning outcomes (as expressed in the learning plan) and the disciplines' curricula (formulated using operational verbs).</i></li> <li>3. <i>Also in the future regular reviews should be conducted to develop and improve the program, building on existing strengths and correcting identified weaknesses.</i></li> <li>4. <i>We recommend that during the operation, regular and systematic revision of the curriculum be developed based on feedback received from students and teachers.</i></li> </ol>
13.	<b>I.P.B.5.1.2</b> Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	<b>F</b>	<ol style="list-style-type: none"> <li>1. <i>Completing the assessment section of the subject curriculum with more detailed information on how the learning outcomes specified in each subject's curriculum are assessed.</i></li> <li>2. <i>All assessments and associated procedures shall be fair, consistent, valid, and reliable. The evaluation process must be explicitly aligned with the programme's intended learning outcomes, and assessment criteria shall be clearly articulated and transparently applied.</i></li> </ol>
14.	<b>I.P.B.7.1.1</b> The organisational component applies the admission procedures.	<b>F</b>	
15.	<b>I.P.B.7.1.2</b> 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.	<b>F</b>	
16.	<b>I.P.B.7.2.1</b> The organisational component applies the regulations concerning the students' professional activity.	<b>F</b>	
<b>DOMAIN C. Quality management</b>			

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
17.	<b>I.P.C.3.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.	<b>F</b>	1. <i>Optimizing the application of quality assurance procedures and more rigor in the writing of documents for future evaluations.</i>
18.	<b>I.P.C.3.1.2</b> Members of its own community and other stakeholders are involved in the procedure implementation process.	<b>F</b>	1. <i>Diversifying and optimizing practices to regularly review quality assurance strategies and procedures to reflect legislative changes and updated ARACIS requirements.</i>
19.	<b>I.P.C.8.1.1</b> 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.	<b>F</b>	1. <i>After the expansion of the Doctoral School of Sociology with the inclusion of the field of Education Sciences, it is recommended that quality standards be integrated and support the initial operation of this new doctoral program so that future evaluations will note the improvements recommended in this report.</i>

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	6	1	0
Domain B. Educational efficacy	7	2	0
Domain C. Quality management	3	0	0
Total	16	3	0

## VI. Conclusions

After analyzing the information included in the internal evaluation report and the on-site visit, after discussions with the representatives of the University of Oradea, and after the synthesis made by the members of the evaluation committee, we can list the following conclusions:

1. The doctoral field of Educational Sciences, which is organized within the Doctoral School of Sociology, has as its mission the development of theoretical and applied knowledge of educational phenomena through advanced research in representative fields of education: sociology of education, digital pedagogy, inclusive education, curriculum of education, comparative pedagogy, etc.
2. The University of Oradea has material and logistical resources that allow the organization of doctoral studies, including in the field of education sciences. There are spaces for teaching and research activities, laboratories, a library with access to the latest information and databases, accommodation and leisure time for students, and a generous university campus accessible to any type of student from home or abroad. Among the strengths of the University of Oradea that could be favorable conditions for the development of doctoral studies in education sciences, we mention: a. Modernized and constantly developing material base; the Doctoral School benefits from lecture halls and seminars, research laboratories, modern libraries and access to databases, essential resources for doctoral students' activities; b. Well-regulated and functional

- organizational framework: there are functional structures (CSUD, DSC, SSUD) with clear roles in the management of doctoral studies, which ensure the consistent application of internal and national regulations; c. Transparency and quality: Quality assurance processes are well regulated (SEAQ, DAC), with periodic evaluations and updated databases, ensuring rigorous management of the doctoral program; d. IODS's participation in a European University Alliance (EU-Green).
3. For PhD supervisors with habilitation in the field of Educational Sciences, who will be affiliated, we mention the following:
    - Prof. Dr. Adrian HATOS has habilitation and supervises doctoral theses also in the field of Sociology. After accreditation he will also coordinate theses in Education Sciences.
    - Prof. Dr. Karla-Melinda BARTH has been affiliated since 2024 to the doctoral school „Education, Reflection, Development” within IOSUD-UBB Cluj-Napoca.
    - Prof. Dr. Florica ORȚAN, turned 65 in June and in the academic year 2025-2026 will have the status of retired professor if the Senate of the University of Oradea does not extend her status of full professor (At the time of the visit, she applied for an extension of his activity as a full professor. IOSUD and the Senate of the University of Oradea will analyze the application and issue the decision)
  4. The learning plan initially submitted was revised at the request of the evaluation committee because it did not clearly emphasize the specificities of the field of educational sciences and did not specify the learning outcomes according to the methodological requirements in force. In the additional annex is presented the new learning plan with better structured information and presented in accordance with the specifics of the evaluated program. However, even after the revision of the curriculum, it is necessary to intervene with new additions to increase the number of learning outcomes for each category and to present the learning outcomes in more operational statements, correlated with each discipline, with the topics addressed, and with the forms of student assessment to verify the level of learning outcomes. Also, there are differences in the wording of the learning outcomes in the learning plan and the learning outcomes from the disciplines' curricula (wording and content).
  5. In the new form of the learning plan from supplementary annexes, the expected learning outcomes within the doctoral study program in Education Sciences are correlated, but not enough with the skills necessary for the exercise of occupations specific to the field, in accordance with national occupational standards and the European Classification of Occupations (ESCO). For these reasons, a clearer and more rigorous presentation of learning outcomes in relation to the competences formulated in the learning plan and those required by the European occupational standards (ESCO) is necessary.

In the final meeting with representatives of the management, the conclusion was that at the level of IOSUD Oradea and at the Doctoral School of Sociology, where the doctoral program in education sciences will function, there is openness, interest, and willingness to resolve and correct the problematic indicators and to follow up on the recommendations made in this report. Taking into account the issues raised in the indicators related to human resources, the development of the learning plan, the discipline files, their correlation with aspects related to the ESCO, the evaluation committee, the committee proposes and substantiates a decision: provisional authorization to operate (PA).

## VII. Annexes

1. Schedule of the on-site visit and synthesis of meetings
2. Learning plan revised
3. Disciplines/syllabus curricula revised