

Structure of the Internal Evaluation Report (REI)

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I. General information

I.1. General description of the higher education institution and the institution organizing doctoral studies (IOSUD)

The Institute of Biochemistry of the Romanian Academy (IBAR) was founded in 1952 and re-established as an independent unit by Government Decision No. 1220/22.11.1990. Its mission combines cutting-edge fundamental research in the life sciences at molecular level with the training of master's students, doctoral students and postdoctoral researchers. The Institute operates at Splaiul Independenței, Bucharest, and its central research direction is the study of the biosynthesis and functions of proteins relevant to medicine and biotechnology.

Doctoral activity is carried out within the School of Advanced Studies of the Romanian Academy – SCOSAAR. IBAR has been a member of the Romanian Academy's doctoral structure for more than 20 years, during which time it has trained over 100 doctoral theses in the field of Biology. Academic governance is ensured at SCOSAAR level and by the Doctoral School of Life Sciences (SD-ȘV), while the local scientific and administrative component is supported by IBAR management, the Scientific Council, doctoral supervisors, guidance committees and the Institute's functional departments.

IBAR is accredited by the Romanian Academy as an A+ research institute, with a Hirsch index >60 and a total of more than 14,000 citations, of which >6,000 in the 2021–2026 period, according to Web of Science Core Collection, Clarivate Analytics (WoS). This level of excellence is also reflected by the number and quality of international collaborations developed over time with research centres at prestigious universities such as Oxford, Yale, Berkeley, Illinois Institute of Technology, Lausanne, Wageningen, Lille and Ben-Gurion, as well as institutes such as NHS, Max Planck, NIBIO, CIIL and INRA.

I.2. General description of the organizational component that organizes the doctoral study field

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IBAR is organized into research departments that provide the framework for integrating doctoral projects: Molecular Cell Biology, Molecular Virology, Enzymology, Bioinformatics and Structural Biochemistry, and Molecular and Cellular Bio-nanotechnologies. Doctoral students are integrated into the teams of these departments under the coordination of doctoral supervisors and with the support of researchers serving on guidance committees. The doctoral supervisors are: Dr. Ștefana Petrescu, Order No. 5203/23.11.2000; Dr. Ștefan Szedlacsek, Order No. 5203/23.11.2000; Dr. Andrei Petrescu, Order No. 5693/19.12.2005; Dr. Habil. Norica Nichita, Order No. 4718/11.08.2015.

I.3. General description of the doctoral study field

The doctoral field is rooted in the biological sciences at molecular level and covers areas at the frontier of knowledge and technology, including: biochemistry and molecular biology of proteins, molecular and cellular biology, molecular virology, immunobiology, glycobiology, enzymology, proteomics, interactomics, bioinformatics, biocomputing, systems biology, and bio-nanotechnologies. The selection and development of topics are correlated with the Institute's research directions, active projects, and access to experimental and computational infrastructure. During the period under evaluation, IBAR focused on developing doctoral students' scientific communication skills, integrating them into interdisciplinary networks and projects, and strengthening training according to international standards. The doctoral student conferences organized by IBAR in 2022, 2024 and 2026 represent a good practice that may be institutionalized annually.

II. Preparation of the Internal Evaluation Report

This document was prepared with reference to the structure of the REI model provided and through an analysis of IBAR doctoral activity during 2021–2026. The following stages were completed in preparing the report:

Stage	Activity	Result
1	Analysis of the REI model	Six-chapter structure and current status–analysis–actions logic
2	Extraction of evidence from the IBAR report	Quantitative indicators and descriptive information for 2021–2026
3	Internal analysis by quality areas	Findings, strengths, vulnerabilities and actions
4	Identification of documentary gaps	List of data and annexes required for final validation
5	Consultation and approval – to be completed	Validation by supervisors, doctoral students, IBAR structures and SCOSAAR

The evaluation report was prepared by the team consisting of the IBAR doctoral supervisors, the Deputy Director, Dr. Norica Nichita, the doctoral student representative, Cosmin Trif, and the person responsible for doctoral studies within the Institute, Dr. Ioana Popa.

III. Information required to assess the degree of fulfilment of standards and performance indicators

The performance indicators used in the procedure for provisional authorization, respectively accreditation/maintenance of accreditation of a doctoral study field (DSUD), are included in Annex 1 to this Guide.

AREA A. Institutional capacity

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

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

The higher education institution (HEI) includes organizational components operating on the basis of appropriate competences, responsibilities, processes and implementation procedures, thereby ensuring an effective management system.

I.P.A.1.1.1 For the delivery of the university study field programme, the HEI has appropriate organizational components and a management system whose operation is based on methodologies, regulations and procedures periodically reviewed in accordance with the law.

Presentation of the current situation. Doctoral activity is integrated into the SCOSAAR Doctoral School of Life Sciences and into IBAR's scientific structure. Local coordination involves four doctoral supervisors, the research departments, the Scientific Council and the guidance committees. Doctoral students are represented in institutional structures through their representative on the Scientific Council.

Analysis of the current situation. The structure is appropriate for integrating doctoral education with research.

Future directions for action. Annual updating of the functional organizational chart for doctoral activity; publication of responsibilities and workflows; systematic inclusion of the doctoral student representative in consultations.

Supporting documents and data. Regulations of the SD-ŞV within the SCOSAAR IBAR branch – available on the institution's website at <https://www.biochim.ro/phd/>.

Standard S.A.1.2. Stakeholder involvement

The HEI demonstrates that it involves relevant stakeholders in the development of methodologies and regulations, as well as implementation procedures.

I.P.A.1.2.1 The opinions of faculty and department members, respectively branch or extension members, and other stakeholders are taken into account in the process of adopting and reviewing methodologies, regulations and implementation procedures.

Presentation of the current situation. Regulations and methodologies are developed by the Scientific Council of the SD-ŞV, in which IBAR has one representative (member).

Analysis of the current situation. The structure is appropriate for the effective review of methodologies and regulations, receiving feedback from all stakeholders.

Future directions for action. Updating and adapting methodologies in the context of frequent legislative changes.

Criterion A.2. Material resources and optimization of their use

Standard S.A.2.1. Material resources

The HEI has adequate immovable and movable assets for delivering the university study programme/field.

I.P.A.2.1.1 The HEI legally holds spaces dedicated to teaching, research and administrative processes, as well as services for students, doctoral students and trainees, ensuring a favourable environment for life and study, including for persons with disabilities. Optimal spaces are also provided for staff activities and are appropriately equipped.

Presentation of the current situation. Doctoral students carry out activities in laboratories and platforms dedicated to biochemistry, molecular and cellular biology, mass-spectrometry-based proteomics and interactomics, bioinformatics and biocomputing. The infrastructure was developed through projects such as PROCERA, ROGEN and CANTAVAC and is used in national and international projects.

Analysis of the current situation. The infrastructure is a competitive advantage and enables work on current research topics.

Future directions for action. Modernization of the infrastructure in line with the development of current cutting-edge technologies.

Supporting documents and data. The research infrastructure available to SCOSAAR doctoral students at IBAR is public and can be accessed at <https://www.biochim.ro/labs-facilities/>.

Standard S.A.2.2. Management of material resources

The organizational components manage the immovable and movable assets used for the evaluated university study programme/field in an optimal and sustainable manner.

I.P.A.2.2.1 Immovable and movable assets are adequately maintained so as to ensure optimal conditions for study, research, living and work.

Presentation of the current situation. IBAR infrastructure is managed by appointing responsible persons, researchers and technicians with extensive experience in the use of equipment and technologies.

Analysis of the current situation. Ongoing projects make it possible to cover equipment maintenance and upgrading costs in the absence of an adequate budget from IBAR's core funding.

Future directions for action. Annual inventory of equipment accessible to doctoral students; transparent scheduling rules; multiannual maintenance budget; occupational health and safety training and training for the use of high-risk installations.

Criterion A.3. Adequate human resources and transparent staff recruitment procedures developed in accordance with the law

Standard S.A.3.1. Human resources

The HEI has the human resources required to organize and deliver the evaluated university study programme/field.

I.P.A.3.1.1 The human resources of the organizational component are adequate for the activities associated with the evaluated university study programme/field. Teaching staff hold the qualifications and professional competences required to teach the subjects assigned to them.

Presentation of the current situation. Four doctoral supervisors were active during the documented period. The number of persons involved in guidance and thesis defence committees increased from 16 in 2020 to 18 in 2024. IBAR researchers participated in five doctoral committees outside the Institute in 2020–2024.

Analysis of the current situation. The expertise base is strong, but there is an aggregate workload of approximately 24–27 doctoral students per year for four supervisors. Guidance committees broaden scientific support and reduce the risk of dependence on a single supervisor.

Future directions for action. Succession planning and encouragement of habilitation; annual workload analysis; criteria for interdisciplinary and external committee membership; periodic training in doctoral supervision.

Supporting documents and data. CVs, doctoral students and publications by each IBAR doctoral supervisor are available at <https://www.biochim.ro/phd/evaluare-scosaar-2026/>.

I.P.A.3.1.2 The HEI ensures the professional and personal development of staff.

Presentation of the current situation. At IBAR level, an annual professional development plan is prepared within the Internal Managerial Control System (SCIM).

Analysis of the current situation. Doctoral supervisors and persons involved in guidance committees are highly experienced trained researchers who have completed training periods at prestigious institutions abroad with which they maintain collaborations.

Future directions for action. Development of national and international collaborations to increase access to training in cutting-edge technologies, annual career counselling, and individual development plans.

Supporting documents and data. CVs, doctoral students and publications by each IBAR doctoral supervisor are available at <https://www.biochim.ro/phd/evaluare-scosaar-2026/>.

Standard S.A.3.2. Recruitment procedures

Recruitment procedures for teaching staff comply with legal provisions.

I.P.A.3.2.1 Recruitment procedures are consistent with legal provisions and are established and conducted transparently.

Presentation of the current situation. Teaching staff are represented by doctoral supervisors and experienced researchers employed by IBAR through competitive recruitment in accordance with the law.

Analysis of the current situation. IBAR doctoral supervisors and experienced researchers effectively ensure the teaching activities provided for in the doctoral students' curriculum.

Future directions for action. Encouraging habilitation in order to increase the number of staff with teaching responsibilities.

Criterion A.4. Digitalization of institutional processes

Standard S.A.4.1. Digital transformation

The digital transformation process at the level of the organizational component aims to simplify administration and increase the quality of services offered to members of its community and to third parties.

I.P.A.4.1.1 The organizational component uses IT tools in its own procedures in order to improve access and ensure quality services for members of its community and indirect beneficiaries of education.

Presentation of the current situation. IBAR has an effective IT system (internal network, institutional e-mail, unlimited internet access) administered through two operational procedures developed within SCIM.

Analysis of the current situation. The operational procedures ensure access for all IBAR members to the IT infrastructure.

Future directions for action. Improvement of hardware infrastructure and ensuring data and information security.

AREA B. Educational effectiveness

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of the study programme(s)

The study programme is based on a curriculum designed to enable students to achieve the expected learning outcomes.

I.P.B.1.1.1 The university study programme is developed and structured in relation to the expected learning outcomes and is organized on the basis of transferable study credits. It comprises all learning, teaching, practical training, research and assessment experiences that together lead to a university qualification.

Presentation of the current situation. The study programme is centred on the main research directions developed at IBAR, in accordance with the SD-ŞV methodology.

Analysis of the current situation. The programme ensures the required number of credits and competences for a solid postgraduate qualification in Life Sciences research.

Future directions for action. Diversification of the number of available courses; transition from the traditional academic model focused exclusively on fundamental research towards interdisciplinarity and global impact.

Supporting documents and data. The study programme is available at <https://www.biochim.ro/phd/evaluare-scosaar-2026/>.

Criterion B.2. Alignment between curriculum and qualification

Standard S.B.2.1. Alignment with qualification level and targeted competences

In curriculum design and development, the organizational component seeks to ensure the appropriate qualification level and alignment with the targeted occupations.

I.P.B.2.1.2 Expected learning outcomes are correlated with the competences required by the corresponding occupations, according to occupational standards and/or the European Skills, Competences, Qualifications and Occupations classification (ESCO).

Presentation of the current situation. The existing curriculum ensures the acquisition of highly specialized competences transferable to advanced research as well as to the medical or biotechnology sectors.

Analysis of the current situation. The doctoral programme prepares doctoral students for highly qualified professions such as researcher in biology/biotechnology/medicine, bioinformatician, scientific consultant, and university teaching staff.

Future directions for action. Development of transversal competences: research project management; ability to work in multidisciplinary teams; and communication of scientific results to the international community and the general public.

Criterion B.3. Student-centred learning, teaching and assessment

Standard S.B.3.1. Principles

The organizational component implements the principles of student-centred learning.

I.P.B.3.1.1 The organizational component ensures implementation of student-centred learning principles within the curriculum and through teaching strategies used in learning and teaching activities and experiences.

Presentation of the current situation. IBAR doctoral students are integrated into complex research projects under the direct guidance of an experienced researcher.

Analysis of the current situation. IBAR provides infrastructure, qualified human resources and personalized learning pathways for the development of each doctoral student and for research-based learning.

Future directions for action. Encouraging teamwork and debate; implementation of periodic mechanisms for doctoral students to evaluate courses.

I.P.B.3.1.2 The organizational component provides students with opportunities to participate in academic mobility programmes conducted physically and/or virtually.

Presentation of the current situation. IBAR doctoral students participate in a significant number of scientific events.

Analysis of the current situation. Doctoral student mobility is funded exclusively from own resources, doctoral supervisors' research grants, or scholarships from professional associations.

Future directions for action. Encouraging participation in national competitions for mobility grants, applications for scholarships (FEBS, EMBO), and participation in the ERASMUS programme.

Supporting documents and data. Doctoral student mobility can be documented in the self-evaluation forms available at <https://www.biochim.ro/phd/evaluare-scosaar-2026/>.

Standard S.B.3.2. Equity

The organizational component ensures equitable opportunities for students.

I.P.B.3.2.1 The organizational component ensures equitable opportunities for students, in accordance with their potential and aspirations, taking into account the diversity of learning styles and abilities.

Presentation of the current situation. Doctoral activity is carried out strictly within the regulations developed at SCOSAAR and SD-ŞV level.

Analysis of the current situation. Existing regulations foster a transparent and equitable environment for doctoral studies and guarantee equal access to infrastructure and research programmes, with assessment based strictly on competences.

Future directions for action. Increasing the predictability of financial support by awarding research scholarships in order to provide equal opportunities to all high-performing students.

Criterion B.4. Accessibility and effectiveness of resources and support services appropriate to learning

Standard S.B.4.1. Access to resources and services

The organizational component ensures access to resources and support services appropriate to students' needs.

I.P.B.4.1.1 The organizational component ensures access for students, including those with special educational needs/disabilities, to resources and services supporting the learning process, appropriate

to individual learning needs, field and cycle of study, and the organizational form of the study programme.

Presentation of the current situation. Doctoral activity is carried out under regulations developed at SCOSAAR and SD-ŞV level. IBAR has an access ramp, lift and adapted sanitary facilities for students with disabilities.

Analysis of the current situation. IBAR applies the fundamental principles of inclusion and equal access to resources.

Future directions for action. Development of administrative tutoring, counselling and career guidance services adapted to personal needs.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and assessment

Learning outcomes are appropriately defined and assessed.

I.P.B.5.1.1 Learning outcomes are appropriately described and support students' and teaching staff's understanding of expectations regarding the content of subjects in the curriculum.

Presentation of the current situation. Training is centred on research-based education in biochemistry, molecular biology, bioinformatics and biocomputing. The Institute initiated doctoral conferences in 2022, 2024 and 2026, with presentations from all major IBAR areas.

Analysis of the current situation. The conferences contribute to scientific communication, peer feedback and collaboration. Each doctoral supervisor maintains a complete matrix of competences, credits, courses, assessments and participation for each doctoral student.

Future directions for action. Annual calendar of courses and seminars; individual competence portfolio; annual doctoral student conference; mandatory modules in ethics, open science, data management and career development.

I.P.B.5.1.2 Achievement of learning outcomes is verified through ongoing assessment examinations and final examinations.

Presentation of the current situation. Doctoral students are assessed throughout their doctoral activity through participation in group seminars, conferences, journal-club debates, presentation of research project progress, and examinations.

Analysis of the current situation. The existing methodology effectively measures the doctoral student's continuous progress.

Future directions for action. Diversification of assessment methods in order to correctly evaluate all types of competences (critical thinking, teamwork), through participation in grant applications, drafting scientific papers and preparing self-evaluation forms.

Criterion B.7. Procedures and practices concerning admission, academic progression, recognition and equivalence of studies, and certification of results

Standard S.B.7.1. Admission

Admission procedures and principles ensure access to higher education.

I.P.B.7.1.1 The organizational component applies admission procedures.

Presentation of the current situation. Admission of doctoral students to IBAR is carried out strictly on the basis of regulations developed at SCOSAAR and SD-ŞV level.

Analysis of the current situation. The existing methodology ensures admission of doctoral students based on the principles of equity, non-discrimination, merit and transparency.

Future directions for action. Simplification of bureaucracy and digitalization of admission document submission.

Supporting documents and data. Admission procedures: <https://www.biochim.ro/phd/>.

I.P.B.7.1.2 Admission to university study programmes is carried out in compliance with the principles of equity and equal opportunities, including support measures to ensure access for vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities. Not applicable.

Standard S.B.7.2. Students' academic progression

The organizational component undertakes actions supporting students' academic progression.

I.P.B.7.2.1 The organizational component applies regulations concerning students' professional activity.

Presentation of the current situation. During the reporting period, more than half of the doctoral students trained at IBAR were employed in research teams. For example, in 2024, eight research assistants were doctoral students. The principles of the European Charter for Researchers and the Code of Conduct for Recruitment are applied.

Analysis of the current situation. The employment rate of doctoral students indicates the relevance of their training for a research career.

Future directions for action. Graduate tracking system; annual career counselling; individual development plans; transparent employment and postdoctoral opportunities.

Criterion B.8. Internationalization process

Standard S.B.8.1. Internationalization

Increasing the quality of education and research through internationalization activities.

I.P.B.8.1.1 The organizational component carries out international cooperation activities that support the mobility of its community members and collaboration in academic and research activities.

Presentation of the current situation. IBAR collaborates with European and American universities and institutes and participates in networks such as ELIXIR and in European projects. MSCA RISE-LYSOMOD included doctoral and postdoctoral placements.

Analysis of the current situation. International relations provide exposure to advanced techniques and standards.

Future directions for action. Annual targets for mobility and joint supervision; recording the outcomes of each mobility; attracting external evaluators and lecturers; support for MSCA applications and other European programmes.

Supporting documents and data. Projects: <https://www.biochim.ro/grants/>.

Criterion B.9. Scientific research results

Standard S.B.9.1. Scientific research in the educational process

Scientific research activities support students in achieving learning outcomes.

I.P.B.9.1.1 Learning based on scientific investigation and research results supports and is used in achieving the learning outcomes targeted by the study programme.

Presentation of the current situation. Doctoral students work in internationally visible research groups carrying out complex projects.

Analysis of the current situation. The scientific environment is high-performing, and doctoral students are guided towards publishing data in mainstream journals.

Future directions for action. Increasing institutional support and providing incentives for doctoral students with outstanding results (awards, scholarships).

Standard S.B.9.2. Scientific research related to the objectives of the study programme

The organizational component carries out scientific research activities consistent with the objectives of the evaluated study programme.

I.P.B.9.2.1 Scientific research results are visible nationally and internationally in the relevant scientific field and are appropriately disseminated and used.

Presentation of the current situation. Doctoral students are integrated into complex research projects with the potential to generate results of high scientific impact.

Analysis of the current situation. Doctoral students publish relevant papers in international journals as lead authors or co-authors during their doctoral training.

Future directions for action. Awarding research scholarships and covering publication fees, including open-access fees; FAIR data reporting; emphasis on journal quality without encouraging publication quantity; encouraging publications directly related to the thesis.

Supporting documents and data. Each doctoral student's publications are included in theses, abstracts and doctoral student records available at <https://www.biochim.ro/phd/evaluare-scosaar-2026/>.

AREA C. Quality management

Criterion C.1. Quality assurance strategies and procedures, including university ethics and professional conduct, involving students, employers and other stakeholders and applied consistently and transparently

Standard S.C.1.1. Implementation

Strategic directions, actions and procedures are appropriately implemented.

I.P.C.1.1.1 The organizational component consistently undertakes actions and applies procedures, demonstrating their impact on improving the quality of education at study-programme level.

Presentation of the current situation. Through SCIM, IBAR develops and reviews institutional procedures on the basis of feedback with regard to improving the quality of education; examples during the evaluated period include revision of PS-01 Ethics and Integrity, PS-08 Risk Management and PO 10 Recognition of the Doctoral Degree.

Analysis of the current situation. The existence of procedures provides a compliance framework for doctoral activity, including informing doctoral students, checking similarity of doctoral theses, data management and handling complaints.

Future directions for action. Harmonization of IBAR procedures with SCOSAAR regulations and current legislation.

Supporting documents and data. SCIM regulations are public and available at <https://www.biochim.ro/public-info/>.

Standard S.C.1.2. Stakeholder involvement

The HEI demonstrates that it involves stakeholders with relevant activity in the application of procedures.

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

Presentation of the current situation. IBAR organizes periodic self-evaluation activities and collects feedback from doctoral students, collaborators and partners. Scientific progress is monitored by doctoral supervisors and guidance committees.

Analysis of the current situation. Research/teaching activities are reviewed on the basis of feedback.

Future directions for action. Annual anonymous questionnaire; aggregated report with action plan; progress indicators and an early-warning mechanism for delays.

Criterion C.2. Functionality of educational quality assurance structures, including university ethics and professional conduct, in accordance with the law

Standard S.C.2.2. Operation

Organizational structures in the fields of quality assurance and university ethics and professional conduct adequately fulfil their specific roles and functions.

I.P.C.2.2.2 The University Ethics Committee operates on the basis of regulations approved by the University Senate and acts independently of any other structure or person within the higher education institution, in compliance with the law.

Presentation of the current situation. IBAR applies institutional procedures on ethics and integrity and has a functional and independent Ethics Committee, with regulations updated in accordance with current legislation.

Analysis of the current situation. Ethics and integrity procedures provide a working environment based on moral principles and professional standards that ensure honest, fair and responsible research activity.

Future directions for action. Establishment of an annual register of ethics training; documentation of similarity checks.

Supporting documents and data. The Code of Ethics is public and available at <https://www.biochim.ro/public-info/>.

Criterion C.3. Procedures for initiating, monitoring and periodically reviewing study programmes and fields and the activities carried out, involving students, employers and other stakeholders

Standard S.C.3.1. Procedures and their application

The HEI has procedures for initiating, monitoring and periodically reviewing study programmes and fields and the activities carried out and applies them systematically.

I.P.C.3.1.1 The organizational component consistently applies procedures, demonstrating their impact on quality assurance.

Not applicable.

I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the process of implementing procedures.

Not applicable.

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

Standard S.C.4.1. Procedures

Application of methodologies and procedures contributes to improving the quality of staff activities.

I.P.C.4.1.1 The organizational component analyses the results of students' semester evaluation of teaching staff performance.

Presentation of the current situation. IBAR organizes periodic self-evaluation activities and collects feedback from doctoral students, collaborators and partners. Scientific progress is monitored through doctoral supervisors and guidance committees.

Analysis of the current situation. The mechanism exists in practice and is functional.

Future directions for action. Annual anonymous questionnaire; aggregated report with action plan; response deadlines; progress indicators and an early-warning mechanism for delays.

Supporting documents and data. Management procedures: <https://www.biochim.ro/public-info/>.

Criterion C.5. Systematically updated databases relating to internal quality assurance

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

I.P.C.5.1.1 The organizational component systematically collects and analyses data required for the internal quality assurance process.

Presentation of the current situation. IBAR is concerned with organizing periodic self-evaluation activities and collecting feedback from doctoral students, collaborators and partners. Evaluation reports are collected and form the basis for activities to review procedures and regulations.

Analysis of the current situation. The data are collected systematically (annually) and analysed by the Scientific Council.

Future directions for action. Transmission of data to SD-ŞV level for centralized analysis and decision-making.

Criterion C.6. Transparency of public-interest information, including information on the study programmes and fields offered and the related certificates, diplomas and qualifications

Standard S.C.6.1. Transparency

The organizational component ensures transparency of information in accordance with the law.

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I.P.C.6.1.1 The organizational component ensures publication of and access to public-interest information concerning the evaluated study programme.

Presentation of the current situation. IBAR publishes institutional information, research directions, results, publications and events of public interest on the Institute's website, www.biochim.ro.

Analysis of the current situation. The public transparency mechanism is functional.

Future directions for action. Continuous updating of procedures in accordance with current legislation.

Supporting documents and data. Management procedures: <https://www.biochim.ro/public-info/> and <https://www.biochim.ro/announcements/>.

I.P.C.6.1.2 The organizational component ensures transparency of decision-making processes.

Presentation of the current situation. The IBAR Scientific Council includes representatives of researchers, the administrative department and doctoral students. Decisions are recorded in meeting minutes and immediately communicated to all stakeholders.

Analysis of the current situation. The mechanism for transparency of decision-making processes is functional.

Future directions for action. Publication on the website of the minutes following IBAR Scientific Council meetings.

Criterion C.8. Participation in external evaluation processes in accordance with the law

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

The HEI undergoes the external quality evaluation process in accordance with the law.

I.P.C.8.1.1 The organizational component carries out procedures associated with the external quality evaluation process for the purpose of organizing the evaluated study programme in accordance with the law.

Presentation of the current situation. IBAR belongs to SD-ŞV and participated in external evaluations for SCOSAAR accreditation and in the interim evaluation of the study programme.

Analysis of the current situation. IBAR undergoes the external quality evaluation process.

Future directions for action. IBAR will continue to participate in all external evaluations initiated by SD-ŞV/SCOSAAR. Evaluation reports will be published on the website.

IV. Recommendations and main conclusions resulting from the most recent external quality evaluation procedure, and actions undertaken

Following the ARACIS evaluation of SCOSAAR during 25.10–19.11.2021, within the BIOLOGY doctoral study field, it was found that only two performance indicators were partially fulfilled.

Regarding fulfilment of the standards and performance indicators declared “partially fulfilled” and implementation of the recommendations formulated by the members of the ARACIS expert evaluation team for the SCOSAAR Biology doctoral field, we state the following:

A.1.1.1. Existence of specific regulations and their application at the level of the doctoral school to which the doctoral study field belongs

Recommendation: Promote the Doctoral School regulations among all students and ensure student presence on the Doctoral School Council (CSD). It is also recommended that the doctoral student representative on the CSD be promoted so that all students are kept informed of all decisions taken at CSD level.

Implementation at IBAR level: The Doctoral School regulations are sent by e-mail to doctoral students enrolled at IBAR. IBAR proposed that one of the Institute's doctoral students become a member of the CSD.

A.1.1.2. The Doctoral School regulations include mandatory criteria, procedures and standards for the aspects specified in Article 17(5) of Government Decision No. 681/2011 approving the Code of Doctoral University Studies, as subsequently amended and supplemented

Recommendation: Adoption and implementation of the new regulations.

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Implementation at IBAR level: The new regulations adopted by the Council of the Doctoral School of Life Sciences were sent to doctoral supervisors and doctoral students and are implemented within the Institute.

V. SWOT Analysis

STRENGTHS	WEAKNESSES
• More than 20 years of tradition in doctoral training and over 100 theses prepared in Biology • Four experienced doctoral supervisors • 24–27 doctoral students annually in 2021–2026 • Advanced infrastructure and multidisciplinary expertise • Integration of doctoral students into international projects and teams • IBAR doctoral conferences in 2022, 2024 and 2026 • Retention of a significant share of graduates in research	• Lack of a consolidated public record for all doctoral indicators • Pressure on the four doctoral supervisors • Insufficient and unpredictable funding for experimental doctoral research • Lack of space and high maintenance costs • Lack of funds dedicated to doctoral research
OPPORTUNITIES	THREATS
• Horizon Europe, MSCA, PNRR and national grant programmes • European networks and infrastructures such as ELIXIR and EU-OPENSOURCE • National strategic projects ROGEN, CANTAVAC and TheraFast centre of excellence • Development of joint supervision and mobility • Growing demand for competences in bioinformatics, genomics, proteomics and molecular medicine	• Unpredictability of research competitions and budgets • Rising costs of consumables and maintenance • International competition for young researchers • Difficulties in recruitment and retention after the doctorate • Regulatory and administrative changes that may increase the compliance burden

VI. Main challenges and development directions

Priority	Action 2026–2028	Outcome indicator	Proposed responsible party
Data and traceability	Single registry and annual doctoral dashboard	100% of indicators validated annually	IBAR doctoral officer and SCOSAAR secretariat
Quality of supervision	Workload analysis and training for supervisors and committees	Annual report and at least one training session	Doctoral School and supervisors
Experimental funding	Internal fund and inclusion of doctoral students in grants	Dedicated annual budget and projects including doctoral costs	IBAR management and project directors
Transversal competences	Modules on ethics, data, open science and career development	Complete portfolio for each doctoral student	SCOSAAR and module coordinators
Internationalization	Mobility, joint supervision and external lecturers	Annual increase and reporting of outcomes	Supervisors and project office
Doctoral community	Institutionalization of the annual IBAR PhD Conference	One edition annually and a book of abstracts	Scientific Committee and doctoral student representatives
Career	Graduate tracking at 6, 12 and 36 months	Response rate of at least 70%	IBAR and SCOSAAR alumni

The recommended strategic direction is to consolidate the research-based education model while maintaining close integration within IBAR departments and formalizing quality instruments.

Development should maintain a balance between scientific excellence, infrastructure sustainability, supervisors' workload and protection of doctoral students' training time.