



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

Higher Education Institution/Education Provider Organization:	The National University of Arts "George Enescu"
Doctoral School:	Music
Doctoral Domain:	Music
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	NEDELCUȚ NELIDA	Expert evaluator	
2.	ZUK PATRICK	International Expert	
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I. Introduction

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

This External Evaluation Report (EER) was prepared at the request of the The National University of Arts "George Enescu" Iași, in the context of the procedure for maintaining the accreditation of the doctoral university study field *Music*, within the Doctoral School of Music.

The external evaluation visit of the aforementioned field took place between 13-14 May, with the physical participation of the members of the evaluation committee: Prof.dr. Nedelcuț Nelida, Prof.dr. Zuk Patrick, student Alupei Andi-Nicolae.

The Internal Evaluation Report (REI) for the doctoral study field *Music* was developed by a team consisting of: Assoc. Prof.dr. Gabriela Vlahopol – report coordinator, responsible for the collection, organization and final drafting of the document; Prof. dr. Laura Vasiliu, Prof. dr. Cezara Petrescu and Prof. dr. Cristian Ungureanu.

The self-evaluation process was carried out through the active involvement of all stakeholders engaged in the doctoral study program, including academic staff, doctoral students, graduates, representatives of the professional artistic environment, and members of the institutional quality assurance structures for consultation of relevant stakeholders – academic staff, doctoral students, graduates, and representatives of the cultural and creative sectors – in order to identify strengths and areas requiring improvement enhancement and Validation and approval of the report within the Council of the Doctoral School of Music, the Council for University Doctoral Studies (CUDS), and the Quality Assurance Commission (CEAC).

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

The National University of Arts "George Enescu" in Iași (UNAGE Iași) is the successor of the School of Fine Arts founded in 1860. The institutional path evolved successively through the Academy of Fine Arts (1931–1949), then through the Institute of Arts (1949–1950), a structure that brought together for the first time the fields of Music, Theatre and Visual Arts. Starting with 1977, the "George Enescu" Conservatory functioned as an institution with a Music and Fine Arts profile, and in 1990, with the establishment of the "George Enescu" Academy of Arts, the Theatre field was reintegrated. Subsequently, the institution acquired the status of National University, becoming UNAGE Iași, a unique public university in Romania by organizing the three established artistic fields: Music, Theatre and Visual Arts.

IOSUD within UNAGE Iași assumes the consolidation of its status as an advanced center of artistic knowledge and research, with relevance in the national and international educational and cultural space. On October 1, 2025, IOSUD–UNAGE had: 25 doctoral supervisors (20 full-time, 5 associate) and 141 doctoral students (in various phases of research).

Doctoral studies in the field of Music at the Doctoral School of Music (SDM), within IOSUD–UNAGE Iași, aim to develop advanced research, analytical and creative competences, as well as the ability to manage professional artistic and scientific projects. Established in 2001 and evaluated by ARACIS in 2021 ([address nr. 5455/ 04.10.2021](#) confirmed the maintenance of accreditation for all three domains - Music, Theatre and Visual Arts), the SDM functions as an autonomous structure coordinated by the Doctoral School Director and Council, under the Council for Doctoral University Studies (CSUD).

The mission of SDM is to train researchers and creators capable of contributing to the development of musical culture and research at national and international level, by promoting excellence, originality, interdisciplinarity and critical thinking. The program supports both scientific research and artistic creation, preparing doctoral students for careers in higher education, research and the cultural sector.

SDM organizes two types of doctoral studies: scientific doctorate (Musicology) and professional doctorate (Composition and Musical Performance), ensuring a balance between theoretical investigation and artistic practice.

The activity of the Doctoral School is carried out in accordance with the national legislative framework and institutional regulations, and is supported by a team of doctoral supervisors with recognized academic and artistic expertise.

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

The Music field has been accredited and continuously operational since 2001, providing a well-established framework for advanced training in artistic and musicological research. Between 2021 and 2025, the field underwent significant development through the alignment of its regulatory framework with current legislation, the consolidation of academic staff, and the expansion of institutional and cultural partnerships. Its national and international visibility increased through active participation in concerts, festivals, conferences, and research projects, while the teaching and research infrastructure was substantially improved. In parallel, the digital platform dedicated to doctoral studies was further developed, enhancing the efficiency of academic and research management.

Recent developments (2021–2025) include:

- a notable increase in international mobility for both academic staff and doctoral students;
- the affiliation of three new doctoral supervisors (Prof. PhD habil. Cezara Petrescu, Prof. PhD habil. Dan Spînu, and Assoc. Prof. PhD habil. Gabriela Vlahopol);
- the annual organization of the UNAGE Doctoral Schools Conference;
- the strengthening of research infrastructure.

II. Methods used

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

Before the on-site visit, the Self-Evaluation Report (SER) of the “George Enescu” National University of Arts Iași (UNAGE) and the related documentation (annexes and supporting materials) were thoroughly analyzed. In addition, the information available on the Doctoral School of Music website was examined. The evaluation visit, conducted on 13-14 May, provided an opportunity to deepen the understanding of the organization and functioning of doctoral studies in the field of Music at UNAGE Iași.

The evaluation committee reviewed the internal evaluation report, its annexes, official documents available online, as well as additional materials requested before and during the visit. The meetings held according to the established schedule addressed key aspects of the evaluated field, including: the institutional and doctoral school development strategy, the involvement of doctoral supervisors in academic and artistic research activities, doctoral students’ feedback on the study program, the implementation of regulations and quality assurance procedures, the activity of the ethics structures, as well as the functioning of research and artistic creation facilities.

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

Before the on-site visit, the Self-Evaluation Report (RAE) of the “George Enescu” National University of Arts Iași (UNAGE) and other relevant documents (annexes, supplementary documents, etc.) were studied. In addition, we studied the websites of the Doctoral Schools of UNAGE. The visit from 13-14 May 2026 was a good opportunity to expand the information regarding the doctoral studies in Music at UNAGE. The evaluation committee analyzed the following documents provided by the institution: the internal evaluation report, the annexes to the report, links to official documents posted on the institution’s website, additional annexes requested before the visit and additional annexes during the visit. The committee held the meetings mentioned in the visit program, in which relevant aspects for the field of study under evaluation were debated: the university and faculty development strategy, the level of involvement of doctoral supervisors in the program development efforts, the feedback of doctoral students regarding the study program, the implementation of regulations, methodologies and quality management procedures at the organizational level, the activity of the ethics committee and aspects of the functioning of research laboratories .

The on-site visit began with a preliminary meeting of the experts, members of the evaluation team. At this meeting, the preparation and harmonization of the evaluation stages were discussed. Throughout the entire evaluation period, we had the opportunity to participate in a series of group meetings with

representatives of UNAGE, the musical field, IOSUD staff, the director of doctoral schools, employers and other people from the quality management and the ethics committee. All of this helped us to finalize the report. According to the evaluation calendar, the evaluation committee visited: — classrooms and seminar rooms; IOSUD secretariat; — Research Center (CCPU), — the 4 laboratories, Concert Halls, Library.

- Other relevant methods or aspects.

Not applicable (N/A).

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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The “George Enescu” National University of Arts Iași (UNAGE Iași), through IOSUD and the Doctoral School of Music (SDM), operates within a stable and well-defined organizational framework, fully aligned with the current legislation governing doctoral studies (Law no. 199/2023 and the Framework Regulation – M.O. no. 56/2024).

The functioning of the doctoral field in Music is ensured by a coherent system of governance structures, including: the UNAGE Senate and Board of Directors, the Rector (as IOSUD coordinator), the Council for Doctoral University Studies (CSUD) and its director, IOSUD–UNAGE Iași, as well as the Doctoral School of Music and its Council. These are supported by the CSUD Secretariat and by institutional bodies responsible for ethics, quality assurance and academic integrity.

All activities are conducted based on a comprehensive and regularly updated regulatory framework, including IOSUD and SDM regulations, doctoral admission and evaluation methodologies, procedures for thesis defense, standards for awarding the doctoral degree, as well as policies for preventing plagiarism and ensuring academic integrity.

Analysis of the factual situation:

The organizational structure is functional, coherent and compliant with national regulations. The existence of clearly defined governance mechanisms, supported by updated procedures and quality assurance instruments, ensures transparency, academic rigor and the effective management of doctoral studies in the field of Music at UNAGE Iași.

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

IOSUD–UNAGE Iași and the Doctoral School of Music (SDM) apply a participatory approach in the development and revision of the methodologies, regulations and procedures governing the Music field. The decision-making process is based on the systematic consultation of all relevant stakeholders.

Teaching staff, particularly doctoral supervisors, are actively involved in reviewing key documents, including the SDM and IOSUD regulations, admission methodology, annual evaluation procedures, plagiarism prevention policies and thesis defense procedures. Their proposals are discussed within the SDM Council and incorporated into updated versions.

Members of faculties, departments and the Institute for Multidisciplinary Research in Art are consulted through meetings, extended discussions with IOSUD management and written feedback on draft regulations. Doctoral students contribute through their representatives in CSUD and CSDM, as well as through annual feedback questionnaires and thematic discussions on doctoral processes. Graduates provide input regarding the relevance of research topics, project structure and the adequacy of procedures for both scientific and professional doctorates.

Administrative and quality assurance structures, including the legal department, IOSUD secretariat and Quality Assurance Commission, ensure compliance with legal and procedural standards. All revisions are successively approved by the SDM Council, endorsed by CSUD and validated by the UNAGE Iași Senate.

Analysis of the factual situation:

The development and revision of SDM regulations are conducted in a transparent and participatory manner, in line with ARACIS principles of quality assurance and good governance. The active involvement of academic staff, doctoral students, graduates and institutional stakeholders ensures the relevance and continuous adaptation of the regulatory framework to the needs of the doctoral program. The process is supported by rigorous legal and quality verification, resulting in a coherent and well-documented decision-making system.

The indicator is: fulfilled

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

Standard S.A.2.1. Material resources

The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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The Doctoral School of Music within IOSUD–UNAGE Iași benefits from adequate and well-equipped facilities for teaching, research and artistic activities, located in the main university buildings (Casa Balș and Artes). These include lecture and seminar rooms, rehearsal spaces, individual study rooms, recording and music production studios, IT laboratories, as well as concert and performance halls, all compliant with the standards specific to higher artistic education.

Doctoral students have access to specialized laboratories and artistic research spaces, supporting both theoretical and practice-based research. The UNAGE Library provides a solid documentation base, including recent specialized literature, journals and access to national and international databases, in both physical and digital formats. The Artes Publishing House contributes to the dissemination and visibility of research and artistic outputs through the publication of books, scores and academic journals.

Overall, the material base and infrastructure are adequate, modern and aligned with European standards, ensuring appropriate conditions for high-quality doctoral training, artistic creation and research activities.

Documents analyzed:

– Annex 10 – Curriculum of the Advanced Doctoral Studies Program;

- Annex 15 – SDM/FICSMT Facilities (laboratories, spaces, equipment);
- Annex 16 – Library Report (2025);

The indicator is: fulfilled

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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UNAGE demonstrates a strong commitment to academic excellence through the effective management of its infrastructure, which includes teaching and research laboratories, reading rooms, conference spaces and performance halls. These facilities play a key role in ensuring a high-quality environment for education, research and artistic creation. The university allocates annual funding for the maintenance and upgrading of equipment, the acquisition of materials and resources, and access to international databases, thereby supporting the smooth development of academic and research activities. Administrative services further ensure the procurement of goods and services and the proper maintenance of all educational and research spaces.

Analysis of the factual situation:

The material base of IOSUD and the Doctoral School of Music is managed in accordance with national legislation and UNAGE internal regulations. The Administrative Directorate and the Technical and Heritage Service, together with laboratory and facility coordinators, oversee the maintenance and efficient use of infrastructure. The CSUD Secretariat ensures the transparent allocation of resources, adapting their use to the needs of doctoral students across all doctoral schools, and facilitating equitable access to facilities required for research/artistic creation and professional training.

The indicator is: fulfilled

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

Standard S.A.3.1. Human resources

The HEI has the required human resources to organise and deliver the evaluated study programme/domain.

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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The Doctoral School of Music (SDM) benefits from a highly qualified academic staff, composed of doctoral supervisors and full-time teaching personnel with recognized expertise in music and artistic research. All doctoral supervisors meet the CNATDCU standards and are actively involved in national and international professional and artistic organizations.

Teaching activities within the Advanced Doctoral Studies program are ensured by staff who meet national qualification requirements and have relevant doctoral-level expertise. The SDM is supported by an adequate administrative and technical structure, ensuring the proper functioning of educational and research activities.

The academic staff covers all major subfields of music, both for scientific doctorates (musicology) and professional doctorates (composition and performance), ensuring a balanced and comprehensive doctoral training environment. Supervisors are actively involved in all stages of the doctoral process, including teaching, research coordination, evaluation and participation in thesis committees.

The ratio between doctoral supervisors and doctoral students is appropriate and complies with ARACIS standards, ensuring balanced supervision and effective academic guidance. At present, the Doctoral School has 60 doctoral students and 10 doctoral supervisors, 3 of whom are retired academic

staff. It is noted that 3 doctoral supervisors coordinate a relatively high number of doctoral students, namely 9–10 doctoral students each.

The institution has prepared an additional annex presenting the situation of the doctoral students and specifying that some of them are expected to complete their studies before Order no. 3030/2024 enters into force. Therefore, the situation is being monitored and will be regulated in accordance with the applicable legal provisions

Analysis of the factual situation:

The structure of the academic staff demonstrates a high level of professional competence and full compliance with national standards. The diversity of expertise and active involvement in research and artistic activities ensure a coherent and high-quality doctoral training environment, while contributing to the national and international visibility of the Doctoral School.

Documents analyzed:

- Annex 1.1 – Distribution of doctoral students;
- Annex 2.1 – Doctoral research topics;
- Annex 2.2 – Research directions of SDM;
- Annex 2.3 – Artistic and research activities;
- Annex 3 – Evaluation procedures;
- Annex 3.1, 3.3, 3.4 – Evaluation of teaching staff and feedback mechanisms;
- Annex 12 – Teaching staff covering the doctoral program.

Recommendation:

It is recommended that the legal provisions in force regarding the maximum number of doctoral students supervised by each doctoral supervisor be observed, through the continuous monitoring of each supervisor's workload and the adjustment of the number of admitted doctoral students to the legally permitted supervision capacity.

The indicator is: fulfilled

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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Within IOSUD–UNAGE Iași and the Doctoral School of Music (SDM), the professional development of doctoral supervisors is supported by a coherent institutional framework aligned with national legislation and internal quality policies. Relevant structures (IOSUD, SDM, CSUD Secretariat, Administrative and IT services) ensure a functional environment for continuous improvement.

Doctoral supervisors benefit from multiple development opportunities, including Erasmus+ mobility, institutional funding for participation in scientific and artistic events, and access to academic publishing through the *Artes. Journal of Musicology*. In addition, IOSUD organizes the annual Doctoral Schools Conference, facilitating dissemination, collaboration and international visibility.

UNAGE also provides internal training programs (e.g. university management, digital tools, ARACIS standards), while administrative staff receive specialized training to support doctoral processes. Periodic staff evaluation ensures the identification of training needs and supports continuous professional development.

Analysis of the factual situation:

The institutional framework is coherent and effective, ensuring continuous professional development of doctoral supervisors and administrative staff. The availability of mobility programs, funding opportunities and training activities contributes to maintaining high academic standards and strengthening national and international visibility.

The indicator is: fulfilled

Standard S.A.3.2. Recruitment procedures Teaching staff recruitment procedures compliant with the provisions of the law.

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
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Recruitment of teaching staff and doctoral supervisors at IOSUD / SDM – UNAGE Iași is carried out in accordance with national regulations and institutional procedures, ensuring transparency and accessibility through the publication of methodologies, the official announcement of positions, and the validation and archiving of results.

The selection of doctoral supervisors is based on the habilitation process and on clearly defined institutional criteria, including academic and artistic performance, research output, supervision experience, participation in doctoral committees, and professional recommendations, ensuring compatibility with the research directions of the Music field.

Analysis of the factual situation:

Recruitment procedures are consistently applied and publicly documented, ensuring transparency, predictability, and accountability. The affiliation of doctoral supervisors with the Doctoral School of Music is carried out on the basis of a clear internal procedure, provided for in the *Specific Methodology*, the *IOSUD Regulation*, and the *Regulation of the Doctoral School of Music*. The use of clear and measurable eligibility criteria for doctoral supervisors supports the selection of qualified candidates and guarantees alignment with institutional research priorities. Overall, the framework reflects a coherent and rigorous system that contributes to maintaining academic quality and the sustainable development of the Doctoral School of Music.

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.

UNAGE Iași has implemented sustained investments in its IT infrastructure to enhance digital communication and support the educational process, in line with its institutional digitalization strategy. The internet network has been progressively expanded, including wireless systems, routers, and access points, ensuring reliable connectivity in classrooms and laboratories for both students and teaching staff.

The university library is continuously updated with relevant national and international publications and provides access to both physical and digital resources essential for doctoral training in Music. Through institutional partnerships and online platforms, users benefit from a wide range of academic databases, journals, and audio-video materials. Additional resources are available via platforms such as *JSTOR*, *Oxford Music Online*, *ProQuest*, *Enformation*, and the university's own publishing and research outputs.

The Doctoral School of Music uses *Microsoft Teams* as the primary platform for communication, collaboration, and academic management, supporting online meetings, resource sharing, and monitoring of doctoral progress, while also offering institutional email services and cloud storage. Academic records are managed through the national Single Matriculation Register (RMU), ensuring efficient and centralized data management.

Analysis of the factual situation:

The IT infrastructure at UNAGE Iași is modern, coherent, and well-integrated, effectively supporting teaching, research, and administrative processes. The combination of network connectivity, access to diverse digital resources, and the use of dedicated platforms facilitates communication, collaboration, and efficient monitoring of doctoral activities, contributing to a functional and sustainable academic environment.

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s*

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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The doctoral study program within the Doctoral School of Music (SDM) at IOSUD – UNAGE Iași is organized according to national regulations and internal institutional frameworks, being aligned with the university's strategy in artistic and scientific research and with the specific research strategy of SDM. The program is designed to develop advanced competencies in scientific research and artistic creation, with clearly defined learning outcomes integrated into the curriculum.

The doctoral program, common to both scientific and professional tracks, is structured based on the European Credit Transfer System (ECTS), with 60 credits per year. The curriculum includes advanced training through specialized courses such as research methodologies, aesthetics and performance style, analysis of musical works, and ethics and academic integrity. It also incorporates individual research or artistic practice, involving the progressive development of the doctoral project, the realization of artistic or theoretical outputs, and intermediate research products such as recitals, concerts, and publications.

In addition, the program integrates complementary learning experiences, including participation in conferences, workshops, academic mobilities, interdisciplinary activities, and collaborations with cultural institutions. Evaluation is carried out through continuous and summative assessments, annual evaluations of research and artistic activity, pre-final assessments, and the public defense of the doctoral thesis.

Analysis of the factual situation:

The doctoral program of SDM – IOSUD UNAGE Iași demonstrates a coherent and well-structured framework, aligned with academic standards and the specific requirements of the Music field. The integration of training, research, and evaluation activities reflects a progressive and balanced educational process, supporting the development of advanced competencies in both scientific and artistic domains. Clearly defined learning outcomes, together with structured monitoring and evaluation mechanisms, ensure the quality of doctoral training and the effective progression of doctoral candidates within a complex and interdisciplinary academic environment. There are scientific events dedicated to students: *Conference of the Doctoral Schools of the George Enescu National University of Arts in Iași – Music Doctoral School Section, 2025 title: The Contemporary Sound Space: Creation, Interpretation, Reflection*

The indicator is: fulfilled

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences

In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

* 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.

**Indicator
I.P.B.2.1.2**

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

The curriculum of the PhD program in Music within SDM – IOSUD UNAGE Iași is designed and continuously updated in alignment with the qualification requirements of the third cycle (EQF level 8) and the professional competencies specific to the music field. It follows European and national frameworks, ensuring consistency with occupational standards and the evolving demands of artistic and scientific doctoral training.

The curriculum and discipline sheets are structured to provide both theoretical and practical competencies, including advanced understanding of musical hermeneutics, the use of contemporary research methodologies, critical analysis, and the development of original artistic or scientific contributions.

The program supports the development of competencies relevant to a wide range of professional profiles in the music field, including teaching, research, performance, conducting, cultural mediation, and media-related roles. These competencies are developed through a combination of artistic and theoretical research, participation in academic and cultural events, project-based activities, and interdisciplinary collaboration.

Learning outcomes are structured around advanced knowledge, professional skills, and transferable competencies such as academic communication, cultural management, and interdisciplinary work. They are directly correlated with the activities carried out during the doctoral program, including research, artistic creation, critical engagement, and project coordination.

Analysis of the factual situation:

The curriculum of the SDM doctoral program reflects a coherent and well-founded structure, aligned with European and national standards and clearly connected to professional requirements in the music field. The consistent updating of content and methodologies demonstrates adaptability to contemporary developments in research and artistic practice. The integration of diverse training activities supports the balanced development of theoretical, artistic, and transversal competencies, while the strong correlation between learning outcomes, program activities, and professional profiles confirms the program's academic relevance and its capacity to facilitate graduates' integration into the academic and artistic environment.

The indicator is: fulfilled

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

Standard S.B.3.1 Principles

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

**Indicator
I.P.B.3.1.1**

The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

The Doctoral School of Music (SDM) within IOSUD – UNAGE Iași consistently applies student-centered learning principles in both curriculum design and teaching, research, and mentoring practices. These principles are embedded in institutional regulations, course syllabi, and doctoral evaluation procedures, ensuring a coherent and integrated approach.

The curriculum is structured to support the personalization of each doctoral path, allowing doctoral students to define their research topics, contribute to the composition of their guidance committees, and adapt their research pace and objectives. Individual study paths are further supported through regular meetings with supervisors, flexible selection of courses and complementary activities, and opportunities for international mobility.

Student-centered learning is implemented through advanced methods such as individual mentoring, research-based learning, collaborative research activities, comparative and interdisciplinary studies, practical workshops, and formative presentations. The program also integrates digital tools and

artificial intelligence to support analysis, creativity, and innovation, while encouraging participation in cultural and community projects that enhance professional and transferable skills.

Doctoral supervisors play an active role in guiding and supporting students, fostering autonomy, ensuring continuous feedback, facilitating interdisciplinary collaboration, and maintaining ethical and academic standards.

Analysis of the factual situation:

The Doctoral School of Music at IOSUD – UNAGE Iași demonstrates a consistent and effective implementation of a student-centered learning model. The high degree of flexibility and personalization supports the development of individual research trajectories, while the integration of diverse and innovative learning methods enhances both theoretical and artistic competencies. For the period 2021–2025, the situation of doctoral students who discontinued their studies is as follows: 7 doctoral students were expelled and 3 doctoral students withdrew from the programme.

Recommendations

It is recommended that the situation of expelled and withdrawn doctoral students be periodically monitored, and that the causes leading to the discontinuation of doctoral studies be analysed, in order to identify academic, administrative, and counselling support measures aimed at reducing doctoral dropout.

The indicator is: fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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The Doctoral School of Music (SDM) within the National University of Arts “George Enescu” Iași provides a framework for academic mobility, aligned with the institutional strategy for the internationalization of doctoral studies. Through diversified funding sources and an integrated organizational structure, doctoral students benefit from multiple opportunities that support international research exposure and the development of advanced professional competencies.

The mobility framework is based on three complementary mechanisms. Erasmus+ programs represent the core component, enabling medium- and long-term study and research mobilities through a network of approximately 40 active interinstitutional agreements with European partner institutions, offering access to specialized resources and international academic supervision. Complementary support is provided through CNFIS–FDI funded projects, which facilitate short-term mobilities such as research internships, conference participation, and academic events, contributing to the integration of doctoral students into relevant professional networks. In addition, institutional funds ensure further support for professional development activities, including training courses, masterclasses, summer schools, research dissemination, and publication opportunities.

During the evaluated period, this framework enabled the realization of 14 outgoing mobilities involving 9 doctoral students, demonstrating consistent use of available opportunities. Organizational support is ensured through collaboration between SDM and the International Relations Office, providing continuous information, transparent selection procedures based on academic relevance, and individualized guidance for planning and academic recognition of mobility activities.

Analysis of the factual situation:

The Doctoral School of Music demonstrates a well-structured and functional system for supporting academic mobility, based on complementary funding mechanisms and clear organizational procedures. The combination of long-term and short-term mobility opportunities ensures flexibility and alignment with the different stages of doctoral research.

Recommendations

Increase doctoral mobility and participation through targeted funding schemes, mobility quotas, and incentives linked to conference participation and artistic dissemination abroad

The indicator is: fulfilled

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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The Doctoral School of Music (SDM) within IOSUD – UNAGE Iași promotes equity, inclusion, and equal opportunities through a coherent set of institutional policies and practices integrated into all components of the doctoral program, including curriculum design, assessment, access to resources, mobility, and counseling. These principles are embedded in the university's Charter and Code of Ethics, doctoral regulations, codes of conduct, and guidelines developed by the Career Counseling and Guidance Center, ensuring a comprehensive and consistent framework.

Admission to the doctoral program is transparent, public, and non-discriminatory, based exclusively on merit, competencies, and the quality of the research project. Doctoral students benefit from personalized learning paths adapted to their artistic or theoretical profile.

The program supports a diverse range of doctoral profiles, including performers, composers, musicologists, and interdisciplinary researchers, through differentiated methodological guidance and dual mentoring that integrates both scientific and artistic dimensions. Flexible assessment formats - such as written work, performances, audio-video portfolios, and presentations - allow for an adequate evaluation of both theoretical and creative outputs.

Equal access is ensured to research infrastructure, digital platforms, and library resources, while institutional mechanisms guarantee fair and transparent allocation of facilities. SDM also provides support for students with special needs through adapted infrastructure, assistive technologies, flexible evaluation methods, and dedicated institutional projects, ensuring accessibility without compromising academic standards.

In addition, doctoral students benefit from administrative assistance, psychological counseling tailored to the artistic context, and support for social and professional integration, including participation in academic and artistic projects and career guidance.

Analysis of the factual situation:

The Doctoral School of Music demonstrates a comprehensive and well-integrated approach to equity and inclusion, supported by clear institutional regulations and student-centered practices. The personalization of doctoral training, combined with flexible assessment methods and diverse support mechanisms, ensures that the needs of a wide range of doctoral profiles are effectively addressed. in both research and artistic creation.

Documents consulted:

- UNAGE Charter and Code of Ethics
- IOSUD – UNAGE Doctoral Studies Regulations
- SDM Regulations
- UNAGE Code of Conduct for the Prevention and Sanctioning of Xenophobia, Radicalization and Incitement to Hatred
- Regulations and methodologies of the Career Counseling and Guidance Center
- UNAGE Equal Opportunities Guide

The indicator is: fulfilled

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

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

The organisational component provides access to adequate resources and support services, according to the needs of the students.

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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SDM – IOSUD UNAGE Iași provides doctoral students with a comprehensive range of educational resources, facilities, and support services tailored to the disciplinary specificity of Music and to the advanced level of doctoral training. These resources are accessible to all students, including those with special educational needs, and include specialized laboratories and workshops, dedicated spaces for musical activities, digital platforms and electronic libraries, as well as counseling, psychological, and administrative support services. Institutional policies on accessibility and inclusion are embedded in the university’s core regulations and strategic frameworks.

Doctoral students benefit from extended access to digital research resources through institutional subscriptions to specialized academic databases such as *JSTOR* and *Grove Music Online*, which are essential for musicological research and analysis. The university also provides technical facilities for artistic creation and documentation, including audio-video recording studios and audition rooms equipped with professional instruments and software such as *Sibelius* and *Pro Tools*. Additional support is offered through access to rare scores and manuscript collections within the university library, as well as assistance for interlibrary loans from national and international archives. The institutional platform (Teams) is used to support communication and to provide multimedia learning resources adapted to different learning styles. During the evaluation committee’s visits, students indicated that they consider it necessary to have a common communication channel provided by the Doctoral School of Music and intended for all students. They also believe that organizing hybrid orientation meetings during the first weeks of the first academic year would be beneficial in order to provide all useful information regarding doctoral studies, benefits, rights, and obligations.

Analysis of the factual situation:

The Doctoral School of Music provides a well-developed and accessible infrastructure that effectively supports advanced research and artistic creation. The availability of specialized spaces, digital resources, and technical facilities ensures a high-quality learning and research environment, while support services address both academic and personal needs.

Recommendations:

In accordance with the doctoral students’ views, it is recommended that the Doctoral School of Music strengthen communication with doctoral students by creating a common communication channel, organizing hybrid informational meetings at the beginning of the academic year, and developing a doctoral student guide, available both on the institution’s website and in physical format, containing essential information on doctoral studies, benefits, rights, and obligations.

The indicator is: fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation Learning outcomes are adequately defined and evaluated.	
Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students’ and teachers’ expectations regarding the content of the subject matters in the curriculum.

Within the Doctoral School of Music, learning outcomes are clearly defined, coherent, and aligned with EQF level 8 and ARACIS 2025 standards. They are structured across knowledge, skills, responsibility, and autonomy, and are fully integrated into the curriculum and course syllabi, ensuring transparency and accessibility. The outcomes comprehensively cover advanced doctoral training, including critical analysis, scientific and artistic research, compositional creation, performance, methodological competence, autonomous project management, and dissemination of results.

A clear distinction is made between scientific and professional doctorates: the former emphasizes original theoretical contributions, advanced research methodologies, and integration into international academic discourse, while the latter focuses on high-level artistic creation, critical self-evaluation, innovation, and professional documentation of artistic processes.

The implementation of learning outcomes is ensured through structured mechanisms: their explicit communication at the beginning of the program, integration into individual doctoral projects, alignment with mandatory academic and artistic activities, and systematic use in annual evaluations. Competency-based mentoring further supports their achievement, guiding doctoral students toward autonomy, originality, and rigor.

Analysis of the factual situation:

Learning outcomes are not only well-defined but operationally embedded in all stages of the doctoral process, demonstrating a coherent, transparent, and effective framework that supports high-quality doctoral training.

The indicator is: fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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Within the Doctoral School of Music, learning outcomes are clearly and coherently defined in accordance with EQF level 8 requirements and current academic standards, being structured into three categories: knowledge, skills, and responsibility and autonomy. They describe explicitly the competencies that doctoral students are expected to acquire by the completion of their studies and fully reflect the objectives of the doctoral program in Music.

These learning outcomes cover the essential dimensions of advanced doctoral training, including theoretical analysis and synthesis, scientific and artistic research, compositional creation, musical performance, critical thinking, the use of advanced methodologies, autonomous project management, and dissemination of results in academic and professional contexts. They are integrated into the curriculum and course syllabi, which are publicly accessible and provide detailed information on competencies, content, teaching and assessment methods, and bibliographic resources.

For the scientific doctorate, learning outcomes focus on advanced critical analysis, the development of original theoretical contributions, the use of complex research methodologies, integration into international academic discourse, and dissemination through publications and presentations. For the professional doctorate, they emphasize advanced artistic creation and performance, critical self-evaluation, the articulation of the relationship between theory and practice, the development of innovative artistic projects, and the professional documentation of artistic processes.

Analysis of the factual situation:

The learning outcomes of the Doctoral School of Music are rigorously defined, well-structured, and fully aligned with EQF level 8 requirements, ensuring clarity and relevance for both scientific and professional doctoral pathways. The clear correlation between learning outcomes, doctoral activities, and evaluation mechanisms supports the development of advanced competencies, academic autonomy, and professional responsibility, confirming the capacity of the Doctoral School to ensure high-quality doctoral training.

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	The organisational component applies the admission procedures.

I.P.B.7.1.1

IOSUD – UNAGE Iași ensures a formalized and well-structured framework for admission to the Doctoral School of Music (SDM), based on institutional regulations, annually updated methodologies, and alignment with national legal provisions. The admission process is clearly defined, transparent, and predictable, detailing all stages of the competition, evaluation criteria, and required documentation.

The organizational structure supporting admission is hierarchical and specialized, involving a University Admissions Committee responsible for overall coordination and compliance, a Doctoral School Admissions Committee composed of field experts and doctoral supervisors ensuring the evaluation of research projects and artistic portfolios, and an independent Appeals Committee that guarantees objectivity and transparency in resolving potential disputes.

Admission procedures are designed to ensure fairness, equal opportunities, and non-discrimination. All candidates are evaluated based on identical criteria related to academic and artistic performance, regardless of background. The process is accessible through the publication of all relevant documents online and the possibility of remote registration, facilitating equal participation, including for candidates from outside the region or abroad.

Support measures are implemented for candidates from vulnerable groups and those with special educational needs, including fee reductions or exemptions, administrative assistance in preparing application files, and adapted examination conditions such as extended time, accessible facilities, specialized assistance, and alternative digital formats.

Analysis of the factual situation:

The admission process within SDM – IOSUD UNAGE Iași is rigorously regulated, transparent, and supported by a clear organizational structure that ensures both expertise and accountability. There is a specific *Methodology*, developed and published annually. The document details the stages of the admission competition, the bibliography, the concrete assessment criteria, and the required documents, thus ensuring the transparency and predictability of the process. The procedures are explicitly developed in accordance with national legislation — the National Education Law, the Code of Doctoral Studies, and **Ministerial Order no. 3020/08.01.2024** on doctoral studies — thereby guaranteeing the legality of the access principles.

Recommendations:

It is recommended that the opportunity to reintroduce the performance examination as part of the admission process for the professional doctorate be considered, in order to ensure a more appropriate assessment of candidates' artistic and performance-related competences, in accordance with the specific nature of the field and the legal provisions in force.

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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SDM within IOSUD – UNAGE Iași ensures a fair, transparent, and inclusive admission process, in accordance with national regulations and institutional policies on equal opportunities, non-discrimination, and access to higher education for vulnerable groups. Admission procedures are clearly defined, publicly available, and consistently applied, ensuring that all candidates are evaluated under the same conditions and based on identical criteria related to academic and artistic performance.

The Doctoral School implements targeted support measures for candidates from vulnerable groups, including fee exemptions or reductions, personalized administrative assistance during the application process, and adapted examination conditions. These may include extended examination time, the presence of specialized support personnel, accessible examination spaces, and alternative digital formats tailored to specific needs.

Analysis of the factual situation:

The admission process at SDM – IOSUD UNAGE Iași reflects a well-structured and inclusive framework that ensures fairness, transparency, and equal opportunities for all candidates. The implementation of standardized evaluation criteria, combined with flexible and adaptive support measures, demonstrates a strong institutional commitment to non-discrimination and accessibility.

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 (IOSUD – UNAGE Iași and the Doctoral School of Music – SDM) ensures the rigorous application of regulations governing the academic and professional path of doctoral students through a comprehensive and clearly structured set of normative documents. These include the institutional regulations for doctoral studies, which establish the general legal and organizational framework, and the SDM-specific regulations, which adapt these provisions to the particularities of the Music field, covering aspects such as program structure, the role of the guidance committee, and the procedures for thesis defense.

The professional activity of doctoral students is regulated through the curriculum and monitoring procedures, which define the structure and duration of studies, including mandatory and optional disciplines and the corresponding ECTS allocation.

Progress monitoring and quality assurance are ensured through the active involvement of the doctoral supervisor and the guidance committee, which oversee the development of research and artistic activity. The framework also includes clear procedures for pre-defense and public defense of the doctoral thesis, incorporating mandatory originality checks. In addition, the regulations define explicit administrative procedures for extension, interruption, transfer, or expulsion, ensuring clarity and consistency in managing doctoral trajectories.

Analysis of the factual situation:

The Doctoral School of Music demonstrates a coherent and well-implemented regulatory framework governing doctoral studies, ensuring clarity, consistency, and accountability in the management of doctoral activity. The integration of curriculum structure, monitoring mechanisms, and clearly defined administrative procedures supports effective supervision and quality assurance. The systematic application of regulations, including ethical standards and completion requirements, confirms a rigorous and transparent approach to doctoral education and its outcomes.

The indicator is: fulfilled

Criterion B.8. Internationalisation process

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

IOSUD – UNAGE Iași grounds its international cooperation activities in a coherent strategic and procedural framework. The internationalization strategy defines medium- and long-term objectives, including increasing the visibility of study programs and research outcomes. Dedicated structures such as the Erasmus+ Office and the International Relations Office provide the administrative and logistical support necessary for implementing cooperation agreements. International mobility and collaboration are also integrated into institutional regulations, which establish the legal framework for doctoral and

staff mobilities, the recognition of studies, and the implementation of international co-supervision agreements through additional acts to doctoral study contracts.

Through IOSUD, the Doctoral School of Music (SDM) implements concrete international cooperation actions that support mobility and enhance research and artistic creation with an international dimension. Erasmus+ mobility programs, based on active bilateral agreements, as well as academic exchanges and research collaboration for doctoral supervisors. Complementary support is provided through CNFIS–FDI projects with an international component, aimed at strengthening institutional capacity and promoting the educational offer internationally.

The program also includes international co-supervision arrangements established through agreements with partner universities, as well as strategic partnerships that enable visits by international professors and experts who contribute to teaching and research activities through intensive courses and workshops.

Analysis of the factual situation:

The Doctoral School of Music demonstrates a well-developed and operational framework for international cooperation, integrating strategic planning, institutional support structures, and concrete mobility and partnership activities. The diversity of mechanisms—Erasmus+ mobilities, research projects, co-supervision programs, and academic partnerships—ensures a consistent international dimension in doctoral training. Access to international resources and expertise further enhances the quality of research and artistic creation, confirming the institution’s capacity to support internationalization in a structured and sustainable manner.

Recommendations

Strengthen internationalization by expanding cotutelle agreements, inviting international co-supervisors, and integrating external experts into doctoral committees and evaluation processes.

The indicator is: fulfilled

Criterion B.9. Scientific research results

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

The Doctoral School of Music (SDM) within IOSUD – UNAGE Iași provides an academic and organizational framework that places scientific research and artistic creation at the core of the learning process. Doctoral students are supported in developing research topics in musicology, composition, and performance, benefiting from qualified doctoral supervisors, specialized laboratories and workshops, bibliographic and multimedia resources, and access to scores, archives, and specialized databases. Their research and artistic activities are systematically reflected in annual activity reports, ensuring structured monitoring and institutional visibility.

Research is actively integrated into the teaching process through seminars led by doctoral supervisors, where students present and discuss the progress of their work, and through the use of recent research outputs of teaching staff as teaching material. This ensures that learning is continuously connected to current developments in the field.

The results of doctoral research are systematically disseminated through publications, conferences, and artistic events. Doctoral students are encouraged to publish in institutional and international journals, and publication is a requirement for program completion. Participation in academic conferences and artistic events is actively supported, while digital resources such as institutional archives ensure long-term accessibility and visibility of research outputs. The publication of doctoral research in recognized publishing houses further confirms the academic relevance and impact of the program.

Analysis of the factual situation:

The Doctoral School of Music demonstrates a strong integration of research and artistic creation within the doctoral training process, ensuring that learning is directly grounded in investigative practice. The existence of structured mechanisms for monitoring, dissemination, and valorization of research results reflects a mature and coherent academic framework.

The indicator is: fulfilled

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme
The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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The organizational component (IOSUD – UNAGE Iași) and the Doctoral School of Music (SDM) ensure enhanced visibility of scientific and artistic research outcomes in the field of Music, in alignment with the objectives of the doctoral program, through a set of coherent mechanisms.

Research dissemination is supported through publication requirements, whereby doctoral supervisors and doctoral students are encouraged, and in certain cases required, to publish in journals indexed in recognized international databases in the arts and humanities. SDM coordinates its own journal, *Artes. Journal of Musicology*, indexed in ERIH+ and CEEOL, providing a significant platform for the dissemination of research results. The visibility and impact of these outputs are reflected in citation metrics and academic recognition within the specialized community.

The valorization of research is further strengthened through participation in national and international projects, institutional partnerships, conferences, and academic events, which facilitate the exchange of knowledge and integration into broader research networks.

Analysis of the factual situation:

The Doctoral School of Music has a clear and well-organized approach to promoting research results. Research outcomes are made visible through indexed publications, institutional journals, academic and artistic events, and professional recognition. This supports the dissemination of both scientific and artistic work and shows that the doctoral programme effectively communicates its results at national and international levels. The students expressed the need for enhanced access to professional artistic institutions, such as philharmonic orchestras, opera houses, theatres, and other cultural organisations, facilitated by UNAGE during their doctoral studies. Such access would support the practical dimension of artistic research, strengthen the connection between doctoral training and professional artistic practice, and provide doctoral students with broader opportunities for artistic visibility and professional development.

Recommendations

It is recommended that the institution promotes the strategic dissemination of artistic research through curated platforms, international festivals, and partnerships with professional cultural institutions, in order to increase the national and international visibility of doctoral students' artistic outputs.

The indicator is: fulfilled

DOMAIN C. Quality management

Criterion C.1. Quality assurance strategies and procedures, including in the field of academic ethics and conduct, which involve students, employers and other stakeholders and are applied in a consistent, transparent manner

Standard S.C.1.1. Application
Adequately implemented strategic directions, actions, and procedures



Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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Quality assurance within the doctoral program is governed by the UNAGE Quality Assurance Code and the institutional Quality Management System, coordinated by CEAC, which oversees procedures and conducts annual internal evaluations. The program includes periodic evaluation of study programs, stakeholder satisfaction, and teaching staff performance, with active student involvement through surveys and representation in quality assurance structures.

Ethics and academic integrity are ensured through institutional regulations, including mandatory anti-plagiarism checks, clear procedures for thesis evaluation, and dedicated strategies for preventing misconduct. The Doctoral School of Music systematically monitors doctoral activity through annual reports and integrates feedback from students, supervisors, alumni, and external partners into curriculum development and decision-making.

Transparent procedures are in place for complaints, academic adjustments, and supervision-related issues, while employer representatives contribute to aligning the program with labor market expectations.

Analysis of the factual situation:

The program demonstrates a coherent and functional quality assurance system, based on continuous evaluation and improvement, active stakeholder involvement, and consistent application of ethical standards, ensuring the relevance and quality of doctoral training.

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement	
The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.	

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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The Doctoral School of Music (SDM) systematically integrates feedback from internal and external stakeholders into all aspects of doctoral program implementation, including quality assurance procedures, course planning, evaluation processes, research activities, and development projects. Stakeholders include doctoral students, supervisors, administrative staff, academic bodies, alumni, employers, and representatives of the cultural and creative sectors.

Clear mechanisms are in place to ensure that feedback leads to concrete improvements. Student evaluations of teaching staff, collected through annual surveys, are analyzed and have led to the revision of evaluation instruments, making them more specific and relevant to teaching quality and student needs. Students are directly involved in decision-making structures, representing one-third of CEAC members, while employer representatives contribute to aligning procedures with labor market expectations.

Consultative meetings and collaborative events, such as those organized in partnership with cultural institutions, further support dialogue between academia and the professional environment, fostering interdisciplinary collaboration and practical relevance.

Analysis of the factual situation:

Stakeholder involvement within SDM is active and operational, contributing directly to the continuous improvement of internal procedures and academic processes. The systematic use of feedback, combined with participatory governance structures and external collaboration, ensures that the doctoral program remains relevant, responsive, and aligned with the needs of the academic and artistic environment.

The indicator is: fulfilled

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

Standard S.C.2.2. Operation

Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

Indicator	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
I.P.C.2.2.2.	

The University Ethics Commission (CEU) of UNAGE Iași operates on the basis of its own updated regulations and procedures, approved by the University Senate and aligned with national legislation and the institutional Code of Ethics. These documents are publicly available, ensuring transparency and accessibility for the entire academic community. The CEU oversees research ethics, covering aspects such as authorship, data management, participant protection, conflicts of interest, and prevention of misconduct. Students are represented within the commission, contributing to its inclusiveness.

The independence of the CEU is ensured through its appointment by the Senate, autonomous decision-making without interference from executive management, access to dedicated resources, and direct reporting to the Senate. The commission publishes annual reports presenting its activity, including the analysis and resolution of ethical cases. Additional instruments supporting an ethical academic environment include codes addressing discrimination and hate speech, as well as equal opportunity guidelines. Preventive measures are implemented through ethics courses, supervision structures, anti-plagiarism systems, and clear procedures for handling complaints related to academic integrity.

Analysis of the factual situation:

The University Ethics Commission demonstrates a fully functional and independent framework, supported by transparent regulations and consistent practices. Its preventive and corrective actions, combined with institutional mechanisms for ethics training and monitoring, confirm its effective role in safeguarding academic integrity and ensuring the quality of doctoral and research processes.

The indicator is: fulfilled

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

Standard S.C.3.1. Procedures and implementation of procedures

The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

Indicator	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
I.P.C.3.1.1	

The National University of Arts “George Enescu” Iași (UNAGE) operates a set of formalized procedures, approved by the Senate, that regulate the full life cycle of study programs, including initiation, monitoring, and periodic review. These are integrated into institutional regulations and applied consistently across all programs.

The initiation of new research directions or major curricular changes is based on opportunity analyses aligned with international trends in music research and performing arts, as well as consultations with doctoral supervisors and external experts. The process involves evaluation at the Doctoral School level, validation by CSUD, and final approval by the University Senate, ensuring compliance with accreditation standards.

Monitoring focuses on both the individual progress of doctoral students and the overall quality of research. It is carried out through guidance committees, annual progress reports, student feedback surveys, evaluation of supervisors, and continuous assessment of infrastructure and support services.

Periodic review has led to continuous adaptation of the program to developments in the artistic field and academic needs.

Analysis of the factual situation:

The Doctoral School of Music applies a consistent and structured system for monitoring and periodic review, demonstrating a clear link between evaluation processes and program improvement. The systematic use of feedback and performance indicators supports continuous adaptation and contributes directly to the enhancement of research quality and doctoral training outcomes.

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 Doctoral School of Music ensures the active and formal involvement of all stakeholders in the consistent implementation of procedures for initiation, monitoring, and periodic review of the doctoral program.

Doctoral students are directly involved through annual structured surveys on program quality and supervision, with a high participation rate, contributing to the evaluation and improvement of the program. Doctoral supervisors and guidance committees conduct formal monitoring through the evaluation of progress reports and participation in progress reviews, documenting decisions and recommendations in standardized formats. They also contribute to updating research directions, curricula, and evaluation methodologies.

Administrative staff support the implementation of procedures related to enrollment, academic management, and documentation, while CEAC ensures the correct application of quality assurance procedures and the effective use of results for continuous improvement.

Analysis of the factual situation:

Stakeholder involvement within SDM is structured, consistent, and operational, forming an integral part of the quality assurance system. The participation of internal and external actors supports transparency, external validation, and continuous improvement, confirming the program's relevance and alignment with academic and professional standards.

The indicator is: fulfilled

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

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.
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Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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The Doctoral School of Music systematically applies procedures for evaluating doctoral students' satisfaction on an annual basis or at the end of the advanced training program. The evaluation explicitly covers the quality of teaching activities, the performance of doctoral supervisors, the effectiveness of guidance committees, and the overall satisfaction with the doctoral program. The process is standardized, anonymous, and conducted regularly, focusing on aspects such as teaching quality, relevance of modules, communication, supervision, and feedback during the research process.

The results are analyzed at the level of the Doctoral School Council and CSUD and are used to generate concrete improvement measures, integrated into the overall strategy for enhancing the quality of doctoral studies and related services.

Analysis of the factual situation:

The Doctoral School of Music consistently applies a structured and functional feedback system, ensuring systematic collection and analysis of doctoral students' opinions. The use of results as a basis for concrete improvement actions demonstrates an effective feedback loop, contributing directly to the continuous enhancement of doctoral training.

The indicator is: fulfilled

Criterion C.5. Systematically updated databases on internal quality assurance

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

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

The Doctoral School of Music relies on institutional information systems and internal databases that are systematically updated to support quality assurance decisions at the level of CEAC, CSD, and CSUD. These databases include comprehensive information on doctoral students (academic status, individual study plans, progression and dropout rates, research outputs), doctoral supervisors (teaching workload, research activity, qualifications), evaluation processes (program quality, supervision, student satisfaction), institutional resources (infrastructure, budget, acquisitions), and research projects. All data are consolidated annually in the Director's report and analyzed within CSUD, ensuring structured monitoring and evidence-based decision-making.

Recent initiatives have further strengthened this system, including projects focused on the digitalization of quality assurance and evaluation processes, as well as training activities for academic staff in areas such as quality standards and inclusive education, contributing to the development of a quality-oriented institutional culture.

Analysis of the factual situation:

The Doctoral School of Music demonstrates a well-organized and systematically updated data management system, effectively used to support internal quality assurance. The regular analysis and integration of data into reports and decision-making processes confirm a mature, evidence-based approach, contributing to the continuous improvement of doctoral education.

The indicator is: fulfilled

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

Standard S.C.6.1. Transparency

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

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

At the level of the Doctoral School of Music, transparency principles are ensured in compliance with Law 544/2001 on access to public information, Law 199/2023 on higher education, internal UNAGE and IOSUD regulations, and ARACIS (2025) standards. All relevant public information is made available on the UNAGE website, the IOSUD page, and the DOCTART platform, complemented by official announcements and institutional communication, ensuring accessibility, predictability, and trust throughout the doctoral process. Following the meetings of the visitation committee, it has been determined that the institution's website needs to be restructured in order to better highlight the information necessary for the university community.

Recommendation:

It is recommended that communication between the Doctoral School management and doctoral students be improved by regularly updating the website and by providing clear, accessible, and

systematic information on Erasmus scholarships, funding opportunities, mobility programmes, and other forms of support available to doctoral students.

The indicator is: fulfilled

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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The Doctoral School of Music ensures transparency of decision-making processes through systematic communication, stakeholder consultation, and full documentation of all stages of deliberation and approval. Transparency is grounded in IOSUD and SDM regulations, the Code of Academic Ethics (part of the UNAGE Charter), the Senate Regulation, and national legislation (Law 199/2023).

All major decisions are adopted collectively within CSD/SDM/CSUD meetings, recorded in official minutes, formalized through decisions, and communicated to doctoral supervisors and students via institutional channels, following final approval by the UNAGE Senate. Monitoring and evaluation processes are also transparent: research progress is publicly presented in progress colloquia, documented through standardized evaluation forms, and the doctoral thesis defense is fully public, with the committee composition and thesis content made accessible on dedicated platforms.

Analysis of the factual situation:

The organizational structure of the Doctoral School of Music ensures a high level of transparency through consistent publication of regulations and decisions, formalized evaluation procedures, and public access to key stages of doctoral studies, reinforcing the legitimacy and accountability of institutional processes.

The indicator is: fulfilled

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

Standard S.C.8.1. Compliance with the external evaluation obligation	
The HEI undergoes external quality evaluation as required by the law.	

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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The Doctoral School of Music (SDM), within IOSUD–UNAGE Iași, fully complies with the legal framework governing external quality assurance of doctoral study programs. The organizational component is subject to periodic external evaluation by ARACIS, in accordance with the Higher Education Law no. 199/2023, HG no. 962/2024 on external quality evaluation methodology, the ARACIS 2025 Guidelines for doctoral studies, and relevant quality assurance standards.

The most recent ARACIS external evaluation took place in 2021, resulting in the decision “maintenance of accreditation” (Decision no. 78/30.09.2021). Subsequently, in 2024, SDM prepared a progress report addressing the intermediate evaluation, detailing the measures implemented to remedy previously identified weaknesses.

Analysis of the factual situation:

SDM demonstrates full compliance with national external evaluation requirements and a proactive approach to quality improvement, evidenced by the systematic follow-up of ARACIS recommendations and the implementation of corrective measures.

The indicator is: fulfilled

IV. SWOT Analysis

Strengths:	INTERNAL FACTORS 📍	Weaknesses:
- Diverse body of doctoral supervisors with recognized		-Moderate level of internationalization, particularly

<p>national and international expertise, covering both scientific and professional doctoral pathways</p> <ul style="list-style-type: none"> - Clearly defined, competency-based learning outcomes aligned with level 8 qualifications and coherently implemented in the curriculum - Strong regulatory and organizational framework ensuring structured management of doctoral studies and transparent procedures - Continuous professional development of supervisors through international conferences, research projects (ICMA/FDI), and mobility programs - Robust quality assurance system with active stakeholder involvement and effective feedback integration - Implementation of the DOCTART platform as a strategic tool for visibility, transparency, and dissemination of research results - Adequate infrastructure and specialized resources (labs, recording studios, libraries, international databases) supporting advanced research and artistic creation - Transparent decision-making and communication through institutional platforms and publicly accessible documentation - Systematic monitoring of doctoral progress and evidence-based decision-making supported by institutional databases - Active integration of research and artistic outputs into training, with clear dissemination mechanisms (publications, conferences, performances) <p>✓</p>		<p>limited development of cotutelle arrangements and systematic involvement of international experts</p> <ul style="list-style-type: none"> -Low participation rate of doctoral students in international scientific and artistic events, indicating reduced mobility - Insufficient mechanisms for tracking graduates' professional trajectories (Alumni monitoring) - Limited financial resources for doctoral research and international training opportunities - Uneven international visibility of doctoral research outputs in high-ranking publications and academic networks - Need to further strengthen structured data use for long-term impact assessment (beyond annual reporting)
<p>SWOT analysis</p>		
<p>-Growing interest in interdisciplinary and digital research (Art–Technology, Art–Management, AI in music, digital</p>	<p>⬇️ EXTERNAL FACTORS</p>	<p>Threats: -Strong national and international competition for attracting high-quality doctoral candidates</p>

<p>archiving), creating new funding streams and innovative project opportunities</p> <ul style="list-style-type: none"> -Strengthening international partnerships through Erasmus+ and collaborative research projects, enhancing mobility, joint supervision, and global academic integration -Increasing digitalization of higher education, enabling wider access to resources, online collaboration, and international dissemination of research outputs -Expanding collaboration with cultural institutions and creative industries, improving employability and applied research relevance -Access to international research infrastructures, databases, and open science platforms, supporting higher-quality academic and artistic outputs 		<ul style="list-style-type: none"> -Decreasing public funding and budgetary pressures, affecting mobility, research, and infrastructure -Brain drain and migration of talented graduates and researchers to better-funded institutions abroad -Increasing administrative workload and potential overburdening of doctoral supervisors -Rapid technological changes requiring constant institutional adaptation and investment
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	the staff. Such venues are adequately equipped.		
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	It is recommended that the legal provisions in force regarding the maximum number of doctoral students supervised by each doctoral supervisor be observed, through the continuous monitoring of each supervisor's workload and the adjustment of the number of admitted doctoral students to the legally permitted supervision capacity.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	It is recommended that the situation of expelled and withdrawn doctoral students be periodically monitored, and that the causes leading to the discontinuation of doctoral studies be analysed, in order to identify academic, administrative, and counselling support measures aimed at reducing doctoral dropout.
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Increase doctoral mobility and participation through targeted funding schemes, mobility quotas, and incentives linked to conference participation and artistic dissemination abroad
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	In accordance with the doctoral students' views, it is recommended that the Doctoral School of Music strengthen communication with doctoral students by creating a common communication channel, organizing hybrid informational meetings at the beginning of the academic year, and developing a doctoral student guide, available both on the institution's website and in physical format, containing essential information on doctoral studies, benefits, rights, and obligations.
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	It is recommended that the opportunity to reintroduce the

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			performance examination as part of the admission process for the professional doctorate be considered, in order to ensure a more appropriate assessment of candidates' artistic and performance-related competences, in accordance with the specific nature of the field and the legal provisions in force.
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	Strengthen internationalization by expanding cotutelle agreements, inviting international co-supervisors, and integrating external experts into doctoral committees and evaluation processes.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	It is recommended that the institution promote the strategic dissemination of artistic research through curated platforms, international festivals, and partnerships with professional cultural institutions, in order to increase the national and international visibility of doctoral students' artistic outputs.



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	It is recommended that communication between the Doctoral School management and doctoral students be improved by regularly updating the website and by providing clear, accessible, and systematic information on Erasmus scholarships, funding opportunities, mobility programmes, and other forms of support available to doctoral students.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.

Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.

A total of **[32] performance indicators** were analyzed within the evaluation process. Of these:

- **[32] indicators were assessed as fulfilled**
- **[0] indicators were assessed as partially fulfilled**
- **[0] indicators were assessed as unfulfilled**

Overall, the results indicate a **high level of compliance**, with most indicators fully achieved and a limited number requiring further improvement.

VI. Conclusions

A number of important aspects noted during the evaluation are reiterated here, and general conclusions are made about the quality of education delivered within the evaluated doctoral study domain.

The evaluation highlights a solid and coherent organizational framework, with clearly defined learning outcomes, effective quality assurance mechanisms, and transparent decision-making processes. The doctoral study domain demonstrates a strong integration of research and artistic creation, supported by adequate infrastructure, qualified academic staff, and structured monitoring procedures.

At the same time, certain areas require further consolidation, particularly in terms of internationalization, mobility, and the global visibility of research outputs. Addressing these aspects through targeted strategic measures will enhance the overall performance and positioning of the doctoral school.

Overall, the quality of education delivered within the evaluated doctoral study domain is **high**, reflecting a mature system capable of continuous improvement and alignment with international academic standards.

Propose and substantiate a decision.



Following the completion of the accreditation/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:*

- a) **maintaining accreditation** (MAC);

VII. Annexes

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