



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

Higher Education Institution/Education Provider Organisation:	"George Enescu" National University of Arts of Iași (UNAGE Iași), IOSUD
Doctoral School:	Doctoral School of Visual Arts
Doctoral Domain:	Visual Arts
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.	LUCACIU ADRIANA	Expert evaluator	
2.	ZUK PATRICK	International Expert	
3.	ZBRANCA IONUȚ LEONTE	PhD Student Evaluator	



I. Introduction

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

The external evaluation report was prepared as part of the evaluation process for the **maintaining accreditation (MAC) of the Doctoral School of Arts, Visual Arts domain**, within the IOSUD at the **“George Enescu” National University of Arts in Iași (UNAGE)**. The evaluation team consisted of two academic staff members: Adriana Lucaciu (evaluation expert), Patrick Zuk (international evaluation expert), and a student representative, Ionuț-Leonte Zbranca (student evaluator). The visit to the faculty premises took place between **May 11–12, 2026**.

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

The “George Enescu” National University of Arts in Iași was founded in 1860 as the School of Fine Arts. Its name has changed several times, and since 1990, as the Academy of Arts, it has offered programmes in Music, Theatre, and Visual Arts. The institution was granted national university status in 2016, **cf. H.G.654/2016** published in **M.O. 742/23.09.2016**. The normative framework of UNAGE is provided by the University Charter. [Carta Universității - Universitatea Națională de Arte “George Enescu” Iași](#). The university’s **mission**, as an institution of artistic education and research organised across the bachelor’s, master’s, and doctoral cycles, is *to shape and cultivate talents, character, and personalities; to train highly skilled specialists who can offer the public high-quality cultural contributions through sustained creative and scientific-artistic activity; and to ensure the advancement of Romanian art and culture within an international socio-cultural context*. Its **objectives** include, among others, *excellence in vocational education, the promotion of art and science in the spirit of democratic values, moral and spiritual principles, and academic freedom, within the context of European and Romanian culture and civilisation*. Additionally, the university aims to provide a fertile academic environment and an efficient managerial framework necessary for the high-level professional training of students, facilitating their successful integration into the labour market.

According to the internal evaluation report (IER) and the documents submitted in the file, UNAGE is a doctoral degree–granting institution, namely an Organising Institution for Doctoral University Studies (IOSUD-UNAGE). IOSUD-UNAGE comprises three doctoral schools accredited by the following ministerial orders: the Doctoral School of Music - O.M. no. 4227/02.08.2000, the Doctoral School of Theatre and Performing Arts - O.M. no. 3572/19.02.2002, and the **Doctoral School of Visual Arts - O.M. no. 667/28.03.2007**. Currently, **IOSUD-UNAGE** comprises **25 doctoral supervisors** and **141 doctoral students** enrolled in doctoral programmes. The coordination of IOSUD is carried out by the Rector of UNAGE Iași, Professor Hab. Aurelian Bălăiță PhD, and the Director CSUD, Professor Hab. Monica Elena Pop PhD. [Scoli doctorale din UNAGE Iași – DOCTART](#). **The most recent ARACIS evaluation of the IOSUD-UNAGE** took place between **July 15-19, 2021**. The conclusions confirmed the maintenance of accreditation for all three areas: The last external evaluation of IOSUD took place between July 15-19, 2021. The conclusions confirmed the maintenance of accreditation for all three domains, including Visual Arts: [Universitatea Națională de Arte „George Enescu” din Iași - IOSUD152 • ARACIS](#); [Arte vizuale - IOSUD155 • ARACIS](#)

- 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 Doctoral School of Visual Arts (DSVA), established in 2007, offers, in accordance with the Higher Education Law no. 199/2023, with its subsequent amendments, advanced training in artistic and theoretical research through two types of doctoral programmes in the **visual arts domain**: scientific and professional doctorates. The research subfields included: Painting, Sculpture, Graphics, Photography and Video Art, Mural Art, Textile Arts, Ceramics and Design, and the scientific subfields: Painting, Sculpture, Graphics, Photography and Video Art, Mural Art, Textile Arts, Ceramics, Design, Restoration, Aesthetics of Visual Art and History and Theory of Art. <https://www.arteiasi.ro/cercetare/studii-doctorale/>.

The specific **mission of the Doctoral School of Visual Arts** is to train specialists in the field of visual arts who can develop research-based artistic practices or produce theoretical studies of the complex phenomena of visual arts, past and present. This entails maintaining a strategy of continuous adaptation and transformation in response to cultural and socio-economic realities, while contributing to the development of contemporary, Romanian, and global culture. Its main **objectives** are to develop tailored strategies for the optimal conduct of scientific and professional research activities, involving both doctoral supervisors and doctoral candidates; to foster self-improvement through adaptation to the themes and topics of the dissertations, with the natural aim of producing viable results that are relevant to contemporary issues and that yield final works of genuine scientific and artistic value; to strategically organise the doctoral school, focusing on attracting young doctoral candidates.

In the last five years, the staff has included between 9 and 10 supervisors, and the number of enrolled doctoral students has ranged between 35 and 50.

The number of graduates from the last five cohorts (2018/2021–2021/2025) is 49 PhD candidates, out of a total of 59 enrolled. The graduation rate is 83,05% The abandonment rate is 16,95%. All the 49 graduates obtained the PhD degree in Visual Arts (100%)

In the 2025-2026 academic year, the DSVa has **9 doctoral supervisors** and **50 enrolled PhD students**.

After the institutional external evaluation from 2021, at the request of the Doctoral School of Visual Arts, ARACIS prepared an **external progress evaluation report in April 2025**. The external evaluation committee appointed by ARACIS commended the implementation of the recommendations from the previous evaluation, the enhancement of management and the quality of the Visual Arts Doctoral School's doctoral programme, and the improved transparency of all publicly relevant information.

https://www.aracis.ro/wp-content/uploads/2021/11/IOSUD155_C8_03.07.2025.pdf

II. Methods used

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

The external evaluation committee reviewed information from the following sources:

a) the *Internal Evaluation Report and its annexes* (IER):

Annex 01 – Order for Maintaining the Accreditation of DSVa

Annex 02 – Progress Report on the Interim Evaluation

Annex 03 – Minutes of DSVa Meetings

Annex 04 – Research Infrastructure – Evidence of Access to Facilities

Annex 05 – Research Infrastructure – Use of Facilities

Annex 06 – Research Infrastructure – Laboratory Equipment

Annex 07 – Institutional Databases for Doctoral Students

Annex 08 – Addendum Regarding the Use of UMS



- Annex 09 – Anti-Plagiarism Software
- Annex 10 – IOSUD-UNAGE Library
- Annex 11 – Funding and Procurement Reports 2021–2025
- Annex 12 – Staffing Plan 2025–2026
- Annex 13 – Staffing Plans 2021–2025
- Annex 14 – Curricula 2021–2025
- Annex 15 – Doctoral Student Records 2021–2025
- Annex 16 – Numerical Overview of Doctoral Students and Supervisors
- Annex 17 – Accreditation Decisions for Doctoral Supervisors
- Annex 18 – Activity Reports of Doctoral Supervisors 2024–2025
- Annex 19 – Activity Reports of Doctoral Supervisors 2021–2024
- Annex 20 – Erasmus Mobilities 2020–2025 – Professors and Doctoral Students
- Annex 21 – Professional Development of Auxiliary Staff – Erasmus Mobilities
- Annex 22 – Doctoral Student Activity Reports 2021–2024
- Annex 23 – Doctoral Student Activity Reports 2024–2025
- Annex 24 – CNFIS–FDI Project Implementation Sheets
- Annex 25 – Annual Artistic and Research Events
- Annex 26 – DSVa Quality Reports 2021–2024
- Annex 27 – DSVa Quality Report 2025.

b) documents presented on the UNAGE - Iași website (www.arteiasi.ro)

c) additional documents requested:

- AS Graduation of PhD students between 2020-25 and the rate of doctoral diplomas awarded in the Visual Arts Domain
- AS Justification memorandum-PhD students – Prof. Monica Pop
- AS Justification note_HS23_24.09.2025
- AS The dynamic of human resources and of doctoral students in the period 2021-26 in the Doctoral School of Visual Arts
- AS The situation of candidates declared to have been admitted in the period 2021-2025
- AS The situation of PhD theses defended in public and validated by CNATDCU for the award of doctoral diplomas in the Visual Arts Domain (between 2021-26 until the date of the external evaluation)

- On-site visit (general list of visited locations and categories of persons with whom debates have been organised):
The committee visited the Faculty of Visual Arts and Design located on 189 Sărărie Street, Iași, and the facilities used by the Doctoral School of Visual Arts including, studios, laboratories, and the library. Meetings were held according to the schedule with faculty leadership, teaching staff, doctoral students, alumni, employers, research centre heads, and ethics and CEAC committee members.
- Other relevant methods or aspects:
Relevant institutional publications, such as volumes and catalogues including results of the doctoral research and activities, studies, guides, and journals, were reviewed. (<https://doctart.ro/publicatii/>)

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

IV. DOMAIN A. Institutional capacity

IV.1 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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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

UNAGE Iași has an internal managerial control system and coherent management, regulated through clear organisational structures, procedures periodically reviewed, and internal regulations in compliance with the applicable legislation. Leadership is provided by the University Senate, the Board of Administration, and the structures at the level of faculties and departments, with the department being the basic academic unit, coordinated by a director and the department council. Institutional structures develop strategic and operational planning documents (Strategic Plan and Annual Operational Plan), which are available online, and student participation in the decision-making process is regulated through internal normative acts. (<https://www.arteiasi.ro/despre-unage/managementul-calitatii/regulamente-unage/>) (<https://www.arteiasi.ro/?s=Plan+strategic&lang=ro>)

The regulations and procedures currently in force at UNAGE and at the Doctoral School of Visual Arts establish detailed rules that also apply to study programmes at all the three levels bachelor, master, doctoral. These include the Regulation on the Organisation and Functioning of UNAGE the Regulation on the Development and Approval of Staffing Tables for Academic Staff in Higher Education, the Regulation on the Development of Curricula for Study Programmes, the Regulation on Students' Professional and Academic Activities, as well as other documents governing final examinations, class schedules, and related matters. UNAGE maintains an internal managerial control system, which is regulated by the Regulation on the Organisation and Functioning of the Committee for Monitoring, Coordination, and Methodological Guidance System (SCMI). The normative documents are periodically reviewed according to the legislation.

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

At the doctoral level, the specific regulations and methodologies are applied, available on the institutional websites <https://www.arteiasi.ro/cercetare/studii-doctorale/>; <https://doctart.ro/profil-cercetare-arte-vizuale/>; <https://doctart.ro/metodologii-cercetare-arte-vizuale/>; <https://www.arteiasi.ro/despre-unage/managementul-calitatii/regulamente-unage/>, such as: *Strategy for the Prevention and Combating of Plagiarism in Doctoral Theses at IOSUD – UNAGE Iași*; *Regulation on the Organisation and Implementation of Doctoral University Study Programmes*; *Regulation on the Organisation and Implementation of Postdoctoral Advanced Research Programmes within UNAGE*; *Methodology for the Affiliation of Doctoral Schools, 2024*; *Methodology Regarding the Filling of Fixed-Term Academic Positions by PhD Students at UNAGE – posted September 2020*; *Methodology for Addressing Complaints; Concerning Non-Compliance with Quality or Professional Ethics Standards, Including Cases of Plagiarism, in Doctoral Theses at IOSUD – UNAGE*; *Methodology for the Organisation and Implementation of the Admission Competition for postdoctoral advanced research programmes at UNAGE*; *Methodology for the Organisation and Implementation of the Process for Obtaining the*



Habilitation Certificate, Methodology for addressing complaints regarding non-compliance with quality or professional ethics standards, including plagiarism, within a doctoral thesis at IOSUD – UNAGE, Methodology for organising and conducting the admission competition for postdoctoral advanced research programmes at UNAGE, Methodology regarding doctoral students' access to institutional funds for professional training, Procedure for recognising doctoral degrees and titles obtained abroad by UNAGE etc.

- **Aspects that constitute best practice examples**
Ensuring access to information for all students, teaching staff, and the public interested in doctoral studies, institutional projects and research achievements.
- **Recommendations**
Not applicable.

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 extension¹ and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The Doctoral School of Arts is coordinated by Professor Hab. Cătălin Gheorghe, Director of the DSVA, and the DSVA Council, (<https://www.arteiasi.ro/cercetare/studii-doctorale/>): Professor Hab. Codrina Laura Ioniță, PhD; Professor Hab. Modesta Maria Lupașcu, PhD; Professor Hab. Cristian Nicolae Ungureanu, PhD; and PhD student Marilena Cristiana Ursache. The Council's decisions are recorded in the minutes of the DSVA Council meetings.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The evaluation committee determined that the university's regulations, procedures, and methodologies undergo periodic review and updating, following consultations with faculty members, PhD students, and other stakeholders involved in teaching, student training, and engagement with the labour market, through:
 - the organisation of periodic meetings with PhD students, teaching staff, and administrative personnel to analyse and improve academic and administrative regulations;
 - the presence of teaching staff and PhD students in governing structures such as the university senate, the administrative council, faculty councils, and other specialised committees and boards;
 - consultations with employers and representatives of the socio-economic and cultural environment to adapt study programmes to labour market requirements, documented in official records;
 - the use of questionnaires administered to PhD students to collect feedback on teaching and administrative activities (<https://www.arteiasi.ro/resurse-educationale/evaluare-profesionala/>)

¹ The faculty, department, subsidiary, extension - hereinafter "organisational components"



- the CEAC committee – which includes representatives of the trade union, students, employers, and administrative structures; among its responsibilities is the annual conduct of surveys on the opinions of students, graduates, and employers regarding the quality of educational services.
- **Aspects that constitute best practice examples**
All adopted regulations are published in a transparent and accessible manner on the university's official website. (<https://www.arteiasi.ro/despre-unage/managementul-calitatii/regulamente-unage/>)
- **Recommendations**
The establishment of an advisory-working group by co-option of representatives of doctoral students, doctoral school graduates, and the socio-economic market in order to optimise the relationship with the labour market and to ensure the continuous updating of the doctoral programme in line with its current requirements.

The indicator is: fulfilled.

IV.2 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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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
UNAGE, through IOSUD and DSVA, provides an adequate material base for Visual Arts, including classrooms, dedicated doctoral spaces, workshops, specialised laboratories, administrative and exhibition areas, as well as professional equipment for artistic and multimedia production, with ensured accessibility and recent investments in modernisation. CSUD offices are located at 7–9 Costache Negruzzi Street, Room 35, first floor, with a total area of 20.09 sqm. Internet access is available through both the wired and wireless networks of the faculty. Most of the rooms dedicated to DSVA are located at the Faculty of Visual Arts and Design, on 189 Sărărie Street, Iași.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The evaluation committee found that the mentioned assets enable DSVA to sustain all the activities provided by the doctoral study plan. At the Faculty of Visual Arts and Design (FAVD), two offices are made available to doctoral students as study spaces, hosting the Centre for Aesthetic Research and Artistic Creation and the Centre for Research on Medieval Art “Vasile Drăguț”. A separate reading room, independent from the library is used by doctoral students too for theoretical study. FAVD manages the *Aparte Gallery*, a project-based art space open to students, teaching staff, and visiting artists for exhibitions, workshops, interdisciplinary projects, and other artistic events. (<https://aparte.arteiasi.ro/despre-galerie/>).



- **Aspects that constitute best practice examples**
Doctoral students and coordinators have access to resources such as library collections (including JSTOR), course materials, scientific publications, the Office 365 Teams platform, and the FAVD virtual archive. Ongoing improvements target space modernisation and expanded accessibility, while the doctoral library is continuously updated through annual acquisitions funded by research projects and doctoral grants. (<https://www.arteiasi.ro/resurse-educationale/>; <https://www.arteiasi.ro/arhiva-virtuala-biblioteca/>)
- **Recommendations**
Continuation of the development of the material infrastructure necessary for doctoral studies.

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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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The doctoral programme spaces are regularly maintained, sanitised, and upgraded. Recent improvements include modernised multimedia labs, exhibition areas, and workshops, along with updated IT equipment. Inventory is checked annually, and the university manages equipment purchases, loans, and disposals for doctoral students. It ensures optimal working conditions, access to infrastructure, and safety.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
Resource management emphasises sustainability, energy efficiency, and strategic investment, supported by infrastructure suited to doctoral needs. The studios, laboratories, and dedicated study rooms, as well as the equipment, are appropriate for the specific activities.
- **Aspects that constitute best practice examples**
In order to conduct the specific artistic research outlined in the individual research plan, doctoral students are granted access, upon request, to the faculty's studios, laboratories, library, on-line and material resources.
- **Recommendations**
Not applicable.

The indicator is: fulfilled.

IV.3 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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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

At the Doctoral School of Visual Arts, the current teaching staff includes **9** habilitated PhD full professors: Matei Bejenaru, Cătălin Gheorghe, Laura Codrina Ioniță, Modesta Lupașcu, Cristian Nae, Monica-Elena Pop, Atene-Elena Simionescu, Adrian Stoleriu, Cristian Ungureanu. The supervisors are full-time teaching staff at UNAGE-Iași, are qualified and possess the specialised skills required to teach the courses outlined in the doctoral study's curriculum, in accordance with the staffing plan.

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

The number of supervised students ranges from 2 to 10, which ensures high-quality collaboration and favourable research outcomes. In accordance with legal provisions, 8 supervisors are responsible for fewer than eight doctoral students, except for one professor - Monica Pop -, who coordinates 10 students, based on the supporting memorandum, with the approval of the Senate (H.S. nr. 23/24.09.2025), in accordance with Law No. 199/2023, Art. 70(2). In the DSVAs, the rate represents 11.11%, which is below the 20% limit accepted by law. Two of the doctoral students will defend their theses before the Supervisory Committee during this academic year. The explanatory memorandum highlights the need to ensure coverage of two subfields within the doctoral field of Visual Arts, namely Design and Textile Arts, for which there are currently no supervisors affiliated with the DSVAs other than Professor Monica Pop.

The staffing table of the DSVAs' academic personnel includes 5 vacant professor positions, covering the courses in the curriculum as well as the supervision hours of the doctoral students. In accordance with the applicable regulatory provisions currently in force, the number of hours per position ranges between 15.5 and 16.5 conventional hours, including theoretical, PhD students supervision, courses, seminars, and laboratory sessions. All the DSVAs' members conducting lectures and/or practical work/seminars, have completed undergraduate, master's, and doctoral programmes, and are actively engaged in scientific and creation research in the field of Visual Arts, demonstrating remarkable results, national and international visibility and prestige. (<https://doctart.ro/indrumatori-doctorate-arte-vizuale/>).

Doctoral supervisors and members of the supervisory committees demonstrate international visibility through their roles as members of the governing boards of international professional associations; juries in artistic events or international competitions organising committees of international artistic events and competitions; working groups operating within professional networks or projects funded through international grants. Their expertise aligns with the doctoral students' research topics and the current development priorities of DSVAs. The supervisors' scientific and artistic research is part of the institutional research strategy and plan, as members of Contemporary Photography centre, centre of Artistic Research-Painting, or "Vasile Drăguț" centre for Research in Medieval Art - all members of ICMA - The Institute for Multidisciplinary Research in Art. Doctoral supervisors operating within the doctoral field of study have funding obtained from research or institutional/human resources development grants, in which they



involve the doctoral students. The entire prodigious activity is accessible on the dedicated websites.

(<https://www.c-f-c.ro/>, <https://icma.arteiasi.ro/en/>, <https://ccp.arteiasi.ro/>, <https://www.arteiasi.ro/cam/>, <https://icma.arteiasi.ro/en/projects/>, <https://www.arteiasi.ro/cercetare/studii-doctorale>).

- **Aspects that constitute best practice examples**

The academic staff affiliated with the Doctoral School of Visual Arts demonstrate remarkable research activity, both through their individual scholarly achievements and through the results obtained together with their doctoral students.

According to the diversity of research topics within the field, and in order to ensure adequate coverage of the subfields belonging to Visual Arts, the doctoral school intends to recruit new specialized supervisors so that the number of students supervised by each affiliated member of the DSVAs remains within the maximum limit of eight students per supervisor in the next academic year.

- **Recommendations**

Maintaining the number of PhD students within the limits established by the applicable legal provisions, in order to ensure optimal supervision.

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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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
IOSUD–UNAGE and DSVAs ensure professional and personal development through clear policies, ongoing training, and self-learning mechanisms for doctoral supervisors and administrative staff. Supervisors engage in conferences, exhibitions, mobility programmes, and research projects with institutional support, while administrative staff attend dedicated training. All staff undergo annual performance evaluations per UNAGE procedures. The IRE, the attached documentation, the CVs and the information available on the website (www.arteiasi.ro/ <https://www.arteiasi.ro/cercetare/studii-doctorale>) reflect the continuous training and sustained activity of the teaching staff.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
During the meeting with DSVAs members and representatives of research centres, publications, conference participation, research grants awarded through competitions, and other relevant activities in the field of visual arts were presented, as organised or attended by the teaching staff at national and international events, thereby certifying the information reported in the IRE and attached annexes.
Through the ERASMUS programme, the academic staff carried out training mobilities at partner universities in Italy, Austria, Turkey, and Cyprus, and engaged in academic and professional experience exchanges with incoming staff from Spain, Italy, and Greece.
- **Aspects that constitute best practice examples**
The areas of expertise of the doctoral supervisors are clearly defined regarding the thematic segments addressed in the doctoral school, differentiated by the types of professional and



scientific doctorates, and cover both theoretical and practical research areas within the field of visual arts.

- **Recommendations**
Not applicable.

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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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
UNAGE Iași applies a rigorous and transparent framework for the recruitment of teaching staff, respecting national legislation and internal methodologies at all stages of the selection, including for staff eligible to become doctoral supervisors or to teach within the DSVA. The recruitment of teaching staff and doctoral supervisors is carried out through public and transparent procedures.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The evaluation committee noted that at the level of IOSUD-UNAGE and DSVA, both the applicable legislation and the internal regulations regarding habilitation and affiliation to the doctoral school are implemented: *Procedure for obtaining qualification as a doctoral supervisor, The qualification process at the IOSUD level, Regulations regarding the conduct of the qualification competition, Fees and information about the Public defences of the habilitation theses, Methodology for Affiliation to Doctoral Schools, Methodology regarding the filling of fixed-term teaching positions through competition by doctoral students at UNAGE, Methodology regarding the organisation and conduct of the process for obtaining the doctoral supervisor qualification certificate*, All of the relevant information is available on the UNAGE website: <https://www.arteiasi.ro/cercetare/studii-doctorale/titluri-de-doctor/abilitare/>.
- **Aspects that constitute best practice examples**
Recruitment of highly qualified staff to support high performance in doctoral research activities.
- **Recommendations**
Not applicable.

The indicator is: fulfilled.

IV.4 Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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



Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

At the institutional level, the strategy for digitalising teaching, management, and administrative processes has been adopted for a 10-year period (2022–2032) and is currently being implemented. Equipment is inventoried annually, and the university manages purchases, disposals, and loans for doctoral students. It ensures optimal working conditions, IT access, and safety, while prioritising sustainability, energy efficiency, and planned investment. (<https://arteiasi.ro/wp-content/uploads/2022/06/Strategia-privind-digitalizarea-procesului-educat>) There is an IT Department responsible for managing the university's IT infrastructure and improving coordination across all the university's departments, including Doctoral School of Visual Arts. The IT staff support effective teaching and learning environments to promote student success. <https://www.arteiasi.ro/despre-unage/directii-servicii-administrative/it-unage/>

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

Especially for the doctoral department IOSUD-UNAGE was developed the DOCTART platform, within the project CNFIS-FDI-2021-0286. (www.doctart.ro) The platform is dedicated to the doctoral students and supervising professors from the doctoral schools of UNAGE Iași. The aim of the project is to create a framework for the development of artistic research within the doctoral schools of the UNAGE Iași by establishing an information resource centre, organising a series of international conferences of doctoral schools and arranging an exhibition space for doctoral artistic research projects.

- **Aspects that constitute best practice examples**

Accessing institutional development funds to finance research projects and improve data management at the IOSUD level.

- **Recommendations**

Development of the digitalisation process, and updating and improving PhD students' access to online research resources.

The indicator is: fulfilled.

V. DOMAIN B. Educational efficacy

V.1 Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s² The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes

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



all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

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

The Doctoral Programme in Visual Arts operates according to the legislation and regulations of UNAGE, being structured in two forms – scientific and professional –, each focused on the development of advanced skills in scientific and/or artistic research. The **curriculum** is structured based on the ECTS system and combines courses, individual research hours, periodic assessments and related activities (exhibitions, conferences, mobilities).

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

The **curriculum** is structured coherently and includes two mandatory with 10 ECTS credits, and seven optional courses (2/7 must be elected), with 5 ECTS credits that amount to 30 ECTS credits per semester. The courses are concentrated in the first semester of the first year of study (14 weeks) and are organised in the form of lectures, seminars, and practical work. **Course completion** is achieved through the assessment of knowledge through continuous assessments over the entire duration of the courses, summative evaluations, and final colloquium. In the second, third, and fourth study years, the curriculum provides for study assisted by the doctoral supervisors, as well as independent activities necessary for the preparation of progress reports and the final thesis.

The **learning outcomes** are defined in terms of **knowledge, skills, autonomy, and responsibility**. It is observed that they are not strictly aligned with each course in the study plan, but are instead presented in a table describing 12 types of knowledge, skills, and categories of autonomy and responsibility. The compulsory courses are *Research Culture in Visual Arts and Academic Ethics and Integrity*, while the elective courses include *Artistic-Visual Interferences, Romanian Medieval Art in the European Context, Corporeality and Performativity in Media Arts, Metaphor and Analogy in Contemporary Visual Language, Morphologies of Contemporary Digital Visual Culture, Geometric Composition for the Visual Arts, and Hermeneutics of Visual Language*. The curriculum is accompanied by **the subject sheets and syllabi** for the courses taught in the advanced training programme.

- **Aspects that constitute best practice examples**

The elective courses cover a wide range of interests relevant to various doctoral research topics, in order to facilitate an optimal professional advanced learning path.

- **Recommendations**

The alignment of learning outcomes with each course proposed in the advanced doctoral training programme (curriculum) to enhance the clarity of competence levels linked to the ESCO classification of occupations and as defined in the Framework Regulation on Doctoral University Studies, approved by Order No. 3020/2024 of January 8, 2024. For the subject sheets/ syllabi, it is recommended to include only those learning outcomes targeted by each individual course.

The indicator is: partially fulfilled.

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

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



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

Indicator
I.P.B.2.1.2

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

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

The curriculum of the PhD programme in Visual Arts within DSVA – IOSUD UNAGE Iași is designed and updated so as to be fully aligned with the specific qualification level of cycle III (EQF 8) and the professional skills required for occupations in the field of visual arts. Its structuring complies with the ESCO recommendations, national occupational standards, the National Qualifications Framework and European guidelines on scientific and artistic doctoral training, mainly in **the COR group 2651 - Visual arts specialists**. Other occupations targeted in the educational and research process specific to the scientific and professional doctorate are: *2651.5 - conceptual artist, 2651.11 - multimedia artist, 2166.5 - digital art creator, 2166.9 - graphic designer, 2163.1 - industrial designer, 3432.1 - interior designer, 2166.10 - illustrator, 2621.6 - art exhibition curator, 2621.8 - museographer researcher, 2633.1 - art historian, 2642.1.7 - art critic, 2355.6 - visual arts teacher, 2310.1.4 - higher education teacher in the arts.*

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

The **curriculum** (study plan) is structured based on the expected learning outcomes, correlated with the 8th qualification level (CNC/EQF) and the competencies required for the doctoral studies in the visual arts domain.

- **Aspects that constitute best practice examples**

Learning outcomes are defined based on concrete requirements and are linked to ESCO occupations to ensure European compatibility and professional mobility. The study plan allows for curricular flexibility and encourages the active involvement of doctoral students in defining their individual research paths.

- **Recommendations**

It is recommended to include in the curriculum a correlation table between ESCO occupations, ESCO competencies, and the courses that cover them.

The indicator is: fulfilled.

V.3 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.

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

The "George Enescu" National University of Arts in Iași (UNAGE), through the Doctoral School of Visual Arts (DSVA), has implemented a student-centred approach in the stages of doctoral



training. This is supported by the Subject Sheets 2025-2026 and the Progress report model for doctoral students' research.

- **Analysis of the state of facts**
It is noted that the teaching strategies used by the organisational component encourage the active involvement of doctoral students in defining their own research path. Seminars and artistic projects are adapted to the specific pace of each student, ensuring real curricular flexibility based on dialogue and mentoring.
- **Aspects that constitute best practice examples**
The operation of the DOCTart platform (www.doctart.ro) as an exhibition space, created specifically for the visibility of students' research projects.
- **Recommendations**
Developing a digital laboratory for online feedback and group critiques (group crits) and expanding the number of international workshops held by invited expert.

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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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
IOSUD-UNAGE Iași and DSVA encourage doctoral students to participate in national and international academic mobility programmes, both physical and virtual. Evidence of these activities is provided in the documents attached to the report.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The organisational component provides constant support to doctoral students to participate in short-term internships and major academic or artistic events (international conferences, biennials). Funding is provided through the Erasmus+ Programme, the university's own funds, and research grants.
- **Aspects that constitute best practice examples**
Diversifying short-term mobility opportunities through bilateral agreements with art universities in Europe.
- **Recommendations**
Expanding international partnerships to formalise co-tutoring programmes with European universities and attracting new funding sources for mobilities.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.



Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The organisational component (Doctoral School of Visual Arts within IOSUD-UNAGE) integrates the principles of equity and inclusion in all stages of doctoral training. The institution ensures equal access to admission, resources, and the evaluation process, supporting personalised research paths adapted to the diversity of doctoral students. This is evidenced by institutional documents published on the university's website, such as the Code of conduct for preventing and sanctioning xenophobia, radicalisation and hate speech, the Guide on equal opportunities, and the Regulation on programmes to stimulate students with high learning performance, those with learning difficulties and special needs.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
It is noted that the institution's equity policies are rigorously regulated and transparently applied. The organisational component provides genuine support adapted to the diversity of learning styles and abilities, respecting the potential and aspirations of each doctoral student. This is achieved through flexible academic programmes and by facilitating access to the services of the Career Counselling and Guidance Centre (CCOC) within the university.
- **Aspects that constitute best practice examples**
The existence of a highly detailed internal normative framework (the Guide on equal opportunities and related questionnaire mechanisms), which proactively promotes an organisational culture based on inclusion and non-discrimination.
- **Recommendations**
It is recommended to develop an internal guide at the DSVVA level dedicated exclusively to equity and personalised support, as well as the introduction of a specific annual questionnaire to identify the individual learning styles of doctoral students. At the same time, it is recommended to expand mentoring programmes and administrative and academic support services for international students.

The indicator is: fulfilled.

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

Standard S.B.4.1. Access to resources and services The organisational component provides access to adequate resources and support services, according to the needs of the students.	
Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.

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



DSVA ensures access for all doctoral students, including those with disabilities, to physical and digital infrastructure (Aparte Gallery, laboratories). Through the FDI project "TOGETHER THROUGH ART", the university acquired specific equipment for people with special needs: video magnifier, Braille signage, and a stairlift. The information emerges from Annex 04 - Research infrastructure and the FDI project documentation (including the FOCUS 6 catalogue).

- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The resources offered by the organisational component are appropriate for the vocational profile. Spaces have been adapted with access ramps and dedicated parking for students with neuromotor disabilities, confirming compliance with individual learning needs.
- **Aspects that constitute best practice examples**
The publication of the FOCUS 6 catalogue, which proposes an accessible visual and auditory journey through an innovative structure (audio guidance via QR code) for visually impaired students.
- **Recommendations**
Operationalising an IOSUD centre for academic support dedicated exclusively to doctoral students and continuing the modernisation and expansion of accessibility measures in spaces located in the university's historical buildings.

The indicator is: fulfilled.

V.5 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.
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
At the level of the organisational component (Doctoral School of Visual Arts - DSVA), learning outcomes are formulated clearly, coherently, and are correlated with both the general objectives of the programme and the EQF 8 qualification level, specific to the third cycle of university studies. They are rigorously reflected in the curriculum, in the institutional regulations (IOSUD Regulation, DSVA Regulation), and detailed in the subject sheets related to the Advanced University Preparation Programme (e.g., *Morphologies of contemporary digital culture*, *Ethics and academic integrity*, *Visual artistic interferences*, *The culture of research in the visual arts*). The information is public, drafted in a competence-oriented language, and can be accessed by students on the university's website and the DoctArt platform.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
It is noted that the description of learning outcomes directly and transparently supports the understanding of the expectations of students and teaching staff. The organisational component clearly differentiates these results depending on the type of doctorate: for the scientific



doctorate, advanced critical analysis skills and the ability to formulate original theoretical contributions are targeted, while for the professional doctorate, the emphasis is on original artistic creation, critical reflection, and innovative curatorial projects. Facilitating the understanding of these expectations is ensured through an information framework that includes introductory presentations, seminars dedicated to research methodology, and constant communication with doctoral supervisors.

- **Aspects that constitute best practice examples**
The transparent way in which the subject sheets detail the targeted competences, thematic contents, and teaching/evaluation methods, along with the extensive use of the DOCTart educational platform (www.doctart.ro) as a centralised information space.
- **Recommendations**
It is recommended to develop a synthetic study guide addressed exclusively to doctoral students that directly visualises the mapping of transversal and professional competences with the specific expected outcomes, as well as the implementation of an interactive frequently asked questions (FAQ) section on the platform dedicated to the doctoral school.

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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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
Verification of the achievement of learning outcomes is carried out through a rigorous system applied by the institution, which includes ongoing evaluations (reports, presentations, portfolios) and final study evaluation. The methodology is supported by the IOSUD Regulation, thesis analysis procedures, and Annexes 22 and 23 - Doctoral student activity reports.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The organisational component adapts the evaluation to the type of doctorate. For the professional doctorate, the verification of stages is carried out directly through exhibitions and curatorial projects. The final defence is mandatorily preceded by a pre-defence stage and anti-plagiarism verification.
- **Aspects that constitute best practice examples**
Integrating the artistic exhibition as an inherent part of the research evaluation for professional doctoral theses.
- **Recommendations**
Defining more specific standardised criteria for evaluating purely artistic research and fully digitising the archive of research projects.

The indicator is: fulfilled.

V.6 Criterion B.7. Procedures and practices regarding the admission competition, the journey, recognition and equivalence of studies, and result certification



Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The organisational component applies admission procedures according to the law. The process is documented by the Admission Methodology approved by the UNAGE Senate, the Admission criteria for doctoral studies, and the DSVVA Regulation, all transparently published on the institution's website.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
It is noted that the admission process organised by the institution is public, competitive, and non-discriminatory. The institution selects candidates exclusively based on merit and the quality of the submitted research project. Aspects that constitute best practice examples: Publishing the Admission project content proposal, which provides clear and transparent guidance to candidates during the preparation stage.
- **Aspects that constitute best practice examples**
Publishing the Admission project content proposal, which provides clear and transparent guidance to candidates during the preparation stage.
- **Recommendations**
Developing a digital platform that allows fully online submission of admission files, thereby facilitating the process for international candidates.

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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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The organisational component (Doctoral School of Visual Arts within IOSUD–UNAGE Iași) conducts an admission process based on clear institutional regulations regarding equal opportunities, documented by the admission methodology published on the institution's webpage. The admission is structured to rely exclusively on academic merit and the quality of the research project proposed by the candidate. The official documents describe identical and transparent procedures for all participants in the competition.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
From the analysed documents, it is noted that the institution fully complies with the principles of equity and non-discrimination in the admission process. The organisational component has established concrete and functional measures aimed at supporting candidates from vulnerable groups or at-risk situations, including those with special educational needs (SEN) or disabilities.



These measures take the form of adapting the examination tests, providing assisted access, and granting exemptions or reductions of admission/tuition fees, demonstrating a genuine institutional commitment to equal access to doctoral training. Additionally, there is a dedicated administrative support process for international candidates.

- **Aspects that constitute best practice examples**
The application of real inclusive measures for people with special educational needs (assisted access, exam adaptation) and facilitating access to education through financial support (fee reductions and exemptions) clearly stipulated in the methodology.
- **Recommendations**
It is recommended to develop and publish a specific DSVA guide designed exclusively for the information and guidance of vulnerable candidates and those with special educational needs. Also, it is recommended to develop and operationalise a fully digitised procedure to facilitate the online submission of admission files, thereby increasing the accessibility of the competition, especially for candidates with locomotor disabilities or international ones.

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students	
The organisational component carries out actions supporting the students' academic journey.	
Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.

- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The organisational component (Doctoral School of Visual Arts – DSVA within IOSUD–UNAGE Iași) consistently and rigorously applies all legal and institutional regulations regarding the professional activity of doctoral students. The applied normative framework includes the Higher Education Law No. 199/2023, the Framework Regulation on Doctoral Studies (OM 56/2024), the IOSUD UNAGE Regulation, the Regulation on the organisation and functioning of DSVA, as well as the IOSUD Procedures concerning annual evaluations, extensions, interruptions, resumptions of studies, and academic mobilities. All these normative documents are transparently published and accessible to doctoral students on the institution's website (www.arteiasi.ro/cercetare/scoli-doctorale).
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
From the analysis of the documents, it is noted that the application of these regulations ensures a coherent, transparent, and extremely well-documented academic path for students. The organisational component efficiently monitors and manages the entire university life cycle of the doctoral student, strictly complying with the current national and institutional normative framework, which generates predictability and security in the students' academic evolution.
- **Aspects that constitute best practice examples**
The total transparency and predictability guaranteed by the clear and structured publication of all methodologies on digital platforms, an aspect that facilitates unrestricted access for doctoral students to information regarding the stages and procedures related to their academic path.
- **Recommendations**



- It is recommended to continue the digitalisation process of administrative workflows, such as implementing an integrated IT system for the fully online submission, management, and approval of current requests (extensions, interruptions, activity reports), in order to reduce the bureaucracy of the students' journey.

The indicator is: fulfilled

V.7 Criterion B.8. Internationalisation process

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

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

Internationalisation is a major strategic direction of DSVA–IOSUD UNAGE Iași and is integrated into institutional policies and planning, aiming to increase the quality of research, connect doctoral students to the international artistic and academic environment and attract external collaborators. Erasmus+ mobilities, artistic residencies, summer/autumn schools, conferences, collaborative workshops and curatorial projects contribute.

To support international activities, the 'George Enescu' National University of Arts in Iași has established the International Relations Committee (with a strategic role) and the International Relations Office (with an executive role), which operate in coordination with decision-making and executive structures in accordance with the UNAGE Charter and related regulations (<https://www.arteiasi.ro/international>).

UNAGE Iași has defined its objectives through the Internationalisation Strategy, aiming to *ensure excellence in artistic activity, research, and education aligned with European and international standards; strengthen the University's role in Romanian and international culture; promote art and science within democratic, moral, and academic frameworks; align graduates' skills with international labour market demands; foster a multicultural and interfaith environment; and ensure a high quality of university life*. These objectives are pursued through targeted measures, structured organisation, and mobility programmes.

[Strategia de internaționalizare - Universitatea Națională de Arte "George Enescu" Iași](#)

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

It is observed that internationalisation is a main objective for the DSVA at UNAGE Iași. Since 2021, there has been an accelerated process to increase the international visibility of scientific and artistic doctoral research, as well as to establish international contacts in order to ensure constant collaboration and effective exchanges of best practices for the teaching staff and students involved in the doctoral programme.

For example, The IASS (Iași Art Summer School) is organised biannually, featuring invited professors and professionals from the international contemporary art world, including France, Germany, Great Britain, Peru, Portugal, the Republic of Moldova, Sweden, Slovenia, the Netherlands, Hungary, and others. ([2025 - The mission of the summer art school is to provide](#))



In addition, the annual Conference of Doctoral Schools of IOSUD-UNAGE Iași has also included international guests in its 2022 and 2023 editions, fostering global collaboration and exchange within the doctoral community. ([Program-conferinta-Arte-vizuale 2023 web.pdf](#)). Internationalisation is also supported through ERASMUS+ mobility agreements for both supervisors and PhD students (<https://www.arteiasi.ro/international/erasmus/>).

- **Aspects that constitute best practice examples**
Ongoing commitment and the pursuit of solutions to achieve the set objectives related to internationalisation, like financial grants: CNFIS-FDI-2022-0142 "DOCTART.IN-a platform for international collaborations of doctoral schools of UNAGE Iași", CNFIS-FDI-2024-F-0367 – Venice Biennial mobility, CNFIS-FDI-2025-F-0091 – Istanbul Biennial mobility and others.
- **Recommendations**
Not applicable.

The indicator is: fulfilled

V.8 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.
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The doctoral programme centres on research across both artistic and theoretical dimensions, integrating students into a diverse investigative ecosystem led by internationally active faculty. Outcomes are realised through creative works, exhibitions, studies, and publications, and evaluated annually and at programme completion. Development priorities include enhancing international visibility via indexed publications, strengthening digital research laboratories, and supporting thorough documentation of research processes. The documents regarding the research area are published on the website: [Cercetare doctorală - Universitatea Națională de Arte "George Enescu" Iași](#)
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The research activities focused on active participation of the teaching staff and doctoral students is strength supported through internal grants, publications, outgoing and incoming mobilities.
At the IOSUD–Iași level, within the Visual Arts field, four research centres operate under the umbrella of the Institute for Multidisciplinary Research in Art – ICMA (<https://icma.arteiasi.ro/en/>): Aesthetic and Artistic Research (<http://www.arteiasi.ro/cear/>), "CREART"– Conservation, Reasturation, and Applied Arts (creart@arteiasi.ro), Research in Medieval Culture and Art „Vasile Drăguț”, (<http://www.arteiasi.ro/cam/>), centre of Contemporary Photography of Iași (contact@c-f-c.ro) and Painting Contemporary Visual Practices (ccp.arteiasi.ro).
- **Aspects that constitute best practice examples**
The research results are disseminated through publications edited by FAVD and DSVA teaching staff, including the journal *Anastasis – Research in Medieval Culture and Art, Studies*



in Visual Arts and Communication – an international journal, both published online and indexed in international databases (ERIH PLUS, CEEOL, SCOPUS-Elsevier, EBSCO, SCIPPIO, SIS, DOAJ), or the book series *Vector* – Critical Research in Context.

- **Recommendations**

The continuation and expansion of collaborative partnerships with universities and professional organisations, as well as the involvement of teaching staff from abroad in doctoral supervision committees and public thesis defences.

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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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The doctoral programme fulfils its objectives by generating and disseminating original knowledge and artistic works through both scientific and professional doctorates. It emphasises theoretical and practical research, and achieve national and international recognition.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The major objectives established at the DSVVA level are achieved through activities specific to the field of visual arts, as well as through approaches at the intersection of art, technology, and society, involving both doctoral supervisors and doctoral students. The main activities are: scientific publications, participation in national and international conferences, personal and collective exhibitions, participation in biennials, triennials and art festivals, curated exhibitions in national and international spaces and artistic residencies in collaboration with the leaders of other national and international doctoral schools or cultural institutions, collective projects, multimedia and digital art projects.
- **Aspects that constitute best practice examples**
Annually, the supervisors and doctoral students submit a detailed report on their scientific and/or artistic research activities.
- **Recommendations**
Not applicable.

The indicator is: fulfilled

VI. DOMAIN C. Quality management

VI.1 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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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
IER mention clear institutional policies and managerial processes for quality assurance, which include the initiation and monitoring of study programmes organised by UNAGE-Iași. These focus on teaching, learning, and research activities, carried out through human, technical, and financial resources in order to achieve the proposed objectives. (<https://www.arteiasi.ro/despre-unage/managementul-calitatii/>). Quality assurance at the level of the study programme is governed by the Quality Assurance Code of UNAGE and Quality Management System.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**

The coordination and implementation of procedures and strategies for quality assurance are carried out by the Commission for Evaluation and Quality Assurance (CEQA), which operates through a central committee at the university level and distinct committees at the level of each faculty. Within the composition of the CEQA committee at the university level, alongside teaching staff, there are three student representatives and one representative from the economic sector. At the same time, one of the members of the CEQA committee at the faculty level is a student. (<https://www.arteiasi.ro/despre-unage/managementul-calitatii/ceac/>). The Commission takes into account the values, norms, and activities practiced within the university in order to initiate, approve, evaluate, and monitor the quality of teaching and research activities. The process involves all stakeholders (students, teaching and research staff, graduates/alumni, employers, etc.), who are periodically consulted with the aim of optimising teaching and research activities. CEQA presents an annual activity report.

The university is in the process of creating a Department of Quality Assurance (DAC) with an executive role.

- **Aspects that constitute best practice examples**
The institutional website provides information about the CEQA's activities, including regulations, methodologies, procedures, and the status of national and international accreditations carried out by ARACIS and the European University Association (EUA) through the Institutional Evaluation Programme (IEP). (<https://www.arteiasi.ro/despre-unage/managementul-calitatii/>).

- **Recommendations**

Upgrading the UNAGE Quality Assurance Code in accordance with Law No. 199/2023 and its subsequent amendments. The establishment of a Quality Assurance Department, or an equivalent executive structure for quality assurance at the UNAGE level which would complement the management system, and formally and effectively take over quality management within the university.

The indicator is: fulfilled



Standard S.C.1.2. Stakeholder engagement

The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.

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

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

IER shows that UNAGE Iași and DSVA consistently integrate stakeholders' feedback into quality, curriculum, research, and evaluation processes, maintaining continuous communication with PhD students, supervisors, partners, and collaborators through surveys, meetings, digital platforms, and student representation in decision-making.

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

The opinions of members of the institution's own community, as well as those of other relevant stakeholders, are collected and presented in the Annual Reports on Internal Quality Evaluation of the CEQA of UNAGE Iași. The results of compiling these opinions are included in the SWOT analyses: (<https://www.arteiasi.ro/despre-unage/managementul-calitatii/ceac/>).

- Aspects that constitute best practice examples

Communication and consultation take place through both formal, through minutes of doctoral school meetings, and informal settings such as critical and creative workshops, conferences, summer schools, mobilities, grant implementation activities, and events organised by DSVA and ICMA. These events also help strengthen professional connections with current and potential employers. (<https://www.arteiasi.ro/despre-unage/managementul-calitatii/ceac/>).

- Recommendations

Not applicable.

The indicator is: fulfilled

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

Standard S.C.2.2. Operation

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

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

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

At the university level, the **Commission for Evaluation and Quality Assurance (CEQA)** and the **UNAGE Ethics Commission** operate as autonomous, transparent structures under national legislation and institutional regulations, ensuring academic integrity and ethics, including within IOSUD and DSVA. The role of CEQA is to coordinate the implementation of quality evaluation and assurance procedures and activities. Its mission is to develop the quality management system and ensure its continuous adaptation to the requirements of Romanian and European higher education. The Ethics Commission is responsible for maintaining an ethical academic



environment in order to ensure the continuous improvement of the quality of educational and research activities.

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

The Commission operates based on a *Quality Assurance Code* approved by the University Senate in 2019. The Code describes the management system, including processes and procedures that ensure the implementation and continuous improvement of quality within UNAGE Iași. The objectives of CEAC focus on implementing quality assurance policies defined at the institutional level and its departments. (<https://www.arteiasi.ro/despre-unage/managementul-calitatii/ceac/>).

The UNAGE Ethics Commission consistently applies the provisions of the *Ethics Commission Regulation* and of the *Methodology for resolving complaints regarding non-compliance with quality standards or professional ethics, including regarding the existence of plagiarism*, within a doctoral thesis at IOSUD – UNAGE.

- Aspects that constitute best practice examples
Both commissions have regular meetings as well as ad hoc meetings when necessary. The topics addressed and the solutions to existing problems, where applicable, are recorded in documents.
- Recommendations
Not applicable.

The indicator is: fulfilled

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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- Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
The institution has a coherent set of procedures regulating the review and monitoring of the doctoral programme, found in the UNAGE Quality Management System manual and the Regulation for the initiation, approval, monitoring and periodic evaluation of study programmes.
- Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
It is observed that the procedures are consistently applied by the organisational component, and feedback is integrated into curriculum revision. This approach demonstrates a direct impact on quality assurance and adaptation to the evolution of the visual arts field.
- Aspects that constitute best practice examples



The responsive manner in which the institution adapts the contents of doctoral programmes following consultations with the academic community and representatives of the artistic environment (galleries, cultural institutions).

- **Recommendations**

Developing a unified digital quality management platform to centralise feedback annually and streamline monitoring reports.

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

The organisational component (Doctoral School of Visual Arts – DSVA within IOSUD-UNAGE Iași) constantly integrates the opinions and contributions of doctoral students, supervisors, academic structures, artistic professionals, and international partners in all stages of the doctoral programme. The application of this practice is evidenced by institutional documents, particularly Annex 03 - Minutes of DSVA meetings and Annex 15 - Doctoral student files.

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

From the data analysis, it is noted that the institution uses consultations, feedback, collaborations, and joint projects as direct and functional tools to update procedures, revise the curriculum, guide research, and strengthen the artistic and academic components of the study programme. There is a broad and effective involvement of all stakeholders, a process that has a direct and positive impact on the procedures and partnerships of the institution.

- **Aspects that constitute best practice examples**

The direct involvement and active participation of all relevant actors in the life of the doctoral school (from doctoral students and teaching staff to cultural professionals and international partners), which ensures a continuous and relevant development of the doctoral programme, anchored in the realities of the artistic environment.

- **Recommendations**

It is recommended to establish a Stakeholder Advisory Board and fully digitise the feedback mechanisms. Also, to formalise and expand these initiatives, it is recommended to more actively involve employers in discussions on project evaluation, organise an annual session to co-create procedures, and formalise consultations with external experts and international graduates.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.



- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The periodic evaluation of teaching staff at the DSVVA level is conducted systematically, regulated by the Regulations and procedures regarding the periodic evaluation of the quality of the teaching staff. The documentary basis consists of the anonymously completed forms (Student evaluation form for teaching staff).
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The organisational component analyses the questionnaire results through the Quality Assessment and Assurance Commission (CEAC). It is noted that the resulting feedback is genuinely used to improve the quality of teaching guidance and mentoring activities.
- **Aspects that constitute best practice examples**
Guaranteeing full confidentiality in completing the questionnaires, an instrument that generates realistic analyses regarding the effectiveness of the teaching act.
- **Recommendations**
Creating a digital platform exclusively dedicated to evaluations for automatic data processing, and implementing mechanisms to stimulate the participation rate of doctoral students in completing the questionnaires.

The indicator is: fulfilled

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

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

- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
UNAGE Iași uses IT systems that support the collection, processing, and analysis of data related to education (such as academic records, admissions, and others) to improve quality. Data handling is carried out according to an internal procedure.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The IT Service is responsible for automating specific activities, managing and developing the university's IT infrastructure, coordinating related departments, and ensuring efficient information and communication services. It also provides online services and supports the integration of IT systems. The collected data is used in annual quality reports and institutional status reports.
- **Aspects that constitute best practice examples**
Data collection and analysis are managed through an integrated institutional database system used to monitor doctoral activity, staff, evaluations, resources, and research outcomes. Institutional platforms centralise information, which is regularly analysed by CEQA, IOSUD, and DSVVA to support decision-making and improve doctoral and academic quality.



- Recommendations
Not applicable.

The indicator is: fulfilled

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

Standard S.C.6.1. Transparency

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

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
UNAGE Iași ensures free and direct access to information regarding teaching, artistic, and research activities through documents available on its website, including regulations, student methodologies, general procedures, and other relevant materials.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The university provides public information on admissions including doctoral level, the Quality Assurance Commission and its reports, study plans, teaching staff, timetables, regulations, methodologies, procedures, international activities (including Erasmus+), accommodation, scholarships, career counselling services, and other useful information, all accessible online at <https://www.arteiasi.ro>; [DOCTART – IOSUD UNAGE Iași](#); [Facebook](#).
- **Aspects that constitute best practice example**
UNAGE Iași take in consideration future plans that focus on developing the DSVa Transparency Hub portal, implementing a public notification system, creating a FAQ section, and publishing a comprehensive information guide each year.
- Recommendations
Not applicable.

The indicator is: fulfilled

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
DSVA ensures transparent decision-making through clear rules, published documents, stakeholder consultation, and formal documentation of decisions in DSVa, CSUD, and Senate meetings.



- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
Decisions at all levels are communicated and accessible online, strengthening trust, participation, and ensuring informed and coherent engagement across the entire academic community.
- **Aspects that constitute best practice examples**
A portal dedicated to DSVA decisions, along with a newsletter and thematic consultations with doctoral students prior to strategic decisions, is planned for development.
- **Recommendations**
Not applicable.

The indicator is: fulfilled.

VI.7 Criterion C.8. Participation in external evaluation processes, according to the law

Standard S.C.8.1. Compliance with the external evaluation obligation	
The HEI undergoes external quality evaluation as required by the law.	
Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

- **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The IER and attached documents reveals that within UNAGE Iasi and DSVA there is a continuous commitment to the periodic external evaluation of study programmes in accordance with current.
- **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The Visual Arts doctoral domain was evaluated by ARACIS, for the maintenance of accreditation, between **July 15-19, 2021**. [Universitatea Națională de Arte „George Enescu“ din Iași - IOSUD152 • ARACIS](#); [Arte vizuale - IOSUD155 • ARACIS](#).
Structuring the IER according to ARACIS standards, criteria, and indicators, and providing comprehensive information on institutional and professional aspects—such as management, material resources, quality, and ethics—facilitates an efficient evaluation process, alongside a well-designed onsite visit schedule that ensures meetings with the relevant stakeholders for the DSVA. This includes representatives of the university and doctoral school management staff, doctoral supervisors, PhD students and alumni, members of the Quality Assurance and Ethics Committees, members of the research centres, representatives of the socio-cultural and economic partners, and employers.
- **Aspects that constitute best practice examples**
The Doctoral School of Visual Arts prepared and submitted, as well, a **Progress Internal Report** to ARACIS for the 2021–2024 period, which was externally evaluated. The positive results regarding the implementation of previous evaluation recommendations were confirmed through the ARACIS resolution No. 177/H/03.07.2025, <https://www.aracis.ro/hotarari-03-07-2025>.
- **Recommendations**
Not applicable.

The indicator is: fulfilled.

VII. IV. SWOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> ✓ the strengths/best practice examples identified along the entire report within the analysis per indicators will be included here. Other, general strengths that do not fall under a specific indicator may be included as well. 	<p>INTERNAL FACTORS</p> <p>ⓘ</p>	<p>Weaknesses:</p> <ul style="list-style-type: none"> ✓ the weaknesses identified throughout the entire report within the analysis per indicators will be included here. Other, general weaknesses that do not fall under a specific indicator may be included as well.
<ul style="list-style-type: none"> ✓ DSVU has remarkable national and international visibility and notable scientific and artistic research results, providing a solid foundation for the development of high-quality doctoral studies. ✓ Implementation of activities through CNFIS-FDI grants awarded via competition ✓ High professional quality of academic staff in both teaching and research/artistic creation, together with very good communication with students. ✓ Internationalisation of doctoral studies in the field of Visual Arts through ERASMUS partnerships, international collaborations, and indexed journals in international databases (ERIH PLUS, CEEOL, SCOPUS-Elsevier, EBSCO, SCIPRO, SIS, DOAJ), which increase the visibility of research. 		<p>SWOT analysis</p>
<p>Opportunities:</p> <ul style="list-style-type: none"> ✓ Identify external factors that could create opportunities to improve the quality of education in the study domain ✓ Increasing the international visibility and for developing co-supervised doctoral degrees 	<p>EXTERNAL FACTORS</p> <p>ⓘ</p>	



<p>through institutional partnerships and teaching staff professional relationships.</p> <ul style="list-style-type: none"> ✓ Attracting funds from the private sector and from local authorities (Iași City Hall, County Council). ✓ Financial support for doctoral supervisors and PhD students to participate in international conferences and to publish scientific articles in indexed journals. ✓ Developing partnerships with art institutions with local, national and international prestige. ✓ The interdisciplinary summer schools organised for PhD students. 		<p>completion.</p> <ul style="list-style-type: none"> ✓ Reduction in the number of state-funded admission places. ✓ Potential decline in both the preparedness of candidates and the number of applicants for doctoral studies, due to limited employment requirements for this level of education, except in cases where it is mandatory for academic positions in higher education.
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VIII. 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
IX. 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	Not applicable.
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	The establishment of an advisory-working group by co-option of representatives of doctoral students, doctoral school graduates, and the socio-economic market in order to optimise the relationship with the labour market and to ensure the continuous updating of the doctoral programme in line with its current requirements.



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	Continuation of the development of the material infrastructure necessary for doctoral studies.
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	Not applicable.
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	Maintaining the number of PhD students within the limits established by the applicable legal provisions, in order to ensure optimal supervision.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	Not applicable.
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	Not applicable.
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	Development of the digitalisation process, and updating and improving PhD students' access to online research resources.
X. 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.	PF	The alignment of learning outcomes with each course proposed in the advanced doctoral training programme (curriculum) to enhance the clarity of competence levels linked to the ESCO occupations and as defined in the Framework Regulation on Doctoral University Studies, approved by



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			Order No. 3020/2024 of January 8, 2024. For the subject sheets/ syllabi, it is recommended to include only those learning outcomes targeted by each individual course.
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	It is recommended to include in the curriculum a correlation table between ESCO occupations, ESCO competencies, and the courses that cover them.
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	Developing a digital laboratory for online feedback and group critiques (group crits) and expanding the number of international workshops held by invited expert.
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	Expanding international partnerships to formalise co-tutoring programmes with European universities and attracting new funding sources for mobilities.
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	It is recommended to develop an internal guide at the DSVa level dedicated exclusively to equity and personalised support, as well as the introduction of a specific annual questionnaire to identify the individual learning styles of doctoral students. At the same time, it is recommended to expand mentoring programmes and administrative and academic support services for international students.
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	F	Operationalising an IOSUD centre for academic support dedicated exclusively to doctoral students and continuing the modernisation and expansion of



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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.		accessibility measures in spaces located in the university's historical buildings.
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	It is recommended to develop a synthetic study guide addressed exclusively to doctoral students that directly visualises the mapping of transversal and professional competences with the specific expected outcomes, as well as the implementation of an interactive frequently asked questions (FAQ) section on the platform dedicated to the doctoral school.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	Defining more specific standardised criteria for evaluating purely artistic research and fully digitising the archive of research projects.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	Developing a digital platform that allows fully online submission of admission files, thereby facilitating the process for international candidates.
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	It is recommended to develop and publish a specific DSVA guide designed exclusively for the information and guidance of vulnerable candidates and those with special educational needs. Also, it is recommended to develop and operationalise a fully digitised procedure to facilitate the online submission of admission files, thereby increasing the accessibility of the competition, especially for candidates with locomotor disabilities, and for international candidates.



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	It is recommended to continue the digitalisation process of administrative workflows, such as implementing an integrated IT system for the fully online submission, management, and approval of current requests (extensions, interruptions, activity reports), in order to reduce the bureaucracy of the students' journey.
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	Not applicable.
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	The continuation and expansion of collaborative partnerships with universities and professional organisations, as well as the involvement of teaching staff from abroad in doctoral supervision committees and public thesis defences.
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	Not applicable.
XI. 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	Upgrading the UNAGE Quality Assurance Code in accordance with Law No. 199/2023 and its subsequent amendments. The establishment of a Quality Assurance Department, or an equivalent executive structure for quality assurance at the UNAGE level which would complement the



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			management system, and formally and effectively take over quality management within the university.
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	Not applicable.
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	Not applicable.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Developing a unified digital quality management platform to centralise feedback annually and streamline monitoring reports.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	It is recommended to establish a Stakeholder Advisory Board and fully digitise the feedback mechanisms. Also, to formalise and expand these initiatives, it is recommended to more actively involve employers in discussions on project evaluation, organise an annual session to co-create procedures, and formalise consultations with external experts and international graduates.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	Creating a digital platform exclusively dedicated to evaluations for automatic data processing, and implementing mechanisms to stimulate the participation rate of doctoral students in completing the questionnaires.
29.	I.P.C.5.1.1 The organisational component systematically collects and	F	Not applicable.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	analyses data required for the internal quality assurance process.		
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	Not applicable.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	Not applicable.
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	Not applicable.

Summary Table of Performance Indicators – Degree of Fulfilment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	13	1	0
Domain C. Quality management	10	0	0
Total	31	1	0

From the total number of **32** analysed performance indicators, **31 were assessed as fulfilled, 1 as partially fulfilled, and 0 unfulfilled.** The partially fulfilled indicator is **I.P.B.1.1.1.**

And General recommendations

- It is recommended to organise periodic consultation with doctoral supervisors from other national and international universities, members of doctoral schools in the field of Visual Arts, to establish specific frameworks applicable at the doctoral level.
- It is recommended to organise periodic consultation with representative actors of the contemporary art scene - such as theorists, artists, curators, gallerists, publishers, and other stakeholders - interested in research in the field of visual arts and its development at the doctoral level.
- It is recommended to organise interdisciplinary and transdisciplinary conferences and exhibition events for doctoral students with international visibility.
- It is recommended to establish funding sources and priorities for resource utilisation.
- It is recommended to attract international students through the continuous promotion of the doctoral school's results.

XII. VI. Conclusions

Based on performance indicators, internal and external evaluations, and continuous institutional monitoring, it can be concluded that the National University of Arts "George Enescu" Iași ensures a



high level of educational quality, supporting the maintenance of the accreditation of the doctoral study program in Visual Arts domain.

The doctoral program in Visual Arts is marked by a solid academic tradition of 166 years and continuous accreditation. It is rigorously structured in line with ARACIS standards, covering curriculum, academic staff, infrastructure, management processes, and quality assurance mechanisms. Another key strength is the active engagement of academic staff both in scientific and artistic research, as well as in university life, alongside the encouragement of student participation in extracurricular and research activities. The use of digital platforms, combined with continuous infrastructure modernisation and curriculum updates, supports the development of a flexible and inclusive learning environment.

As a result of the accreditation process, the ARACIS Evaluation Commission recommends the **maintaining accreditation** (MAC) of the Doctoral Study Field in Visual Arts (DSVA) within the Doctoral School of Visual Arts, IOSUD – National University of Arts “George Enescu” Iași.

Propose and substantiate a decision

Following the completion of the accreditation³/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following: **maintaining accreditation** (MAC).

VII. Annexes

³ When the external quality evaluation for accreditation is performed with undergoing the procedure for obtaining a provisional authorisation to operate.