

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	<i>LUCIAN BLAGA" UNIVERSITY OF SIBIU</i>
Doctoral School:	<i>Theater and Performing Arts</i>
Doctoral Domain:	<i>Theater and Performing Arts</i>
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.	Alexandru BOUREANU	Expert evaluator	
2.	Emilia MORARU	International Expert	
3.	Alexandru Florin RĂDULEA	PhD Student Evaluator	



I. Introduction

This External Evaluation Report was drafted in the context of the periodic external quality evaluation procedure for **maintaining the accreditation** of the doctoral study domain **Theatre and Performing Arts**, organised within the **Doctoral School of Theatre and Performing Arts**, part of IOSUD – **Lucian Blaga University of Sibiu**. The Internal Evaluation Report was registered at ULBS under no. **6415/12/12.12.2025** and concerns the continuation of accreditation for the evaluated doctoral domain.

The on-site evaluation visit took place on **3–4 June 2026**. The ARACIS external evaluation panel was composed of **Alexandru BOUREANU**, Coordinator – RNE Teaching Staff, **Emila MORARU**, Member – International Evaluator RNE-I, and **Alexandru-Florin RĂDULEA**, Member – PhD Student RNE-S. The contact person appointed by the evaluated institution was **Prof. Ion M. TOMUȘ**, Director of the Doctoral School of Theatre and Performing Arts.

Lucian Blaga University of Sibiu is a public, non-profit higher education institution, established by Romanian Government Decision no. 225/1990. Its origins go back to 1976, when the Institute of Higher Education in Sibiu was created. Since 1990, ULBS has developed as a multidisciplinary university integrated into the European Higher Education Area. The university operates on the basis of university autonomy, in accordance with the Romanian Constitution, the Higher Education Law, the University Charter and the applicable regulations.

According to the Internal Evaluation Report, ULBS is a comprehensive university comprising nine faculties and offering bachelor's, master's and doctoral programmes. In the academic year 2024–2025, the university had **14,736 students**, including **471 doctoral students**, enrolled in **16 doctoral programmes**. Its institutional strategy for 2025–2034 focuses on improving institutional performance, strengthening the university community and expanding internationalisation.

Within IOSUD–ULBS, doctoral studies are coordinated by the Council for Doctoral Studies, CSUD. Following the previous external evaluation, ULBS reorganised its doctoral structures into several doctoral schools, including the **Doctoral School of Theatre and Performing Arts**, corresponding to the doctoral domain **Theatre and Performing Arts**.

The mission of the Doctoral School of Theatre and Performing Arts is to train researchers and creators able to contribute to the development of the field at national and international level. The school promotes the integration of theoretical research and artistic practice, encouraging critical thinking, innovation, interdisciplinarity and practice-based research.

At the time of the evaluation, the doctoral domain reported **5 internal doctoral supervisors**, **1 external doctoral supervisors** and **34 doctoral students**. The doctoral programme is organised over **four years**, with **240 ECTS credits**, corresponding to level 8 of the European and National Qualifications Frameworks. It includes both advanced university training and an individual scientific research programme.

Since the previous external evaluation, the doctoral domain has recorded developments regarding curriculum revision, updating of discipline files, strengthening of educational and research infrastructure, consolidation of human resources, international cooperation and increased employability of graduates.

II. Methods used

The evaluation was based on the analysis of the **Internal Evaluation Report**, its annexes, the ARACIS Guide for doctoral study domain evaluations, the official timetable of the on-site visit and other supporting documents made available by the institution. The analysed documents covered the institutional framework, governance, regulations, doctoral curriculum, research activity, human resources, infrastructure, quality assurance mechanisms, ethics, internationalisation and student support services.

Particular attention was given to the annexes concerning the fulfilment of CNATDCU habilitation standards by doctoral supervisors and to the report on doctoral students' satisfaction and mentoring needs. The latter shows that IOSUD–ULBS collects annual feedback from doctoral students through Google Forms, centralises and analyses the results, and includes them in the annual activity reports.

The on-site visit included meetings with representatives of institutional and doctoral school management, the team that drafted the Internal Evaluation Report, doctoral supervisors, doctoral students, alumni, employers, quality assurance representatives, ethics committee members and staff responsible for research infrastructure. The meetings were organised mainly at the Faculty of Letters and Arts, 12 Banatului Street, Sibiu.

The panel also visited the material resources relevant to the doctoral domain and correlated the information obtained from documents, meetings and direct observation. The evaluation therefore combined documentary analysis, discussions with stakeholders, direct observation and verification of evidence, in order to assess compliance with the ARACIS standards and performance indicators for maintaining accreditation.

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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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- ✓ The doctoral study domain **Theatre and Performing Arts** is organised within IOSUD–ULBS and operates through the **Doctoral School of Theatre and Performing Arts**. According to the Internal Evaluation Report, the activity of IOSUD–ULBS, including the doctoral domain under evaluation, is supported by a defined institutional and managerial framework, regulated by methodologies, regulations and procedures that are periodically updated.

- ✓ The main documents and structures supporting the organisation and functioning of the doctoral domain include the institutional organisational chart, the ULBS Regulation on Organisation and Functioning, the regulations governing the organisation and functioning of institutional components, the Regulation for the organisation and conduct of doctoral studies, the Regulation of the Doctoral School of Theatre and Performing Arts, the regulations concerning the election process for management positions and structures, as well as the staff structure of the organisational component. This structure includes doctoral supervisors, academic guidance and integrity committees, teaching staff involved in the advanced university training programme, the management of the Doctoral School and the Council of the Doctoral School.
- ✓ The analysed documents show that the HEI has appropriate organisational components and a functional management system for delivering the doctoral domain **Theatre and Performing Arts**. The responsibilities of the relevant structures are defined, and the activity of the doctoral school is based on institutional regulations and procedures applicable at IOSUD and doctoral school level.
- ✓ The existence of doctoral supervisors, academic guidance and integrity committees, the Doctoral School Council and the management structures of IOSUD–ULBS provides a coherent framework for planning, implementing, monitoring and improving doctoral studies. The documentation also indicates that the regulations and procedures are reviewed and updated in relation to legal and institutional requirements.
- ✓ The meetings included in the on-site visit, especially those with the representatives of the organisational component and the team that drafted the Internal Evaluation Report, allowed the panel to correlate the documentary evidence with the actual functioning of the management and administrative structures.

Recommendations: n/a

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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- ✓ For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
- ✓ The doctoral domain **Theatre and Performing Arts** operate within IOSUD–ULBS and the Doctoral School of Theatre and Performing Arts, based on a clearly defined institutional and managerial framework. The Internal Evaluation Report mentions the organisational chart, the ULBS regulations, the regulations for the organisation and conduct of doctoral studies, the regulations of the Doctoral School, the election procedures for management structures, and the composition of the doctoral school's management and academic guidance structures.
- ✓ The analysed documents indicate that the organisational components, responsibilities and procedures are adequately defined and also support the coherent functioning of doctoral studies. The management system allows both continuity of academic activities and adaptation to legislative, institutional and field-specific developments.

Recommendations:

- By the end of the next academic year, the Doctoral School could include in its annual quality assurance report a short section summarising the main stakeholder feedback collected, and the concrete measures adopted as a result.
- Modifying the internal regulations so that the mandates of student representatives in the Doctoral School Council have a fixed and reasonable term, and the position is filled exclusively through elections organized among doctoral students, ensuring independence from the school's management.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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- ✓ The 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.
- ✓ The Internal Evaluation Report shows that IOSUD–ULBS involves doctoral students, doctoral supervisors, academic guidance and integrity committees, public defense committees, graduates and other stakeholders in the process of adopting and revising methodologies, regulations and procedures. Their views are collected through formal and informal consultation mechanisms.
- ✓ The on-site visit also included meetings with representatives of the management, CEAC and quality assurance structures, doctoral students and alumni, which confirms the existence of consultation mechanisms with relevant stakeholders.
- ✓ The annual report on doctoral students' satisfaction and mentoring needs further confirms that feedback is collected and analysed at IOSUD–ULBS level.

Recommendations:

- Identifying and allocating a study and research space exclusively prioritized for the professional projects of doctoral students, to offer them a stable working environment.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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- ✓ The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
- ✓ The Internal Evaluation Report indicates that the Doctoral School of Theatre and Performing Arts carries out its activities in spaces belonging to ULBS, especially within the Faculty of Letters and

Arts and the Centre for Advanced Studies in Theatre and Performing Arts. These spaces support teaching, research, administrative and artistic activities relevant to the doctoral domain.

- ✓ The on-site visit programme included the inspection of material resources, confirming that the evaluation panel had the opportunity to verify the infrastructure used for the doctoral domain.
- ✓ The available documentation supports the conclusion that the institution provides adequate spaces and equipment for the organisation of doctoral studies in Theatre and Performing Arts.

Recommendations: n/a

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- ✓ IOSUD–ULBS provides the necessary human resources for the doctoral domain Theatre and Performing Arts. Doctoral supervisors are affiliated after obtaining or having recognised the habilitation certificate and after meeting the IOSUD–ULBS affiliation standards. The courses within the advanced university training programme are delivered by doctoral supervisors and teaching staff with relevant academic and professional competences.
- ✓ The annex on habilitation standards confirms that doctoral supervisors meet the applicable CNATDCU standards and have significant academic, artistic and professional activity in the field.
- ✓ The composition of the teaching and supervisory staff is adequate for the organisation and delivery of the doctoral programme.
- ✓ The strong professional and artistic visibility of some doctoral supervisors may be considered a positive aspect of the programme.
- ✓ At the moment of visit on-site, the Doctoral School currently has **six doctoral supervisors**, as follows:
- ✓ Prof. Ion M. Tomuş supervises 8 PhD students, with additional 1 who has already completed the pre-defence stage and 1 who has already started the pre-defence procedure).
- ✓ Prof. Diana Nechit supervises 5 PhD students.
- ✓ Prof. Marian Râlea supervises 6 PhD students with additional 1 who has already completed the pre-defence stage.
- ✓ Prof. Octavian Saiu supervises 5 PhD students.
- ✓ Prof. Radu Cristian Dragoş (currently retired) supervises 1 doctoral student who has already completed the pre-defence stage.
- ✓ Prof. Constantin Chiriac supervises 4 PhD students, with additional 2 who has already completed the pre-defence stage

Recommendations:

- Over the next two academic years, the Doctoral School could identify at least one additional eligible academic or artistic specialist with relevant expertise in Theatre and Performing Arts, in order to support the medium-term consolidation of doctoral supervision capacity.

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
✓ The Internal Evaluation Report indicates that ULBS supports the professional development of teaching staff and doctoral supervisors through academic, research and artistic activities, participation in conferences, workshops, mobility programmes and institutional development initiatives. ✓ The documentation concerning doctoral supervisors also shows significant participation in national and international academic and artistic events, including conferences, workshops and masterclasses. ✓ The available evidence supports the conclusion that the institution provides appropriate opportunities for the professional development of staff involved in the doctoral domain.	

Recommendations: n/a

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.
✓ The Internal Evaluation Report states that the recruitment and affiliation procedures for new doctoral supervisors comply with the applicable legal framework and are based on transparent and fair criteria. These procedures are regulated by national and institutional documents, including the methodology for granting the habilitation certificate, the regulations for doctoral studies, the regulations of the Doctoral School, and the methodology for filling teaching and research positions. ✓ Applications are assessed according to CNATDCU and institutional standards, which supports the transparency and legality of the process.	

Recommendations: n/a

The indicator is: fulfilled .

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation	
The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.	
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.
✓ IOSUD-ULBS and the Doctoral School of Theatre and Performing Arts use IT tools to streamline administrative and academic processes. The Internal Evaluation Report mentions internet and intranet systems, applications for student records, payroll, accounting and asset management, online forms for collecting information and feedback from doctoral supervisors and doctoral students, as well as software for checking similarity in doctoral theses. ✓ These tools contribute to transparency, accessibility and improved quality of services for members of the academic community. At the same time, the institution identifies further digitalisation, platform integration and process automation as future development directions.	

Recommendations:

- The Doctoral School could introduce a simple digital monitoring table for doctoral students' academic progress, including key milestones such as research reports, mobility periods, publications/artistic outputs and thesis submission stage.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ✓ The doctoral programme in Theatre and Performing Arts is structured according to the expected learning outcomes and is organised on the basis of the European Credit Transfer System. According to the Internal Evaluation Report, the doctoral programme has a duration of four years and comprises 240 ECTS credits, corresponding to level 8 of the European Qualifications Framework and of the National Qualifications Framework.
- ✓ The programme includes two main components: a training programme based on advanced university studies, amounting to 30 ECTS credits, and an individual scientific research / artistic creation programme, amounting to 210 ECTS credits. The advanced training component includes courses such as theory and practice of scientific research in the field of performing arts and cultural management, academic ethics and integrity, theory and practice of performing arts in the contemporary cultural context, cultural management in the context of arts education, and optional courses connected to international theatre festivals and text adaptation for the stage.
- ✓ The curriculum, course descriptions, expected learning outcomes, research reports and individual research plans support the structure of the doctoral programme. The curriculum also includes research, dissemination, participation in conferences, publication of scientific articles, artistic research products and the preparation and defence of the doctoral thesis.
- ✓ The structure of the doctoral programme is coherent and appropriate for the level of qualification targeted. The balance between advanced academic training and individual research / artistic creation is adequate for doctoral studies in Theatre and Performing Arts. The programme integrates teaching, research, artistic practice, evaluation and dissemination activities, thus supporting the acquisition of advanced professional and transversal competences.
- ✓ The use of ECTS credits and the clear distribution of activities across the four years of study ensure transparency and predictability for doctoral students. The curriculum is aligned with the mission of the doctoral domain and allows flexibility through optional components connected to the research interests of doctoral students.
- ✓ The integration of scientific research and artistic creation into the doctoral pathway, including the possibility to develop recognised artistic research products, is a relevant positive aspect for the specific nature of the field.

Recommendations:

- Debating and initiating the procedures for the introduction and development of the professional doctorate, as a direct response to the interests and needs of the candidates, labour market and practitioners in the performing arts field.

The indicator is: fulfilled.

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

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

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

Indicator
I.P.B.2.1.2

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

- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
- ✓ The Internal Evaluation Report states that the doctoral programme is designed to ensure the correlation between expected learning outcomes and the professional competences targeted by the qualification. The programme corresponds to level 8 of the European Qualifications Framework and the National Qualifications Framework.
- ✓ The expected competences are related to advanced research, critical and comparative analysis of performing arts phenomena, knowledge of contemporary theatre and performance studies, development of original scientific or creative research, integration of cultural, social, aesthetic and managerial dimensions, use of research methods, academic writing, digital tools, documentation, project management, ethics and academic integrity.
- ✓ The learning outcomes are included in the course syllabi for the disciplines taught within the doctoral programme; They are presented as links in REI, leading directly to the University's website.
- ✓ The REI also refers to ESCO occupational groups relevant to the doctoral domain, including education specialists, administrative and commercial specialists, and creative artists and performers.
- ✓ The learning outcomes and competences described in the documentation are generally well correlated with the qualification level and with the professional directions relevant to Theatre and Performing Arts. The programme addresses both academic research and professional artistic practice, which is appropriate for the field.
- ✓ The link with ESCO and occupational categories is present, but the correlation could be made more operational by using a concise mapping table linking learning outcomes, competences, curriculum components and possible occupational destinations.

Recommendations:

- The Doctoral School should prepare a concise correlation table linking each main learning outcome to the relevant competences, curriculum components and ESCO/COR occupational references.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator
I.P.B.3.1.1

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

- ✓ Student-centred learning is reflected in the structure of doctoral studies, mainly through the individual research programme, the personalisation of research topics and the work carried out with the doctoral supervisor and the academic guidance and integrity committee. The curriculum,

course descriptions and individual research programmes include teaching, learning and assessment methods adapted to the needs and research pace of doctoral students.

- ✓ The REI mentions that two doctoral students from the field of Theatre and Performing Arts benefited from scholarships and research internships within the POCU/993/6/13/153310 project, each receiving a scholarship of 24,000 lei. Both doctoral students successfully completed their doctoral theses and obtained the doctoral degree.
- ✓ The doctoral programme is compatible with student-centred learning, as the doctoral path is built around individual research and artistic creation projects. The combination of supervision, guidance committees, research reports, mobility opportunities and artistic research activities supports an individualised doctoral trajectory.
- ✓ The information provided by the institution indicates that doctoral students have access to academic guidance and that their research development is monitored throughout the programme.
- ✓ Aspects that constitute best practice examples: The successful completion of the doctoral studies by the two doctoral students supported through the POCU research project may be considered a positive example of targeted support for doctoral progress.

Recommendations:

- The CSUD should collect and summarise, in maximum one page, the main feedback received from doctoral students regarding supervision, research support and assessment, together with the measures adopted in response.

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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- ✓ IOSUD–ULBS and the Doctoral School of Theatre and Performing Arts support doctoral students' participation in academic mobility, research internships, workshops, international conferences and training activities. The REI mentions mobility and documentation activities carried out by doctoral students, including research documentation at Attis Theatre in Athens and a workshop at Troubleyn / Jan Fabre Performing Arts in Antwerp.
- ✓ The internationalisation framework is also supported by Erasmus agreements, FORTHEN activities, international events and the connection with the Sibiu International Theatre Festival, the International Platform for the Presentation of Doctorates in the Performing Arts and Cultural Management, the Theatre Universities Festival and U.talk.
- ✓ The doctoral school provides real mobility opportunities and benefits from the broader internationalisation strategy of ULBS. The field is well positioned for international exposure, especially due to its links with international festivals, artistic platforms and academic networks.
- ✓ However, the number of concrete doctoral student mobilities explicitly documented for the evaluated field appears limited. Therefore, it would be useful to monitor and increase participation in mobility opportunities more systematically.
- ✓ Aspects that constitute best practice examples: The use of international artistic platforms and festivals as contexts for doctoral training and research development is a positive feature of the programme.

Recommendations:

- The Doctoral School should organise at least one annual information session dedicated to doctoral student mobility and should monitor, in an annual table, the number of applications submitted, approved and completed 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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- ✓ IOSUD–ULBS ensures fair opportunities for doctoral students through institutional policies and regulations concerning equity, diversity, student rights, academic ethics and access to support services. The REI refers to the ULBS Charter, the Code of Ethics and Academic Conduct, the Gender Equality Plan, the regulations of the Integrated Student Services Centre – SmartHub, and support mechanisms such as tutors, educational advisers and personalised learning support.
- ✓ The institutional framework provides the necessary basis for fair access, inclusion and support. The doctoral programme allows individualised research paths, which is important for accommodating different learning styles, artistic profiles and research interests.
- ✓ The available evidence supports the conclusion that the doctoral school offers fair opportunities to doctoral students. At the same time, the impact of support measures could be made more visible through regular monitoring.

Recommendations:

- The Doctoral School should include in its report a short anonymised section on doctoral students who requested academic, counselling, mobility or accessibility support, indicating the number of requests and the type of support provided.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- ✓ Doctoral students have access to institutional resources and support services, including the library, research infrastructure, digital resources, counselling and guidance services, and the Integrated Student Services Centre – SmartHub. The REI also mentions policies and procedures concerning accessibility, equity and support for students with special educational needs or disabilities.
- ✓ The Doctoral School benefits from the infrastructure of ULBS, the Faculty of Letters and Arts, the university library and research centres. The Centre for Advanced Research in Performing Arts is relevant for doctoral students in the field, offering a research and artistic creation framework connected to the specific nature of Theatre and Performing Arts.
- ✓ The available resources and services are appropriate for the doctoral cycle and for the specific needs of the domain. The combination of academic resources, artistic infrastructure, counselling services and institutional accessibility policies supports doctoral students' learning and research process.
- ✓ The support system is functional, but its visibility and use by doctoral students could be monitored more explicitly.
- ✓ Aspects that constitute best practice examples: The connection between doctoral research and the Centre for Advanced Research in Performing Arts represents a positive element for a doctoral domain based on both theoretical research and artistic practice.

Recommendations:

- The Doctoral School should publish or circulate to all doctoral students a concise annual guide, maximum 3 pages, listing the main academic, research, counselling, mobility and accessibility services available to them.
- Continue promoting more intensively and recurrent, and increasing the transparency of the eligibility criteria for accessing the doctoral grant (amounting to 15.000 RON), clarifying that doctoral students can reimburse not only mobilities but also acquisitions of IT equipment (e.g., laptops), software licenses, subscriptions, or books needed for research.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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- ✓ The learning outcomes of the doctoral programme are described in the curriculum, course descriptions and the doctoral student guide. They are structured around knowledge, skills, responsibility and autonomy, in accordance with level 8 of the National Qualifications Framework.
- ✓ The REI provides examples of learning outcomes for the discipline Theory and Practice of Performing Arts in the Contemporary Cultural Context, including knowledge of contemporary theories and concepts, the ability to critically and comparatively analyse performance phenomena, intellectual and creative autonomy, ethical responsibility, and the capacity to integrate feedback into research and creative processes.
- ✓ The learning outcomes are appropriately formulated and correspond to the doctoral level. They are relevant for both academic research and artistic creation, reflecting the hybrid nature of the field.
- ✓ The documentation supports a clear understanding of expectations for doctoral students and teaching staff. The learning outcomes are also connected to research, creation, dissemination and ethical responsibility.

Recommendations: n/a

The indicator is: fulfilled .

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- ✓ The verification of learning outcomes is carried out through examinations, colloquia, research projects, research reports and the final public defence of the doctoral thesis. During the advanced university training programme, doctoral students must pass the examinations corresponding to the courses included in the curriculum and accumulate 30 ECTS credits.
- ✓ The individual research / artistic creation programme includes the preparation and defence of the scientific research project and at least three scientific research reports. The interval between two consecutive presentations must not exceed 12 months. After each presentation, minutes are drawn up, including the grade and the observations and recommendations of the doctoral supervisor and the academic guidance and integrity committee.
- ✓ Doctoral studies are completed by the public defence of the doctoral thesis before a doctoral committee, in accordance with the procedure approved by the ULBS Senate.
- ✓ The assessment system is coherent and covers both continuous evaluation and final evaluation. The mechanisms described are appropriate for doctoral studies and ensure the progressive monitoring of doctoral students' academic and research development.

- ✓ The assessment procedures are clear, and the involvement of the doctoral supervisor and the academic guidance and integrity committee supports the quality and consistency of the evaluation process.
- ✓ Best practice e.g.: The systematic use of research reports and written minutes after each presentation is a positive mechanism for monitoring doctoral progress.

Recommendations:

- It is necessary to complete the doctoral study curriculum, either within the study plan or through an individual document for each doctoral student, in order to clearly indicate the LEARNING OUTCOMES at doctoral level, in accordance with the ESCO framework.

The indicator is: partially fulfilled.

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

Standard S.B.7.1. Admission	
The admission procedures and principles ensure access to higher education.	
Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.

- ✓ IOSUD–ULBS applies admission procedures for doctoral studies through CSUD and doctoral schools. The admission process is regulated annually and includes the admission regulations, admission calendar, public announcements, distribution of places, list of eligible doctoral supervisors and proposed research topics.
- ✓ The admission information is publicly available on the IOSUD–ULBS website, including the admission calendar, required documents, application forms, research project structure and lists related to the admission process.
- ✓ The admission process is transparent and publicly documented. The annual validation of regulations and calendars ensures compliance with national and institutional requirements. Candidates have access to relevant information regarding application, selection, results, appeals and confirmation of places.

Recommendations:

- Finding a balance in the formulation of research topics proposed at admission by combining specific directions with broader themes, to avoid excessive niche-targeting right from the enrollment phase and to offer candidates the flexibility to develop their own study subject.

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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- ✓ Admission to the doctoral programme is based on fairness, equal opportunity and social inclusion. The REI refers to admission regulations, institutional policies on social inclusion and equal opportunities, procedures concerning candidates with special educational needs or disabilities, the methodology for preventing and sanctioning discrimination, and the methodology concerning the Career Counselling and Guidance Department.
- ✓ The institutional framework supports fair and equal access to doctoral studies. The public availability of admission information contributes to transparency and equal treatment of candidates. The existence of institutional mechanisms for preventing discrimination and supporting candidates with specific needs is appropriate.

- ✓ However, information addressed specifically to candidates with special educational needs or disabilities could be made more visible within the admission communication package.

Recommendations:

- IOSUD–ULBS should include on the doctoral admission webpage a clearly identifiable note for candidates with special educational needs/disabilities, indicating the contact point and the procedure for requesting reasonable accommodation.

The indicator is: fulfilled.

Standard S.B.7.2. Academic journey of students	
The organisational component carries out actions supporting the students' academic journey.	
Indicator I.P.B.7.2.1	The organisational component applies the regulations concerning the students' professional activity.
✓ The doctoral students' academic path is regulated through the Regulations on the organisation and conduct of doctoral studies at IOSUD–ULBS, the operational procedure for completing doctoral studies, doctoral study contracts, curricula, the Code of Ethics and Academic Conduct and other institutional documents available through the IOSUD–ULBS platform. ✓ The Doctoral, Postdoctoral and Habilitation Studies Service monitors doctoral students' academic status, promotion and individual performance throughout the doctoral programme. ✓ The regulations concerning doctoral students' professional activity are applied and provide a coherent framework for academic progress, evaluation, completion of studies and ethical conduct. The monitoring of doctoral students through institutional structures supports the continuity and predictability of the academic path.	
Recommendations:	
• The Doctoral School should use a simple digital monitoring table for each doctoral cohort, including at least: year of study, research project defence, research reports, publications/artistic outputs, mobility, extensions and thesis stage. • Elaborating and disseminating a clear drafting guide, which would provide doctoral students with standardized models for reports.	

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation	
Improving the quality of education and research through internationalisation actions.	
Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.
✓ Internationalisation is supported at IOSUD–ULBS level through international projects, partnerships, memoranda of understanding, Erasmus agreements, FORTHEM activities, academic mobility procedures and participation in international research and educational initiatives. ✓ The Doctoral School of Theatre and Performing Arts benefits from international events and platforms such as the Sibiu International Theatre Festival, the International Platform for the Presentation of Doctorates in the Performing Arts and Cultural Management, the Theatre Universities Festival and U.talk. The REI also mentions Erasmus BIP mobilities for doctoral students at Johannes Gutenberg University Mainz and the University of Valencia. ✓ The internationalisation framework is relevant and consistent. The connection between doctoral studies, international festivals, academic events, Erasmus activities and FORTHEM initiatives creates favourable conditions for international academic and artistic exposure.	

- ✓ The number of documented doctoral student mobilities in the evaluated field could be increased and monitored more systematically.
- ✓ Aspects that constitute best practice examples: The connection with the Sibiu International Theatre Festival and the International Platform for the Presentation of Doctorates in the Performing Arts and Cultural Management is a strong distinctive element, offering doctoral students direct access to international artistic, academic and professional networks.

Recommendations:

- The Doctoral School should aim to document at least two international mobility or international research/artistic dissemination activities per year involving doctoral students from the field.
- Optimizing Erasmus mobilities by creating and aligning partnership offers with the specific research interests of current and future students and by organizing feedback sessions with previous beneficiaries to ensure an efficient transfer of know-how to new generations.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

- ✓ Scientific research and artistic creation are integrated into the doctoral programme through course descriptions, curricula, individual research programmes, research reports, scientific papers, artistic creations and doctoral theses. The REI states that research projects carried out at IOSUD–ULBS are aligned with the ULBS research strategy and that research-based learning contributes to the development of professional and transversal competences.
- ✓ The doctoral programme clearly uses scientific investigation and artistic research as central elements of doctoral training. The structure of the programme requires doctoral students to produce research reports, disseminate results, publish articles or studies, participate in scientific events and develop artistic research outputs.
- ✓ This confirms that research is not only an additional component, but a core mechanism through which learning outcomes are achieved.
- ✓ Best practice examples: The inclusion of artistic research and creative outputs as part of doctoral progress is a relevant positive aspect for the field.

Recommendations: n/a

The indicator is: fulfilled .

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

- ✓ The research activity carried out by doctoral supervisors and doctoral students is aligned with the objectives of the Doctoral School of Theatre and Performing Arts. The REI mentions scientific publications in internationally indexed journals, international partnerships, research and artistic projects, participation in conferences and symposia, participation in national and international festivals, and visibility through academic databases such as Google Scholar, Scopus and Web of Science.

- ✓ The documentation also lists relevant outputs by doctoral supervisors and doctoral students, including publications, edited volumes, participation in international conferences, artistic projects, festival management and internationally visible research and cultural activities.
- ✓ The research and artistic creation results are visible at national and international level and are adequately connected to the objectives of the doctoral programme. The field benefits from a strong interaction between academic research, artistic creation, cultural management, international festivals and public dissemination.
- ✓ The available evidence supports the conclusion that doctoral supervisors and doctoral students contribute to the visibility of the field through publications, conferences, festivals and artistic research projects.
- ✓ Best practice examples: The use of the Sibiu International Theatre Festival as a research, dissemination and networking platform for doctoral studies is a best practice example, as it connects doctoral research with a major international artistic and professional context.

Recommendations:

- The Doctoral School should publish or internally update a centralised list of doctoral students' and supervisors' research/artistic outputs, including publications, conference participation, artistic research products, festival participation and indexed database visibility where applicable.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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- ✓ IOSUD–ULBS, through the Doctoral School of Theatre and Performing Arts, applies the general quality assurance policy of Lucian Blaga University of Sibiu. According to the Internal Evaluation Report, the quality assurance system is supported by annual operational plans, CEAC reports, SCEAC annual reports at IOSUD level, annual IOSUD activity reports, the Rector's annual reports, Senate meeting minutes concerning quality-related decisions, and methodologies relevant to doctoral studies and habilitation.
- ✓ The Doctoral School also uses feedback collected from doctoral students, including satisfaction surveys and questionnaires concerning mentoring needs. Research activity is monitored through institutional reporting instruments, including GRADIS, for both doctoral students and doctoral supervisors.
- ✓ The documents show that the organisational component applies quality assurance procedures in a systematic manner. The existence of annual reports, quality assurance structures, doctoral student feedback and research reporting mechanisms indicates that quality management is not limited to formal compliance, but is connected to the monitoring and improvement of doctoral education.
- ✓ The procedures are relevant for the doctoral domain and support the improvement of education, research and doctoral supervision. The evidence also confirms that the Doctoral School has followed up on previous external evaluation recommendations, including the introduction of the discipline Academic Ethics and Integrity into the advanced training programme.
- ✓ Aspects that constitute best practice examples: The implementation of recommendations from the previous external evaluation, especially the introduction of Academic Ethics and Integrity as a

distinct discipline in the doctoral training programme, may be considered a positive example of using external evaluation results for quality improvement.

Recommendations: n/a

The indicator is: fulfilled.

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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- ✓ The Internal Evaluation Report indicates that IOSUD–ULBS and the Doctoral School of Theatre and Performing Arts involve relevant stakeholders in quality assurance processes. These include doctoral students, doctoral supervisors, members of the doctoral school structures, graduates, employers and other representatives of the academic and professional community.
- ✓ The annexed report on doctoral students' satisfaction and mentoring needs shows that feedback is collected annually through online forms, centralised and analysed at IOSUD level. The results are used in the annual reporting process and provide information on doctoral students' needs regarding supervision, research training, publication, networking and professional development.
- ✓ The available evidence confirms that stakeholder opinions are collected and considered in the implementation of quality assurance procedures. The annual survey of doctoral students is particularly relevant, as it provides direct information on the needs and expectations of the main beneficiaries of doctoral studies.
- ✓ The system is functional, but the connection between collected feedback and concrete measures adopted could be documented more explicitly.
- ✓ Best practice examples: The annual measurement of doctoral students' satisfaction and mentoring needs is a relevant positive practice for internal quality assurance at IOSUD level. The "How I Phd'it it" project implemented in UNAGE Iași.

Recommendations:

- Systematically consulting alumni in decisions regarding the development of the doctoral school and formalizing a tutoring/mentoring system (informal meetings) through which recent graduates support and guide current students.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation
Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.

Indicator 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.
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- ✓ The Internal Evaluation Report states that the University Ethics Committee operates on the basis of regulations approved by the ULBS Senate and in accordance with the applicable legal framework. The institutional documents include the Code of Ethics and Academic Conduct, regulations and procedures concerning academic ethics, as well as decisions and reports related to the activity of the ethics structures.

- ✓ The on-site visit programme included a dedicated meeting with members of the University Ethics Committee, which allowed the evaluation panel to discuss the functioning of this structure and its role in the institutional quality assurance framework.
- ✓ The evidence supports the conclusion that the University Ethics Committee is formally established, regulated and operational. Its inclusion in the evaluation visit confirms the relevance of ethics and academic integrity within the quality assurance system of IOSUD–ULBS and of the Doctoral School of Theatre and Performing Arts.
- ✓ The existence of Academic Ethics and Integrity as a discipline in the doctoral training programme further supports the integration of ethical principles into doctoral education.

Recommendations: n/a

The indicator is: fulfilled .

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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- ✓ The Doctoral School of Theatre and Performing Arts applies the procedures established at ULBS and IOSUD level for the organisation, monitoring and periodic review of doctoral studies. The relevant documents include doctoral study regulations, methodologies, annual reports, quality assurance reports, the curriculum, course descriptions, research activity reports and procedures concerning the completion of doctoral studies.
- ✓ The Internal Evaluation Report also refers to measures implemented following the previous external evaluation, including the introduction of Academic Ethics and Integrity and the encouragement of doctoral student participation in mobility and research dissemination activities.
- ✓ The procedures for monitoring and reviewing doctoral studies are applied consistently. Their impact is visible in the updates made to the doctoral training programme, the monitoring of research activity, the organisation of doctoral progress reports and the implementation of previous ARACIS recommendations.
- ✓ The evidence supports the conclusion that the quality assurance cycle is functional and that procedures are used to improve the doctoral programme.
- ✓ Best practice examples: The integration of previous external evaluation recommendations into an institutional action plan and their subsequent implementation represent a positive practice.

Recommendations: n/a

The indicator is: fulfilled .

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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- ✓ The implementation of procedures involves doctoral supervisors, doctoral students, the Doctoral School Council, academic guidance and integrity committees, quality assurance structures, graduates and other stakeholders. The on-site visit included meetings with doctoral students, alumni, employers, quality assurance representatives, research centre/laboratory staff and members of the University Ethics Committee.
- ✓ The Internal Evaluation Report and annexes also show that doctoral students' opinions are collected through satisfaction and mentoring surveys, while the doctoral school uses stakeholder input for monitoring and improving doctoral activities.

- ✓ The structure of consultations and meetings confirms the involvement of the academic community and stakeholders in the implementation and monitoring of procedures. Doctoral students are included both through formal structures and through feedback mechanisms.
- ✓ The process is adequate, although the documentation of how stakeholder input is transformed into specific actions could be further improved.

Recommendations:

- The Doctoral School should keep a concise annual record of stakeholder consultations, including the category of stakeholders consulted, the topic discussed and at least one follow-up action where applicable.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures

Applying the methodologies and procedures contributes to improving the quality of the staff's activities.

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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- ✓ ULBS applies institutional procedures for the evaluation of teaching staff by students. At IOSUD level, feedback from doctoral students is also collected through surveys concerning satisfaction and mentoring needs. These instruments provide information on the quality of supervision, research support, training needs and the doctoral learning environment.
- ✓ The results are centralised and analysed by the relevant quality assurance structures and are included in annual activity and quality assurance reports.
- ✓ The evidence indicates that the organisational component collects and analyses student feedback and uses it as part of the internal quality assurance process. In doctoral education, this is particularly important because the quality of supervision and mentoring directly influences doctoral progress and completion.
- ✓ The system is adequate; however, the specificity of doctoral supervision could be made more visible in the evaluation instruments and reports.
- ✓ The university has addressed this recommendation by including at least three specific items related to doctoral supervision and mentoring in the doctoral student feedback instrument and in the summary report. As supporting evidence, the additional annex provides proof of this through the submitted report (elaborate date: May, 2026 – see appendix).

Recommendations: n/a

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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- ✓ IOSUD–ULBS collects and analyses data relevant to internal quality assurance through institutional databases and reporting tools. The Internal Evaluation Report mentions the use of GRADIS for reporting research activity by doctoral students and doctoral supervisors, as well as institutional records concerning doctoral students, doctoral supervisors, research results, mobility, doctoral theses and quality assurance reports.
- ✓ The satisfaction and mentoring needs survey is another relevant source of data used to support quality assurance and institutional decision-making.

- ✓ The available evidence shows that the organisational component systematically collects relevant data for the internal quality assurance process. These data support monitoring of doctoral progress, research activity, supervision, student satisfaction and institutional performance.
- ✓ The main improvement need concerns the integrated use of these data in a more visible and synthetic manner at doctoral school level.

Recommendations:

- The Doctoral School should prepare an annual synthetic dashboard containing at least five indicators: number of doctoral students, number of defended theses, number of publications/artistic outputs, number of mobility activities and number of doctoral students exceeding the standard study period, transparent on the website of the Doctoral school.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

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

Indicator 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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- ✓ Information of public interest concerning IOSUD–ULBS and the Doctoral School of Theatre and Performing Arts is published on the official ULBS and doctoral studies websites. The available documents include regulations, methodologies, procedures, admission information, doctoral school information, doctoral supervisors, CSUD decisions, doctoral study documents and other relevant public information.
- ✓ The Internal Evaluation Report indicates that transparency is supported by the constant updating of the doctoral studies website and by unrestricted access to information of public interest regarding doctoral studies.
- ✓ The publication of relevant information on the IOSUD–ULBS website supports transparency and access to information for candidates, doctoral students, supervisors and external stakeholders. The available documentation is consistent with the legal requirements concerning public information.
- ✓ The transparency system is functional, although the user-friendliness and periodic updating of information should remain a constant concern.

Recommendations:

- IOSUD–ULBS should verify and update the doctoral studies webpage using a checklist covering at least: admission, regulations, doctoral supervisors, doctoral school structures, CSUD decisions and contact information. This information may be in Romanian and English.

The indicator is: fulfilled .

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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- ✓ The transparency of decision-making processes is ensured through the official IOSUD–ULBS website and the pages dedicated to CSUD and doctoral schools. The Internal Evaluation Report indicates that relevant documents are publicly available, including the Rector's report, fee regulations, scholarship information, management and ethics committee decisions, positions open for competition, methodologies, procedures, student rights and obligations, Senate decisions, financial documents, institutional regulations and CSUD decisions.

- ✓ The available evidence confirms that decision-making transparency is ensured through the publication of relevant institutional documents and decisions. This contributes to accountability and allows doctoral students and stakeholders to access the information needed for understanding the functioning of doctoral studies.
- ✓ The system is adequate and consistent with the requirements of the indicator.

Recommendations: n/a

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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- ✓ IOSUD–ULBS, through the Doctoral School of Theatre and Performing Arts, carries out the procedures required for external quality evaluation in accordance with the applicable legislation. The present Internal Evaluation Report was prepared for maintaining accreditation of the doctoral domain Theatre and Performing Arts.
- ✓ The previous ARACIS external evaluation, carried out in 2021, resulted in the decision to maintain accreditation. The recommendations formulated by the previous evaluation panel were included in an action plan adopted by the ULBS Senate and subsequently implemented.
- ✓ The institution complies with the legal obligation to undergo external quality evaluation. The preparation of the Internal Evaluation Report, the organisation of the on-site visit and the implementation of previous recommendations demonstrate that the organisational component carries out the required procedures in an appropriate manner.
- ✓ The fact that the previous recommendations were followed by concrete measures supports the conclusion that external evaluation is used as an instrument for institutional improvement.
- ✓ Best practice examples: The documented implementation of previous ARACIS recommendations represents a positive example of follow-up after external evaluation.

Recommendations: n/a

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ The doctoral domain Theatre and Performing Arts benefits from a coherent institutional and managerial framework within IOSUD–ULBS and from clearly defined organisational structures, regulations and procedures. ✓ The doctoral programme is well structured, with a four-year duration and 240 ECTS	INTERNAL FACTORS 	✓ The number of clearly documented international mobilities involving doctoral students in the evaluated field remains limited in relation to the international potential of the doctoral school. ✓ The monitoring of doctoral students' academic progress, research outputs,

credits, combining advanced academic training with individual scientific research and artistic creation. ✓ The programme integrates scientific research and artistic practice in a manner appropriate to the specificity of the field, allowing doctoral students to develop both theoretical and practice-based research. ✓ The doctoral school benefits from the visibility and professional relevance of the Sibiu International Theatre Festival, which provides opportunities for documentation, networking, dissemination and international exposure. ✓ The doctoral supervisors and members of the academic community have relevant academic, artistic and professional experience, supporting the quality of doctoral supervision and research guidance. ✓ The quality assurance system includes annual reports, feedback mechanisms, monitoring tools and stakeholder consultation, including surveys on doctoral students' satisfaction and mentoring needs.		artistic outputs and mobility activities could be more clearly centralised at doctoral school level. ✓ The methodologies for documenting, validating and evaluating artistic research outputs could be further consolidated, in order to better reflect the specificity of practice-based doctoral research. ✓ Access to specialised technical and logistical resources for applied artistic research, such as rehearsal spaces, stage laboratories, multimedia studios and performance equipment, still requires further development.
SWOT analysis		
Opportunities: ✓ The strong connection with	 EXTERNAL	Threats: ✓ Competition from other

the Sibiu International Theatre Festival offers opportunities for increasing the visibility of doctoral research and for integrating doctoral students into international artistic and academic contexts. ✓ The development of practice-based research, artistic laboratories and experimental projects can strengthen the distinctive profile of the doctoral domain. ✓ Digitalisation can support better monitoring of doctoral progress, archiving of research outputs, communication between doctoral students and supervisors, and dissemination of doctoral research. ✓ The field has potential to attract international doctoral students, visiting professors and co-supervision arrangements, especially through Erasmus+, FORTHM and other international cooperation frameworks. ✓ Partnerships with theatres, festivals, cultural institutions and creative industries can provide applied research contexts and improve doctoral students' professional integration.	FACTORS	national and international doctoral schools in performing arts may affect the attractiveness of the programme, especially for international candidates. ✓ Insufficient funding for artistic research infrastructure may limit the development of laboratories, multimedia resources and practice-based doctoral projects. ✓ The relatively low number of doctoral student mobilities may reduce international exposure and limit the programme's visibility outside the national context. ✓ The rapid transformation of artistic practices, digital technologies and cultural industries requires constant curricular and methodological adaptation. ✓ Possible delays in doctoral students' research progress may occur if monitoring, mentoring and support mechanisms are not continuously strengthened.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	- By the end of the next academic year, the Doctoral School could include in its annual quality assurance report a short section summarising the main stakeholder feedback collected, and the concrete measures adopted as a result. - Modifying the internal regulations so that the mandates of student representatives in the Doctoral School Council have a fixed and reasonable term, and the position is filled exclusively through elections organized among doctoral students, ensuring independence from the school's management.
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	Identifying and allocating a study and research space exclusively prioritized for the professional projects of doctoral students, to offer them a stable working environment.
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Over the next two academic years, the Doctoral School could identify at least one additional eligible academic or artistic specialist with relevant expertise in Theatre and Performing Arts, in order to support the medium-term consolidation of doctoral supervision capacity.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	The Doctoral School could introduce a simple digital monitoring table for doctoral students' academic progress, including key milestones such as research reports, mobility periods, publications/artistic outputs and thesis submission stage.
• DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	Debating and initiating the procedures for the introduction and development of the professional doctorate, as a direct response to the interests and needs of the candidates, labour market and practitioners in the performing arts field.
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	The Doctoral School should prepare a concise correlation table linking each main learning outcome to the relevant competences, curriculum components and ESCO/COR occupational references.
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	The CSUD should collect and summarise, in maximum one page, the main feedback received from doctoral students regarding supervision, research support and assessment, together with the measures adopted in response.
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	The Doctoral School should organise at least one annual information session dedicated to doctoral student mobility and should monitor, in an annual table, the number of applications submitted, approved and completed 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	The Doctoral School should include in its report a short anonymised section on doctoral students who requested academic, counselling, mobility or accessibility support, indicating the number of requests and the type of support provided.
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study	F	The Doctoral School should publish or circulate to all doctoral students a concise annual guide, maximum 3 pages, listing the main academic, research, counselling, mobility and

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	cycle, and the form of organisation of the study programme.		accessibility services available to them. Continue promoting more intensively and recurrent, and increasing the transparency of the eligibility criteria for accessing the doctoral grant (amounting to 15.000 RON), clarifying that doctoral students can reimburse not only mobilities but also acquisitions of IT equipment (e.g., laptops), software licenses, subscriptions, or books needed for research.
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	PF	It is necessary to complete the doctoral study curriculum, either within the study plan or through an individual document for each doctoral student, in order to clearly indicate the LEARNING OUTCOMES at doctoral level, in accordance with the ESCO framework.
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	Finding a balance in the formulation of research topics proposed at admission by combining specific directions with broader themes, to avoid excessive niche-targeting right from the enrollment phase and to offer candidates the flexibility to develop their own study subject.
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	IOSUD–ULBS should include on the doctoral admission webpage a clearly identifiable note for candidates with special educational needs/disabilities, indicating the contact point and the procedure for requesting reasonable accommodation.
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	The Doctoral School should use a simple digital monitoring table for each doctoral cohort, including at least: year of study, research project defence, research reports, publications/artistic outputs, mobility, extensions and thesis stage.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			Elaborating and disseminating a clear drafting guide, which would provide doctoral students with standardized models for reports.
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	- The Doctoral School should aim to document at least two international mobility or international research/artistic dissemination activities per year involving doctoral students from the field. - Optimizing Erasmus mobilities by creating and aligning partnership offers with the specific research interests of current and future students and by organizing feedback sessions with previous beneficiaries to ensure an efficient transfer of know-how to new generations.
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	The Doctoral School should publish or internally update a centralised list of doctoral students' and supervisors' research/artistic outputs, including publications, conference participation, artistic research products, festival participation and indexed database visibility where applicable.
• DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	Systematically consulting alumni in decisions regarding the development of the doctoral school and formalizing a tutoring/mentoring system (informal meetings) through which recent graduates support and guide current students.
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	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	The Doctoral School should keep a concise annual record of stakeholder consultations, including the category of stakeholders consulted, the topic discussed and at least one follow-up action where applicable.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	The Doctoral School should prepare an annual synthetic dashboard containing at least five indicators: number of doctoral students, number of defended theses, number of publications/artistic outputs, number of mobility activities and number of doctoral students exceeding the standard study period, transparent on the website of the Doctoral school.
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	IOSUD–ULBS should verify and update the doctoral studies webpage using a checklist covering at least: admission, regulations, doctoral supervisors, doctoral school structures, CSUD decisions and contact information. This information may be in Romanian and English.
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

Other general recommendations

The recommendations formulated within the analysis of the individual performance indicators are considered sufficient and targeted. They mainly concern the clearer documentation of the link between stakeholder feedback and improvement measures, the monitoring of doctoral students' academic progress and mobility, the visibility of support services, and the centralised reporting of research and artistic outputs. As general recommendations, the evaluation panel considers that the Doctoral School of Theatre and Performing Arts should:

1. prepare, by the end of each academic year, a concise internal synthesis of the main quality improvement measures implemented, including the source of evidence, responsible structure and implementation status;
 2. maintain an annual centralised record of doctoral students' academic progress, research/artistic outputs and mobility activities, in order to better support monitoring, mentoring and timely completion of doctoral studies;
 3. continue to develop the international visibility of the doctoral domain by documenting, each academic year, the doctoral students' participation in international mobility, conferences, artistic research platforms, festivals or other relevant academic and professional contexts.
- Expanding the offer of extracurricular activities by periodically inviting relevant external specialists to hold ateliers and workshops focused on the applied interest areas of doctoral students.
 - Developing a communication framework that encourages increased emotional availability and indulgence from coordinating professors in their relationship with new generations of doctoral students, providing support adapted to current challenges.
 - Initiating an institutional dialogue with employers in the field (theatres, cultural institutions) to encourage them to offer a more flexible work schedule for employed doctoral students, thus facilitating their participation in (at least) short-term Erasmus mobilities.

A total of **32 performance indicators** were analysed within the external evaluation report. Of these, **31 indicators were assessed as fulfilled**, **1 indicators were assessed as partially fulfilled**, and **0 indicators were assessed as unfulfilled**.

VI. Conclusions

The external evaluation of the doctoral study domain **Theatre and Performing Arts**, organised within the **Doctoral School of Theatre and Performing Arts** of IOSUD – **Lucian Blaga University of Sibiu**, confirms that the domain benefits from a coherent institutional, managerial and academic framework.

The doctoral programme is structured in accordance with the requirements applicable to doctoral studies, with a duration of four years and a total of **240 ECTS credits**, combining advanced university training with individual scientific research and artistic creation. The curriculum, supervision mechanisms, research reports and final public defence of the doctoral thesis provide an appropriate framework for achieving the expected learning outcomes.

The human resources involved in the doctoral domain are adequate, and the doctoral supervisors have relevant academic, artistic and professional experience. The doctoral school also benefits from a distinctive connection with the artistic and cultural environment of Sibiu, especially through the visibility and international relevance of the Sibiu International Theatre Festival and related academic and artistic platforms.



The quality assurance mechanisms are functional and include regulations, procedures, annual reports, stakeholder feedback, ethical structures and monitoring tools. The institution has also demonstrated that it takes into account the recommendations from previous external evaluations and uses them for the improvement of doctoral education.

At the same time, the evaluation panel notes several areas where further consolidation would be useful, without affecting the fulfilment of the indicators: the more explicit documentation of the impact of stakeholder feedback, the systematic monitoring of doctoral students' progress and mobility, the centralised reporting of research and artistic outputs, and the continued development of internationalisation and practice-based artistic research.

Considering the evidence analysed, the discussions held during the evaluation visit, and the fulfilment of all analysed performance indicators, the evaluation panel proposes the decision:

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

*for the doctoral study domain:
Theatre and Performing Arts*

*organised by:
IOSUD – Lucian Blaga University of Sibiu / Doctoral School of Theatre and Performing Arts.*

VII. Annexes