

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	Sapientia Hungarian University of Transylvania
Doctoral School:	Doctoral School of Film and Intermedial Studies
Doctoral Domain:	CINEMA AND MEDIA
The objective of the external evaluation:	Accreditation* (AC)



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.	Alice Elena MARIN	PhD Student Evaluator	



I. Introduction

- This External Evaluation Report was drafted within the procedure for the accreditation of the doctoral university study domain **Cinema and Media**, organised by **Sapientia Hungarian University of Transylvania, Cluj-Napoca**, through the **Doctoral School of Film and Intermedial Studies**. The external evaluation visit took place on **5–6 June 2026**, in accordance with the ARACIS methodology and the applicable national regulations concerning quality assurance in higher education.
- The ARACIS evaluation panel was composed of **Prof. Alexandru Boureanu**, coordinator and teaching staff expert evaluator, **Emilia Moraru**, international expert evaluator, and **Alice Elena Marin**, student evaluator. The institutional contact person for the procedure was **Prof. dr. habil. Ágnes Pethő**.
- Sapientia Hungarian University of Transylvania was founded by the Sapientia Foundation of Cluj-Napoca in 2001 and became an accredited private higher education institution by Law no. 58/2012. The university is headquartered in Cluj-Napoca and operates as a private-law legal entity of public utility, based on academic autonomy and its own University Charter. Its mission includes education, scientific research, and civic-cultural engagement, with a specific commitment to continuing Hungarian higher education traditions in Transylvania while contributing to the Romanian higher education system.
- The university is organised into four faculties located in Cluj-Napoca, Miercurea Ciuc, Târgu Mureș and Sfântu Gheorghe. According to the institutional documentation, in the academic year 2025/2026 the university offers **35 Bachelor's degree programmes** and **14 Master's degree programmes**. The evaluated doctoral domain is placed within the broader academic and research profile of the Faculty of Sciences and Arts, Cluj-Napoca, and builds on the university's existing expertise in cinema, media, intermediality, visual culture and artistic research.
- The doctoral study domain **Cinema and Media** is proposed for accreditation with the doctoral programme **Film and Intermedial Studies**, organised as a full-time programme, with Hungarian and English as the languages of instruction. The establishment of this doctoral domain responds to the need to develop advanced academic research in cinema, media and intermedial studies, while consolidating the university's educational and research profile in the field of visual and audiovisual arts. The doctoral school aims to support doctoral research, academic mobility, international cooperation, and collaboration with relevant universities, research centres and cultural-professional institutions.

II. Methods used

- The evaluation was based on the analysis of the **Internal Evaluation Report** and its annexes, as well as on the examination of institutional regulations, Senate decisions, documents concerning the establishment of IOSUD-Sapientia and of the Doctoral School of Film and Intermedial Studies, the curriculum and doctoral study programme

documentation, information on doctoral supervisors, learning outcomes, research activity, material resources, quality assurance procedures, admission procedures, student support services and digital tools used by the institution.

- The on-site visit included technical discussions within the evaluation panel and meetings with the representatives of the university and of the organisational component responsible for the doctoral domain, with the team that drafted the Internal Evaluation Report, with teaching staff and doctoral supervisors, with employers and professional stakeholders, with representatives of quality assurance structures, and with student representatives. The panel also visited the material resources used for teaching, research, administrative and support activities, including spaces located at the Rectorate building and at the Faculty of Sciences and Arts.
- The evaluation methods allowed the panel to correlate the evidence provided in the documents with the information collected during meetings, direct observations and discussions with stakeholders. The conclusions of the report are therefore based on the triangulation of documentary evidence, institutional data, on-site findings and the requirements of the ARACIS standards and performance indicators applicable to doctoral study domains.

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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- ✓ For the delivery of the doctoral study domain Cinema and Media, Sapientia Hungarian University of Transylvania has prepared an adequate organisational and managerial framework. According to the Internal Evaluation Report, doctoral studies will be organised through IOSUD-SAPIENTIA, coordinated at institutional level by CSUD, and implemented at operational level by the Doctoral School of Film and Intermedial Studies. The Senate has approved the opportunity report for the establishment of IOSUD and of the Doctoral School, as well as the initiation of the ARACIS accreditation procedure for the domain.
- ✓ The documentation shows that the university has developed the main regulations and procedures required for the organisation and functioning of doctoral studies, including regulations concerning doctoral studies, the functioning of the doctoral school, the designation and election of doctoral school and CSUD members, the admission methodology, habilitation and recognition procedures,

thesis completion and internal monitoring. These documents provide a coherent framework for the future functioning of the doctoral domain.

- ✓ Since the procedure concerns the accreditation of a new doctoral domain, some structures will become fully operational after accreditation. However, the institutional framework, the provisional organisational structure and the applicable procedures are already clearly defined.
- ✓ A good practice is the advanced institutional preparation prior to accreditation, including the establishment of a provisional structure and the approval of regulations dedicated to doctoral studies.

Recommendation: After accreditation, the university should ensure the timely operationalisation of IOSUD-SAPIENTIA, CSUD and the Doctoral School, and monitor their functioning through annual internal quality assurance reports.

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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- ✓ The Internal Evaluation Report indicates that the adoption and revision of institutional methodologies, regulations and procedures are carried out in accordance with the University Charter and the legal framework. The academic community is involved through institutional decision-making structures, committees and consultation mechanisms.
- ✓ In the preparation of the doctoral domain Cinema and Media, the university consulted academic staff with habilitation in the field, faculty management and representatives of the founding structure. The proposed doctoral school also includes provision for student representation in its governance structures, once doctoral students are enrolled.
- ✓ The evidence confirms that stakeholder engagement is present in the development of regulations and procedures. The process is particularly relevant in the context of a newly established doctoral domain, where the involvement of doctoral supervisors, faculty representatives, students and external stakeholders will be essential for the continuous improvement of doctoral training.
- ✓ A positive aspect is the involvement of academic staff and institutional management in the preparatory phase of the doctoral domain.

Recommendation: After the first cohort of doctoral students is enrolled, the university should formally document regular consultations with doctoral students, doctoral supervisors, graduates and professional stakeholders regarding the revision of doctoral regulations and study plans.

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.

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

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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- ✓ Sapientia Hungarian University of Transylvania provides adequate material resources for the organisation of the doctoral study domain Cinema and Media. The CSUD-SAPIENTIA headquarters will be located in the Rectorate building in Cluj-Napoca, while the activities of the Doctoral School of Film and Intermedial Studies will be supported by the Faculty of Sciences and Arts, located on Calea Turzii no. 4.
- ✓ The Faculty of Sciences and Arts has teaching and research spaces appropriate to the specific needs of the field, including classrooms, seminar rooms, laboratories, a film and TV production studio, an image and sound mixing room, an editing suite, a sound recording studio, a library and spaces for academic staff and students. Doctoral students will also have access to individual and group study spaces, library resources, international databases and IT equipment.
- ✓ The available infrastructure is relevant to the doctoral field and supports both theoretical research and practice-based research in cinema, media and intermedial studies. The existing spaces and equipment are suitable for the initial number of doctoral students, while the institution also presents development plans for further improvement of the infrastructure.
- ✓ A good practice is the existence of specialised audiovisual facilities directly connected to the research profile of the doctoral domain.

Recommendation: The university need to update and develop specialised audiovisual and digital equipment in line with the research needs of doctoral students in Cinema and Media.

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.

- ✓ The material resources used for the doctoral study domain are managed by Sapientia Hungarian University of Transylvania and the Sapientia Foundation. The Internal Evaluation Report shows that educational, research and administrative spaces are maintained in accordance with the needs of teaching, research, daily life and work.
- ✓ The Faculty of Sciences and Arts benefits from administrative support for the management of spaces and equipment. The report also mentions continuous investment, repair and modernisation works, including the rehabilitation of buildings and the modernisation of IT infrastructure. The existing infrastructure can support approximately 15 doctoral students, with the possibility of extending the capacity to over 20 doctoral students through planned optimisation of space and infrastructure.
- ✓ The evidence indicates that movable and immovable assets are properly maintained and that their management is integrated into the university's strategic development and operational planning.
- ✓ A positive aspect is the existence of a long-term development plan for infrastructure, including future investments relevant to academic staff and students.

Recommendation: The university should periodically assess the adequacy of spaces and equipment in relation to the actual number of doctoral students and the development of practice-based research activities.



The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- ✓ The doctoral study domain Cinema and Media benefits from qualified human resources appropriate for the organisation and delivery of doctoral studies. The Internal Evaluation Report identifies three doctoral supervisors with habilitation in the field: Prof. dr. habil. Ágnes Pethő, tenured at Sapientia University, Department of Media; Assoc. Prof. dr. habil. Julianna Hajnal Király, tenured at the Department of Media; and Assoc. Prof. dr. habil. Judit Pieldner, tenured at the Department of Humanities.
- ✓ The documentation includes CVs, lists of publications, habilitation certificates and verification sheets confirming compliance with the minimum standards for habilitation. The academic profiles of the doctoral supervisors are relevant to the field of Cinema and Media, with research interests connected to film studies, intermediality, visual culture, media studies and related areas.
- ✓ The number and qualification of doctoral supervisors are adequate for the initial stage of the doctoral domain. Their academic and scientific activity supports the feasibility of the proposed doctoral programme and the supervision of doctoral research in the field.
- ✓ A good practice is the concentration of recognised expertise in film and intermedial studies within the proposed doctoral school.

Recommendation: The university should expand the pool of doctoral supervisors in the field of Cinema and Media, in order to ensure long-term sustainability and thematic diversification of doctoral supervision.

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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- ✓ Sapientia Hungarian University of Transylvania applies staff recruitment procedures in accordance with the legal framework and with its internal regulations. The university has regulations concerning competitions for academic positions and career promotion, and these are published and periodically revised.
- ✓ The recruitment and promotion procedures are based on legal provisions, transparency and institutional decision-making mechanisms. The available documentation indicates that academic positions are filled through public competition and that the required qualifications and professional competences are verified according to the applicable standards.
- ✓ For the doctoral domain Cinema and Media, the academic staff involved in doctoral supervision hold habilitation in the field and have relevant academic and research experience. This confirms the adequacy of the human resources involved in the establishment of the doctoral school.



- ✓ A positive aspect is the correlation between the recruitment framework, habilitation requirements and the academic profile of the doctoral domain.

Recommendation: 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.
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- ✓ Sapientia Hungarian University of Transylvania uses digital tools to support administrative, teaching, research and quality assurance processes. The Internal Evaluation Report mentions the use of information systems for educational management, financial activities, research activity and library services. The university uses platforms such as Neptun for student academic management, QULTO for library services, and digital communication and teaching platforms such as Google Workspace and Microsoft Teams. This aspect is confirmed by the on-site visit.
- ✓ For the doctoral study domain Cinema and Media, these digital tools are relevant for communication, access to learning resources, management of academic records, access to databases and support for online or hybrid academic activities. The faculty also provides access to international databases and specialised digital resources required for research in the field.
- ✓ The analysis confirms that the university has an adequate level of digitalisation and that the organisational component uses IT tools to improve access and the quality of services provided to students, doctoral students, teaching staff and other beneficiaries.
- ✓ A good practice is the integration of educational, administrative, library and communication platforms into the institutional functioning of the university.

Recommendation: The university should extend and adapt its digital platforms to the specific administrative and academic needs of doctoral studies, including admission, monitoring of doctoral progress and access to research resources.

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.

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



Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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- ✓ The doctoral study programme Film and Intermedial Studies, within the doctoral study domain Cinema and Media, is developed in relation to the expected learning outcomes and is organised on the basis of transferable study credits. The curriculum includes advanced academic training, research activities, individual doctoral work, supervision, assessment stages and the preparation of the doctoral thesis.
- ✓ The Internal Evaluation Report indicates that the programme is designed to support doctoral research in film studies, intermediality, visual culture, media studies and related fields. The structure of the programme combines theoretical, methodological and research-oriented components, allowing doctoral students to acquire the necessary competences for advanced academic research in the field.
- ✓ The curriculum is coherent with the objectives of doctoral education and with the profile of the Doctoral School of Film and Intermedial Studies. It provides a suitable framework for the development of individual research projects and for the gradual achievement of the expected learning outcomes.
- ✓ A positive aspect is the clear connection between the doctoral programme, the research expertise of the doctoral supervisors and the thematic profile of the proposed doctoral domain.

Recommendations: n/a

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).
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- ✓ The expected learning outcomes are correlated with the competences required for the qualification level and with the professional and academic profile of the doctoral domain Cinema and Media. The documentation refers to the correlation of learning outcomes with relevant competences, including those reflected in the European Skills, Competences, Qualifications and Occupations classification.
- ✓ The doctoral programme supports the development of advanced research competences, critical and analytical thinking, methodological autonomy, academic writing, dissemination of research results and the capacity to contribute original knowledge in the field of cinema, media and intermedial studies.
- ✓ The analysis confirms that the learning outcomes are generally aligned with the level of doctoral studies and with the expected competences of a doctoral graduate in this field. However, for greater clarity and transparency, the explicit mapping between learning outcomes, doctoral-level competences and ESCO references could be further consolidated in a single synthetic document. (The *Curriculum* - on the website of HEI - of the doctoral study program contains clearly the expected *Learning outcomes*).
- ✓ A positive aspect is the attention given to the academic and research profile of the qualification, in connection with the specific interdisciplinary character of the field.

Recommendation: n/a

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.
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- ✓ The doctoral programme is designed to support student-centred learning through individual research projects, doctoral supervision, access to research resources and flexible academic guidance. The nature of doctoral education requires the adaptation of supervision and research activities to the specific topic, methodology and development needs of each doctoral student.
- ✓ The IER indicates that doctoral students will work under the guidance of doctoral supervisors and will benefit from research-oriented learning activities, academic feedback and evaluation mechanisms. The structure of the programme allows students to develop their own research path while remaining integrated into the academic and methodological framework of the doctoral school.
- ✓ The analysed evidence supports the conclusion that student-centred learning is embedded in the doctoral training model. The individualisation of doctoral research, the role of supervision and the planned academic support mechanisms are appropriate for doctoral studies.
- ✓ A positive aspect is the compatibility between the individual nature of doctoral research and the academic profile of the doctoral supervisors in the field.

Recommendation: n/a

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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- ✓ The university provides access to learning, research and support resources appropriate to the doctoral study domain Cinema and Media. Doctoral students will have access to the library, international databases, digital platforms, IT resources, teaching and research spaces, as well as to the specialised audiovisual facilities of the Faculty of Sciences and Arts.
- ✓ The infrastructure includes resources relevant for both theoretical and practice-based research in cinema and media. The available spaces and equipment are adequate for the initial stage of the doctoral programme and for the estimated number of doctoral students. The university also provides general student services and support mechanisms, including administrative assistance and access to institutional digital systems.
- ✓ The analysis confirms that the resources and services are adequate for the form of organisation, the study cycle and the specific needs of the doctoral domain. Accessibility for students with special educational needs is addressed within the general institutional framework.

- ✓ A positive aspect is the availability of specialised audio-visual and digital resources directly connected to the research profile of the doctoral field.

Recommendation: By the beginning of the first academic year after accreditation, the Doctoral School should provide doctoral students with a short-written guide listing the available research resources, databases, audio-visual facilities, access procedures and support services.

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 programme documentation and are connected to the expected academic and research competences of doctoral students. They support the understanding of the expectations regarding the content of the programme, the development of research skills, the preparation of scientific outputs and the completion of the doctoral thesis.
- ✓ The documentation indicates that the programme aims to develop advanced competences in research methodology, critical analysis, academic argumentation, interpretation of film and media phenomena, and dissemination of research results. These outcomes are relevant for doctoral studies in Cinema and Media.
- ✓ The learning outcomes are generally clear and appropriate for the doctoral level. They provide a useful framework for both doctoral students and teaching staff. Their visibility could be improved by presenting them in a more centralised and easily accessible form.
- ✓ A positive aspect is the connection between learning outcomes, research training and the thematic profile of the doctoral school.

Recommendation: 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 achievement of learning outcomes is verified through ongoing assessment, research progress monitoring and final evaluation procedures related to the completion of doctoral studies. The doctoral programme includes evaluation stages that allow the monitoring of the doctoral student's academic progress and research development.
- ✓ The documentation refers to the assessment of doctoral activity, the preparation of research outputs and the finalisation of the doctoral thesis. The evaluation mechanisms are consistent with the nature of doctoral education and with the requirement to verify the gradual acquisition of research competences.
- ✓ The evidence confirms that the assessment system is adequate for checking the achievement of learning outcomes. The combination of continuous monitoring and final evaluation is appropriate for doctoral studies.
- ✓ A positive aspect is the integration of research progress and thesis development into the evaluation process.

Recommendations: n/a



The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

- ✓ Admission to the doctoral programme is organised according to a specific Admission Methodology approved by the Senate and published on the Doctoral School's website at least 180 days before the examination. The methodology defines the content and form of the admission examination, the evaluation criteria, the required documents and the operational stages of the admission process.
- ✓ The admission examination consists of two components: a specialised written examination and an oral interview, which includes the presentation of the research project, questions from the recommended bibliography and the presentation of the candidate's portfolio. The minimum passing grade for each test is 7, and the final admission grade is calculated with equal weighting of the two tests. The methodology also defines tie-breaking criteria and appeal procedures.
- ✓ The admission procedures are transparent, rigorous and appropriate for doctoral studies in Cinema and Media, as they assess both specialised knowledge and the candidate's research potential.
- ✓ A good practice is the combination of written examination, research project defence and portfolio evaluation.

Recommendations: n/a

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.

- ✓ Admission procedures comply with the principles of fairness and equal opportunities. The methodology provides public information regarding the admission calendar, number of available places, topics, bibliography, required documents, evaluation criteria, ranking and appeals.
- ✓ The public availability of admission information supports transparency and equal access for candidates. The general institutional framework includes support measures for candidates and students with special educational needs or disabilities, in line with the principles of non-discrimination and equal opportunities.
- ✓ The evidence confirms that the admission process is designed to ensure fairness, transparency and equal treatment of candidates. The procedures are appropriate for the accreditation stage of the doctoral domain.
- ✓ A positive aspect is the clear publication of admission information and the existence of appeal mechanisms.

Recommendations: Insert on the website the characteristics of accessibility features for person with the special needs.

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.
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- ✓ The university applies regulations concerning students' professional activity, including doctoral students' academic progression, research activity, supervision and completion of doctoral studies. These regulations establish the framework for the organisation of doctoral training and the monitoring of doctoral students' progress.
- ✓ The doctoral student's academic journey is structured through the individual study plan, supervision activities, research reports, evaluation stages and procedures concerning the completion of doctoral studies. The documentation indicates that these mechanisms are aligned with the institutional regulations and with the legal framework applicable to doctoral education.
- ✓ The analysis confirms that the organisational component has the necessary regulatory framework to support the academic journey of doctoral students. Since this is a new doctoral domain, the effective implementation of these mechanisms will need to be monitored after the first cohort is enrolled.
- ✓ A positive aspect is the existence of a defined regulatory framework before the actual start of doctoral studies.

Recommendation: During the first academic year after enrolment, the Doctoral School should create a standard monitoring template for each doctoral student, including the individual study plan, supervision meetings, research progress reports and achieved outputs.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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- ✓ Sapientia Hungarian University of Transylvania has established procedures for the initiation, monitoring and periodic review of study programmes and domains, including doctoral studies. According to the Internal Evaluation Report, quality assurance is coordinated at university level by the Commission for Evaluation and Quality Assurance (CEAC), in collaboration with faculty-level quality assurance structures and with the Department of Evaluation and Quality Assurance.
- ✓ For doctoral studies, the university has developed a specific set of methodologies and operational procedures, including the internal evaluation and monitoring procedure for IOSUD-Sapientia, the admission methodology for the Doctoral School of Film and Intermedial Studies, procedures for the completion of doctoral studies and public defence of the doctoral thesis, minimum standards for the selection of new doctoral supervisors, habilitation and recognition methodologies, the use of Turnitin for similarity analysis, a doctoral thesis formatting guide and a guide on the use of generative artificial intelligence.
- ✓ The analysed evidence shows that the university has created a coherent quality assurance framework for the doctoral study domain Cinema and Media. Since this is a new doctoral domain, the impact of these procedures will become fully visible only after the enrolment of the first cohort



of doctoral students. However, the existing institutional framework is appropriate and allows the systematic monitoring and improvement of the programme.

- ✓ A good practice is the existence of dedicated doctoral-level procedures before the actual start of doctoral studies, including specific tools for similarity analysis, thesis formatting and the responsible use of generative artificial intelligence.

Recommendation: Starting with the first academic year after accreditation, the Doctoral School should prepare an annual internal monitoring report for the doctoral domain Cinema and Media, including the application of procedures, doctoral students' progress, research outputs, stakeholder feedback and proposed improvement measures.

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 IER shows that members of the academic community and external stakeholders are involved in the implementation of quality assurance procedures. The internal evaluation process is designed to include feedback from academic staff, doctoral students, administrative personnel and external partners.
- ✓ The methodology for developing and modifying study programmes and curricula provides a structured process that includes situation analysis, consultation, discussion within management structures, validation by the Administrative Council, approval by the University Senate and publication of the revised curriculum. The situation analysis includes the assessment of socio-cultural and professional requirements, the comparison with similar national and international programmes, and the monitoring of ARACIS requirements.
- ✓ The composition of CEAC includes representatives of academic staff, students, administrative personnel and employers. In addition, the future governance structures of doctoral studies provide for doctoral student representation: at least 25% in the Council for Doctoral University Studies and in the Doctoral School Council. The documentation also refers to consultations with academic staff holding the right to supervise doctoral theses, faculty management and the Sapientia Foundation in the preparatory phase of the doctoral domain.
- ✓ The evidence confirms that stakeholder involvement is formally embedded in the quality assurance system and in the implementation of procedures. This is also supported by the evaluation visit calendar, which included meetings with teaching staff, employers, quality assurance representatives and student representatives.
- ✓ A good practice is the structured representation of students and external stakeholders in quality assurance and doctoral governance structures.

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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- ✓ Sapientia Hungarian University of Transylvania participates in external quality evaluation procedures in accordance with legal requirements. The Internal Evaluation Report states that the

university's study programmes have been subject to ARACIS external evaluation procedures for provisional authorisation, accreditation and periodic quality assessment, according to the applicable legal deadlines.

- ✓ The institution also underwent periodic institutional evaluation between 14 and 18 February 2022, in a hybrid format, through online meetings and on-site visits. Following this evaluation, on 26 May 2022, Sapientia Hungarian University of Transylvania received the professional rating corresponding to a high level of confidence.
- ✓ Through the present Internal Evaluation Report and the external evaluation procedure for the doctoral study domain Cinema and Media, the university demonstrates compliance with the legal obligation to undergo external evaluation for the purpose of organising doctoral studies. The evaluation visit calendar confirms the organisation of the accreditation procedure for the Doctoral School of Film and Intermedial Studies and the doctoral domain Cinema and Media, with meetings involving institutional management, the internal evaluation team, teaching staff, employers, quality assurance structures and student representatives.
- ✓ The evidence confirms that the institution carries out the external evaluation procedures required by law and that the present procedure is part of its effort to obtain the status of Doctoral Studies Organising Institution and to accredit the doctoral study domain.
- ✓ A positive aspect is the university's previous experience with ARACIS external evaluations and the high level of confidence obtained in the 2022 institutional evaluation.

Recommendations: n/a

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ The doctoral study domain Cinema and Media is supported by a clear institutional strategy and by a coherent regulatory framework prepared before accreditation. ✓ The proposed Doctoral School of Film and Intermedial Studies builds on existing Bachelor's and Master's programmes in cinema, media and related fields, ensuring continuity between the previous study cycles and doctoral education. ✓ The doctoral domain benefits from three habilitated doctoral supervisors with relevant academic, scientific and professional expertise in film	INTERNAL FACTORS 	✓ As this is a newly established doctoral domain, the effective functioning of IOSUD-SAPIENTIA, CSUD and the Doctoral School structures still needs to be confirmed after accreditation and after the enrolment of the first cohort of doctoral students. ✓ The number of doctoral supervisors is adequate for the initial stage, but remains limited and may require gradual expansion in order to ensure long-term sustainability and broader thematic diversification. ✓ The impact of quality

studies, intermediality, visual culture and media studies. ✓ The curriculum and research profile of the doctoral programme are clearly connected to the academic expertise of the doctoral supervisors and to the interdisciplinary nature of the field. ✓ The Faculty of Sciences and Arts provides specialised teaching, research, audiovisual and digital resources relevant to the doctoral domain. ✓ The university has developed quality assurance procedures, admission procedures, doctoral regulations and monitoring mechanisms before the actual start of doctoral studies. ✓ The preparation of the doctoral domain involved consultations with academic staff, institutional management and relevant stakeholders.		assurance procedures on doctoral education cannot yet be fully measured, since the doctoral programme has not yet completed an operational cycle.
SWOT analysis		
Opportunities: ✓ The increasing academic and professional relevance of cinema, media, visual culture and intermedial studies creates favourable conditions for the development of the doctoral domain. ✓ The university may benefit from its existing Erasmus+ framework and from future cooperation agreements with international universities,	 EXTERNAL FACTORS	Threats: ✓ Competition with other national and international doctoral programmes in film, media and visual culture may affect the recruitment of high-quality candidates. ✓ The sustainability of doctoral supervision may be affected if the number of habilitated staff in the field does not increase

doctoral schools and research centres in the field. ✓ The Doctoral School can strengthen its research profile through collaboration with the Centre for Cinematic Intermediality and Visual Culture, and already existing international scientific networks and agreements for future collaborations. ✓ The interdisciplinary character of the domain creates opportunities for research projects connecting film, media, visual arts, digital culture, communication and new technologies. ✓ The development of doctoral studies may contribute to the training of future academic staff and researchers in a field that is important for contemporary cultural and media studies.		over time. ✓ Rapid technological changes in cinema, media and digital culture require continuous updating of research infrastructure, equipment and methodological approaches. ✓ Possible fluctuations in student demand, research funding and international mobility opportunities may affect the long-term development of the doctoral domain.
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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	After accreditation, the university should ensure the timely operationalisation of IOSUD-SAPIENTIA, CSUD and the Doctoral School, and monitor their functioning through annual internal quality assurance reports.
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	F	After the first cohort of doctoral students is enrolled, the university should formally document regular consultations with doctoral students,

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	revising methodologies, regulations and implementation procedures.		doctoral supervisors, graduates and professional stakeholders regarding the revision of doctoral regulations and study plans.
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	The university need to update and develop specialised audiovisual and digital equipment in line with the research needs of doctoral students in Cinema and Media.
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.		The university should periodically assess the adequacy of spaces and equipment in relation to the actual number of doctoral students and the development of practice-based research activities.
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.		The university should expand the pool of doctoral supervisors in the field of Cinema and Media, in order to ensure long-term sustainability and thematic diversification of doctoral supervision.
6.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.		n/a
7.	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.		The university should extend and adapt its digital platforms to the specific administrative and academic needs of doctoral studies, including admission, monitoring of doctoral progress and access to research resources.
DOMAIN B. Educational efficacy			
8.	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.		n/a
9.	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).		n/a
10.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred		n/a

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.		
11.	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.		By the beginning of the first academic year after accreditation, the Doctoral School should provide doctoral students with a short-written guide listing the available research resources, databases, audio-visual facilities, access procedures and support services.
12.	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.		n/a
13.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.		n/a
14.	I.P.B.7.1.1 The organisational component applies the admission procedures.		n/a
15.	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.		Insert on the website the characteristics of accessibility features for person with the special needs.
16.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.		During the first academic year after enrolment, the Doctoral School should create a standard monitoring template for each doctoral student, including the individual study plan, supervision meetings, research progress reports and achieved outputs.
DOMAIN C. Quality management			
17.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.		Starting with the first academic year after accreditation, the Doctoral School should prepare an annual internal monitoring report for the doctoral domain Cinema and Media, including the application of procedures, doctoral students' progress, research outputs, stakeholder feedback and proposed improvement measures.
18.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.		n/a

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
19.	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.		n/a

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	7	0	0
Domain B. Educational efficacy	9	0	0
Domain C. Quality management	3	0	0
Total	19	0	0

No additional general recommendations are formulated beyond those already included in the analysis of the specific performance indicators. The recommendations provided in the report are considered sufficient, relevant, measurable and directly connected to the evaluated standards and indicators.

A total number of **19 performance indicators** were analysed within the external evaluation report. Following the analysis of the documents, the information collected during the on-site visit and the discussions held with the representatives of the institution and relevant stakeholders, all **19 performance indicators** were assessed as **fulfilled**.

VI. Conclusions

The external evaluation of the doctoral study domain **Cinema and Media**, organised by **Sapientia Hungarian University of Transylvania, Cluj-Napoca**, through the **Doctoral School of Film and Intermedial Studies**, confirms that the institution has developed an adequate academic, administrative and quality assurance framework for the organisation of doctoral studies.

The evaluation highlighted the existence of a coherent institutional and regulatory framework, appropriate organisational structures, qualified doctoral supervisors, relevant material and digital resources, transparent admission procedures, and quality assurance mechanisms adapted to the requirements of doctoral education. The doctoral programme **Film and Intermedial Studies** is consistent with the academic profile of the university and with the research expertise available in the field of cinema, media, visual culture and intermedial studies.

The evaluated doctoral domain benefits from a specialised academic environment, adequate infrastructure, and a clear connection between the proposed curriculum, the expected learning outcomes and the research profile of the doctoral supervisors. The institution has also demonstrated its capacity to support doctoral students through access to research resources, supervision, monitoring procedures and institutional support services.

Since this is a newly established doctoral domain, the panel notes that the effective functioning of IOSUD-SAPIENTIA, CSUD and the Doctoral School will need to be monitored after accreditation, especially after



the enrolment of the first cohort of doctoral students. The recommendations formulated in the report are intended to support the consolidation of the doctoral domain and to ensure its sustainable development.

*A total number of **19 performance indicators** were analysed. All **19 indicators** were assessed as **fulfilled**. No indicators were assessed as partially fulfilled or unfulfilled.*

Based on the analysis of the Internal Evaluation Report and its annexes, the information collected during the on-site visit, the meetings with representatives of the institution and relevant stakeholders, and the fulfilment of the applicable ARACIS standards and performance indicators, the evaluation panel proposes the following decision:

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

- a) **accreditation*** (AC);

VII. Annexes

* When the external quality evaluation for accreditation is performed without undergoing the procedure for obtaining a provisional authorisation to operate.