

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:	The National University of Theatre and Cinematography "Ion Luca Caragiale" Bucharest (UNATC)
Doctoral School:	Doctoral School of Theater and Performing Arts and Cinematography and Media of IOSUD
Doctoral Domain:	Theatre and Performing Arts
The objective of the external evaluation:	Maintaining accreditation (MAC)



Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Anca Doina CIOBOTARU	Expert evaluator	
2.	Leo RAFOLT	International Expert	
3.	Alexandru-Florin RĂDULEA	PhD Student Evaluator	

I. Introduction

The external evaluation report was drafted in the context of the external quality evaluation procedure for the doctoral study domain **Theatre and Performing Arts**, organised within the **Doctoral School of Theatre and Performing Arts and Cinematography and Media** of **IOSUD UNATC**. According to the visit timetable, the objective of the procedure is the **maintenance of accreditation**, and the evaluation visit is scheduled for **18–19 May 2026**. The ARACIS external evaluation panel includes **Anca Doina Ciobotaru**, academic expert, **Leo Rafolt**, international evaluator and **Alexandru-Florin Rădulea**, doctoral student evaluator, while **Andrei Lăcraru** is indicated as the institutional contact person. The period covered by the internal evaluation documentation is clearly identified as **2021–2025**, with the Internal Evaluation Report dated **January 2026**. The documentation therefore provides an adequate chronological framework for assessing the evolution of the doctoral field since the previous external evaluation.

The higher education institution is presented in a coherent and historically grounded manner. UNATC Bucharest is described as the institutional successor of the first School of Acting in Roumania, founded in 1834, with a development trajectory that included many trants; after the period of transformations from 1948–1954, when independent theatre and film institutes were created, the institution consolidated as the IL Caragiale Institute of Theatre and Film Arts (IATC). After 1990, a process of restructuring and modernization began, becoming the Academy of Theatre and Film, and then, in 2001, the National University of Theatre and Film Arts “IL Caragiale”.

The description of IOSUD–UNATC Bucharest is sufficiently documented. The documents analyzed indicates that, as of period 1 Oct. 2012 - 1 October 2025, IOSUD–UNATC București comprised **16 doctoral supervisors and 53 doctoral candidates**, which provides relevant institutional context for the scale and structure of doctoral education at the university. The governance structures are also presented in an adequate manner. The documentation identifies the Rector of UNATC, the Director of CSUD, the composition of CSUD, the Director of the Doctoral School of Theatre and Performing Arts and Cinematography and Media, and the membership of the Doctoral School Council. The report therefore gives a sufficiently clear image of the institutional and decision-making framework supporting the doctoral domain.

The general description of the Doctoral School of Theatre is relevant and well connected to the history of the domain. The report states that the first steps towards doctoral education in the performing arts re were initiated in 1990 (Dec. MÎ Nr. 34396/ 1990) the first doctoral first PhD coordinators were accredited by the same decision. It also notes that, following the Bologna-related transformations, the domain developed both the **scientific doctorate** and the **professional doctorate**, a distinction that remains operational.

The mission of the Doctoral School is clearly formulated around three dimensions: an educational mission, a creative/artistic research mission, and a complementary educational mission linked to socio-cultural development. This formulation is appropriate for a doctoral domain in the arts, where advanced research must integrate theoretical, methodological, creative and professional dimensions.

The doctoral field **Theatre and Performing Arts** is described as having functioned continuously, providing a framework for artistic research, theoretical research, critical analysis and interdisciplinary dialogue. The report identifies several significant developments during the 2021–2025 period: increased international mobility, the affiliation of new professors, the growth of state-funded doctoral places, the development of the professional doctorate, the annual organization of an international doctoral conference, the development of the 2bitsEdu platform, an increase in defended theses, and the enhancement of research infrastructure.

Evaluation:

The Introduction section is substantially compliant with the expected structure. It provides the necessary institutional, historical, legal and academic context for the evaluation. It also explains the evolution of the doctoral domain since the previous external evaluation and identifies the main developments recorded during the evaluated period. The section is clear and adequately documented.

However, for the final version of the external evaluation report, the Introduction could be strengthened by adding a more explicit evaluative paragraph regarding the correspondence between the institutional mission, the specific profile of doctoral education in Theatre and Performing Arts, and the current strategic priorities of IOSUD–UNATC Bucharest. It would also have been useful to distinguish more visibly between information concerning the university, IOSUD, the Doctoral School, and the doctoral field under evaluation.

Conclusion:

The information provided in the Introduction demonstrates that the doctoral field Theatre and Performing Arts is institutionally well integrated within IOSUD–UNATC București, has a clearly defined academic and artistic profile, and has undergone relevant developments since the previous external evaluation. The section adequately supports the purpose of the evaluation procedure for maintaining accreditation.

II. Methods used

The evaluation methodology was based primarily on the analysis of the **Internal Evaluation Report** and its annexes, covering the period **2021–2025**. The documentation examined included institutional regulations, strategic and operational documents, data on doctoral supervisors and doctoral students, annual activity reports, evidence concerning research activity, internationalization, partnerships, doctoral events, financial/project documentation, and the progress report on the implementation of the recommendations formulated during the previous external evaluation.

The preparation of the internal evaluation documentation involved the Director of the Doctoral School, the Vice-Rector and the Academic Management and Student Relations Service, staff from UNATC support structures. This indicates that the self-evaluation process was participatory and included both academic and institutional perspectives.

The on-site visit, scheduled for **18–19 May 2026**, includes meetings with the management of the organisational component, the team that drafted the Internal Evaluation Report, doctoral supervisors, doctoral students, employers, representatives of research centres and laboratories, the Ethics Committee, and quality assurance structures. The visit also includes the examination of the material and research infrastructure relevant to doctoral training in Theatre and Performing Arts.

Evaluation:

The methods used are appropriate and sufficiently diversified. The combination of document analysis, institutional dialogue, stakeholder consultation and on-site verification provides a reliable basis for assessing the quality of the doctoral domain. The inclusion of doctoral students, employers and research infrastructure representatives is particularly relevant, as it allows the panel to verify both formal compliance and the practical functioning of the doctoral field. For greater methodological clarity, the final report could specify the additional documents requested during the visit, if any, and mention whether samples of doctoral files, theses, minutes, student feedback forms and evidence of mobility were examined.

Conclusion:

The evaluation methodology is coherent, relevant and adequate for the objective of **maintaining accreditation** of the doctoral domain **Theatre and Performing Arts**.

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.

Presentation of the state of facts

UNATC Bucharest, through IOSUD and the Doctoral School of of Theatre and Performing Arts and Cinematography and Media, has a stable and clearly defined organisational structure for the doctoral domain **Theatre and Performing Arts**. The relevant structures include the Senate, the Administrative Council, the Rector, CSUD, the Director of CSUD, IOSUD–UNATC, the Doctoral School, the Council of the Doctoral School, the CSUD Secretariat, the Ethics Committee and the quality assurance structures. The activity of the Doctoral School is regulated by the Law on Higher Education no. 199/2023, the Framework Regulation on Doctoral Studies, the IOSUD Regulation, the Doctoral School Regulation, the Strategic Plan and the Research Plan.

Analysis

The institutional framework is coherent and adequate for the organisation and delivery of doctoral studies. The existence of specific regulations, methodologies and operational procedures for admission, doctoral supervision, annual evaluation, academic integrity and thesis defence confirms that the doctoral domain functions within a regulated and transparent management system. The organisational responsibilities are clearly distributed between IOSUD, CSUD and the Doctoral School.

Aspects of best practice

A positive aspect is the clear articulation between IOSUD, the Doctoral School and the Faculty of Theatre, which allows the doctoral domain to benefit from both institutional governance and artistic-academic expertise.

Recommendation

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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Presentation of the state of facts

The internal evaluation process involved doctoral supervisors, doctoral students, graduates, administrative structures, the CSUD Secretariat, the financial department, the university library and IT services. Doctoral candidates were consulted through their representatives, questionnaires and direct discussions, while doctoral supervisors contributed to the analysis of standards, data validation and the completion of the self-evaluation documentation.

Analysis

The documentation confirms a participatory approach in the preparation and revision of regulations and procedures. The involvement of doctoral students, supervisors, graduates and administrative structures demonstrates that stakeholder opinions are considered in institutional decision-making processes. This is particularly relevant for a doctoral domain in the arts, where research, artistic creation and professional practice require permanent dialogue with internal and external beneficiaries.

Aspects of best practice

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Recommendation

Formalise an annual consultation register for doctoral regulations and procedures, including the main proposals received and the decisions taken.

Clarify and detail the methodology for electing PhD student representatives to the Doctoral School. Council to ensure transparency; consider establishing a fixed 2-year mandate for these roles to ensure continuity.

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.

Presentation of the state of facts

The Doctoral Program of Theatre and Performing Arts has access to educational, research, administrative and artistic spaces appropriate to the doctoral domain. These include seminar rooms, methodological meeting spaces, laboratories for theatrical and choreographic doctoral research, doctoral consultation offices, performance and studio spaces, as well as common facilities of the Faculty of Theatre. The spaces are equipped with computers, video projectors, audio systems, internet access and other technical resources necessary for doctoral research and artistic practice. In addition, doctoral students have access to the CINETic research facility.

Analysis

The material resources are adequate for the specific needs of the doctoral domain **Theatre and Performing Arts**. The existence of specialised laboratories and artistic research spaces is particularly important for the

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

professional doctorate and for practice-based research. The material infrastructure supports both theoretical research and artistic experimentation.

Aspects of best practice

The CINETic Research Center, featuring research laboratories (equipped with advanced technology) dedicated to artistic research and art based research represents a strong element of institutional development.

Recommendation

N/A

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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Presentation of the state of facts

The management of movable and immovable assets used by IOSUD and the Doctoral School is coordinated through the Administrative Directorate, the Technical and Heritage Service, the persons responsible for spaces and laboratories, and the CSUD Secretariat. The documentation also mentions future actions such as an annual maintenance calendar, a digital platform for reporting technical issues, and improved accessibility. The activity of the teaching and auxiliary staff within the institution is also closely correlated with the needs of the teaching activities specific to the field of university studies that is the subject of the evaluation, either in the general context of management and support activities within the institution, or through support activities within the projects initiated and/or carried out by doctoral students.

Analysis

The available information indicates that the material resources are managed in a functional and sustainable manner. The existence of administrative structures responsible for maintenance and the intention to introduce systematic monitoring mechanisms show institutional concern for the quality of the study, research and work environment.

Aspects of best practice

The proposed digital system for managing candidate registrations (for the purpose of taking the entrance exam) could become a useful tool for improving responsiveness and transparency.

Recommendation

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
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has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

Presentation of the state of facts

The Doctoral School – domain of Theatre and Performing arts - has six affiliated doctoral supervisors, five of whom are tenured faculty members of UNATC București. The doctoral supervisors cover relevant research areas in Theatre and Performing Arts, including theatre studies, performance studies, theatre history, animation theatre, applied theatrical research and artistic research. The doctoral domain has also recorded the affiliation of two new professors during the evaluated period.

Analysis

The human resources are adequate for the organisation and delivery of doctoral studies. The teaching and supervisory staff have the necessary academic qualifications, professional experience and artistic expertise to support doctoral research in both scientific and professional doctoral tracks. The range of competences is appropriate to the interdisciplinary nature of the domain.

Aspects of best practice

The combination of academic research, artistic practice and professional visibility among doctoral supervisors is a strong point of the Doctoral School.

Recommendation

Attracting doctoral supervisors with international experience and expertise in emerging areas of theatre and performing arts research.

The indicator is: fulfilled.

Indicator
I.P.A.3.1.2

The HEI ensures professional and personal development for its staff.

Presentation of the state of facts

The documentation indicates the involvement of teaching staff in research projects, conferences, artistic events, doctoral supervision, commissions and institutional development activities. The annual activity reports show sustained academic and artistic engagement of the doctoral supervisors and affiliated staff. The institution also supports the personal and professional development of its staff by ensuring an academic framework that promotes collaboration, the exchange of good practices, the recognition of performance and the respect of the principles of ethics and academic integrity.

Analysis

The institution provides a favourable framework for the professional and personal development of teaching staff. Participation in conferences, artistic projects, doctoral commissions, research networks and institutional initiatives contributes to the continuous professional development of the academic community.

Aspects of best practice

The involvement of both faculty members and doctoral students in professional development projects through continuing education programs and projects funded by the European Union (project code 1727005879 "DigitalEyes UNATC"), participation in conferences and workshops, Erasmus+ mobility programs (STA/STT), and artistic and scientific research activities.

Recommendation

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.
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Presentation of the state of facts

UNATC Bucharest applies recruitment procedures in accordance with the legal framework, including the Law on Higher Education no. 199/2023, relevant governmental regulations and the institutional methodology for teaching and research positions. Vacant positions are published on the university website, on the national platform for higher education positions, in the Official Gazette where applicable, and in public institutional spaces. The announcements include information on the position, requirements, documentation, competition calendar, evaluation committee and appeal procedure.

Analysis

The recruitment procedures are transparent, legally grounded and adequately documented. The use of public announcements, clear selection criteria and formal validation procedures ensures the credibility and fairness of recruitment processes.

Aspects of best practice

The publication of competition information through several official channels strengthens transparency and access to information.

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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Presentation of the state of facts

IOSUD–UNATC Bucharest and the Doctoral School use IT tools in administrative and academic processes. The documentation mentions the Integrated Educational Register, used for doctoral student records and academic documents. The use of digital systems supports the implementation of administrative activities, evaluation processes and internal communication. Data transfer and storage services such as DropBox, GoogleDrive, Google Classroom are used. At UNATC level, there is an IT Office, according to the organizational chart.

Analysis

The digital tools used by IOSUD and the Doctoral School contribute to administrative simplification, better access to information and improved services for doctoral students, supervisors and administrative staff. 2bitsEdu platform is particularly relevant for doctoral education in the arts, as it supports visibility, communication and access to resources.

Aspects of best practice

2bitsEdu platform is a relevant example of digital development adapted to the needs of doctoral education in artistic fields.

Recommendation

Optimizing the doctoral platform into an integrated digital system that enhances doctoral education management, including doctoral student records, research outputs, mobility, publications, progress tracking, and improved access to resources, supporting transparency and administrative efficiency.

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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Presentation of the state of facts

The doctoral programme in **Theatre and Performing Arts** is structured around advanced doctoral training, individual scientific or artistic research, intermediate evaluation stages and the final public defence of the doctoral thesis. The curriculum is organised in relation to learning outcomes and aims to support both the completion of the doctoral thesis and the professional integration or consolidation of doctoral candidates in artistic, academic, administrative or leadership structures.

Analysis the report emphasizes that the doctoral programme is conceived as an integrated educational and research framework that combines teaching, practical artistic activity, research, and evaluation into a unified trajectory leading toward a doctoral qualification in the field of theatre and performing arts. According to Indicator IPB1.1.1, the programme is developed and structured in relation to the expected learning outcomes and organized through transferable study credits (ECTS-system), ensuring coherence between workload, academic requirements, and training objectives. During the conversation with the staff, they emphasized that their workload is rather high. The report and conversation with the management further explains that the doctoral programme is designed to support the development of advanced research competences and artistic creation capacities specific to doctoral-level education in the performing arts. It integrates theoretical training, methodological preparation – even though these methodological parts are not integrated in the obligatory courses, which is emphasized as a lack in conversation with students and alumni as well – and artistic experimentation, research practice, and evaluative procedures into a comprehensive educational structure. This structure is clearly explained on the web, even though website is a bit unorganized. The programme therefore does not limit itself to classroom-based instruction but includes artistic production, academic dissemination, and doctoral thesis development as integral components of learning.

Best practice examples

A principle of good practice is the programme's commitment to student-centered and flexible doctoral education. The report also demonstrates good practice through the inclusion of mandatory mobility

* 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.

opportunities and participation in Erasmus+, STM, and BIP programmes, strengthening international academic integration and intercultural exchange. The evidence presented throughout the report supports the conclusion that the programme is structured systematically and coherently.

The coexistence of the scientific doctorate and the professional doctorate allow the programme to respond to the specific profile of research in the performing arts.

Recommendation

Optimize the doctoral program — so as to allow for the modular recognition of acquired competencies and achieved outcomes.

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

The expected learning outcomes are formulated in relation to knowledge, skills, responsibility and autonomy. They include advanced knowledge in Theatre and Performing Arts, research methodology, artistic documentation, communication skills, digital competences, ethical conduct, career management and the capacity to initiate collaborations.

Analysis

The learning outcomes are generally aligned with the qualification level and with the professional profiles associated with the doctoral field. The programme addresses both academic research competences and the competences required in the artistic and cultural labour market. The state of facts presented in the report demonstrates that the curriculum is designed around competencies directly associated with doctoral-level occupations in higher education, artistic research, cultural production, and creative industries. The learning outcomes are all on-line and all aligned with doctoral qualification descriptors and integrate both scientific and artistic dimensions of research. This alignment reflects a contemporary understanding of artistic doctoral education in which professional competences include research innovation, critical interpretation, creative production, project management, and public dissemination of knowledge.

Best practice examples

The distinction between the learning outcomes of the scientific doctorate and those of the professional doctorate is relevant and useful.

Recommendation

Correlate the learning outcomes more explicitly with ESCO descriptors and with the main professional occupations targeted by graduates.

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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Presentation of the state of facts

The doctoral programme includes individual research plans, work with the doctoral supervisor and guidance committee, participation in workshops, conferences, masterclasses and artistic or research projects. Doctoral candidates are also encouraged to take part in the academic and institutional life of the Doctoral School.

Analysis

The educational process is adapted to the individual research path of each doctoral candidate. The relationship with the doctoral supervisor and the guidance committee supports personalised academic and artistic development. The teaching strategies favour interaction, critical reflection, academic collaboration, and individual exploration. However, this was not obvious from the self-evaluation report, but upon request it was visible from the syllabi – that should be displayed online. The state of facts presented in the report demonstrates that this doctoral programme adopts a flexible educational framework characteristic of contemporary doctoral education in the field of arts. Instead of relying exclusively on standardized educational models, the programme allows individualized academic pathways adapted to the research themes and artistic methodologies pursued by doctoral students. Every student has a supervisor that leads him/her and supervisors are well coordinated between themselves. This flexibility is particularly relevant within performing arts education, where artistic inquiry often develops through experimental, interdisciplinary, and practice-based approaches.

Best practice examples

The integration of doctoral students in conferences, workshops and artistic research projects is a strong student-centred practice.

Recommendation

The creation of interdisciplinary study programs with a stronger emphasis on modularity, taught by multiple faculty members, as well as the optimization of transdisciplinarity, so that students can benefit from greater horizontal flexibility across fields of study. Another recommendation is to include a greater number of methodological topics starting in the first year of study, particularly those related to qualitative, quantitative, and transdisciplinary research methods.

The indicator is: fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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Presentation of the state of facts

The Doctoral School provides opportunities for international mobility through Erasmus+ partnerships, FDI-funded projects, grants and direct institutional support. The report also highlights the existence of mobility opportunities as part of the student-centered educational model. Indicator IPB3.1.2 notes that students are provided with access to Erasmus+ mobilities, Blended Intensive Programs (BIP), and short-term mobilities (STM), both in physical and virtual formats, and this is well explained on the web. The curriculum allows recognition of credits acquired during mobility periods according to ECTS principles, and the academic path includes a mandatory mobility component. These mechanisms demonstrate institutional commitment to internationalization and the development of intercultural competencies.

Analysis

The mobility opportunities are relevant and have increased during the evaluated period. The existence of both student and staff mobilities confirms that internationalisation supports learning and research. More

than 25 students already participated, including staff. Another example of good practice is the integration of artistic research into teaching strategies. The programme supports critical reflection, artistic experimentation, and interdisciplinary exploration, allowing doctoral students to develop innovative methodologies that combine theory and artistic practice. This approach corresponds with current international developments in arts-based research and practice-as-research methodologies. International mobility opportunities also represent a significant example of institutional good practice. Participation in Erasmus+, BIP, and STM programmes strengthens intercultural communication, international networking, and exposure to diverse artistic and academic environments. The inclusion of mandatory mobility periods demonstrates the programme's understanding that international experience is essential for contemporary doctoral formation in the performing arts.

Best practice examples

The participation of doctoral students in international conferences, festivals, workshops and Erasmus+ mobilities represents a valuable educational opportunity.

Recommendation

Development of motivation and support mechanisms to encourage doctoral students' participation in international academic mobility, through systematic information provision, personalized counselling, and recognition of mobility as a valued component of the doctoral pathway. Offering more information on mobility and on international activities from the start, not just assuming them, e.g., in a form of flyers, booklets, etc., from the starting years.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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Presentation of the state of facts

The doctoral programme provides individualised academic guidance and offers doctoral candidates the possibility to adapt their training and research activities to their doctoral topic, academic profile and professional development needs. The documentation also indicates consultation of doctoral students and their participation in institutional processes.

Analysis

The organisation of doctoral training allows fair opportunities for doctoral candidates, taking into account the diversity of research topics, artistic practices and professional trajectories. The guidance system contributes to equal access to academic support. The programme recognizes the diversity of learning styles, artistic expression, and research rhythms among doctoral candidates. Through mentoring relationships, institutional resources, and flexible academic structures, the programme supports differentiated learning and equitable participation. After the conversation with the doctoral students, we realized that they are included in the teaching activities as assistants, in organising events, festivals, different cultural events, etc. The focus on autonomy, responsibility, and independent inquiry aligns closely with the European Standards and Guidelines (ESG) for quality assurance in higher education. In conclusion, this criterion confirms that the doctoral study programme in Theatre and Performing Arts implements student-cantered learning principles through flexible curricula, individualized mentoring, international mobility opportunities, and inclusive teaching strategies.

Best practice examples

N/A -

Recommendation

One possible recommendation again refers to more communication openness, because students are not always aware of their possibilities in research potential framework.

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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Presentation of the state of facts

The report explains that the doctoral field in Theatre and Performing Arts provides resources and support services specifically adapted to the needs of artistic research and doctoral-level education. The state of facts presented in the report demonstrates that they developed a support structure intended to facilitate doctoral learning, research, and artistic creation, e.g., in the form of workshops, extra-curricular activities, job shadowing, etc. The institution recognizes the diversity of doctoral students' educational, artistic, and personal backgrounds and aims to provide equitable access to academic resources and institutional infrastructure.

Analysis

The available resources are adequate for the doctoral field and support both theoretical and practice-based research. Doctoral students benefit from access to academic databases, digital repositories, and specialized research materials relevant to theatre and performing arts studies. These resources are essential in doctoral education because they support independent research, theoretical investigation, and interdisciplinary inquiry. The accessibility of academic resources contributes directly to the achievement of learning outcomes and to the development of original doctoral research projects.

Best practice examples

The CINETic Centre represents another important example of institutional good practice related to Criterion B.4. Mentioned throughout the report as a major research infrastructure, the centre supports interdisciplinary and technologically innovative artistic research.

Recommendation

Recommendation is that special needs-oriented programs should also be implemented in curricula.

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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Presentation of the state of facts

The learning outcomes are described in terms of knowledge, skills, responsibility and autonomy. They include advanced disciplinary knowledge, research and artistic-research competences, communication, ethics, digital skills, collaboration and career-development competences.

Analysis

The learning outcomes are adequately defined and relevant to the doctoral cycle. They provide a clear framework for both doctoral supervisors and doctoral candidates regarding the expected academic, research and professional achievements.

Best practice examples

The formulation of learning outcomes for both scientific and professional doctoral tracks is a positive element.

Recommendation

Make the correspondence between learning outcomes, disciplines, research stages and evaluation methods more explicit in the curriculum documents.

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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Presentation of the state of facts

The programme establishes transparent academic expectations regarding research competencies, artistic creation, theoretical reflection, methodological knowledge, and doctoral-level development. The state of facts presented in the report and on the site-visit demonstrates that learning outcomes function as a central organizational principle within the doctoral programme, but students are not well-acquainted with them.

Analysis

The state of facts presented in the report and on the site-visit demonstrates that learning outcomes function as a central organizational principle within the doctoral programme, but students are not well-acquainted with them. The evaluation mechanisms are appropriate for doctoral studies and cover both the research process and the final doctoral product. The inclusion of artistic outputs in the evaluation of the professional doctorate is consistent with the specificity of the domain.

Best practice examples

The use of pre-defence, anti-plagiarism verification and evaluation of artistic research products strengthens academic integrity and quality assurance.

Recommendation

Optimizing the presentation of information regarding competencies and learning outcomes on the website.

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.

Presentation of the state of facts

Admission to the doctoral programme is carried out in accordance with the legal framework, the IOSUD regulations, the annually approved doctoral admission methodology and the Doctoral School regulations. The process is described as public, transparent and non-discriminatory.

Analysis

The admission procedures are adequate and provide the necessary framework for fair access to doctoral studies. The existence of annually approved methodologies contributes to transparency and predictability.

Best practice examples

The annual public regulation of admission procedures is an important transparency mechanism.

Recommendation

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.
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Presentation of the state of facts

The documentation states that admission is organised in accordance with the principles of equity, equal opportunities and non-discrimination, including access for vulnerable groups and candidates with special educational needs or disabilities.

Analysis

The admission framework complies with the principles of fairness and equal opportunities. The documentation confirms institutional concern for inclusive access to doctoral studies.

Best practice examples

The explicit reference to non-discrimination and equal opportunities is a positive element. Registration must be completed online via the 2BitsEDU platform and takes place in two stages, which helps reduce red tape.

Recommendation

N/A

The indicator is: fulfilled.

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

Presentation of the state of facts

The doctoral academic journey is regulated through the individual research plan, the guidance committee, annual research reporting, intermediate evaluations, pre-defence and final public defence. The annual reports also show that doctoral candidates take part in conferences, workshops and research or artistic activities.

Analysis

The Doctoral School applies regulations concerning the doctoral students' professional activity and supports their academic progression. The combination of formal supervision and participation in academic events contributes to a coherent doctoral path.

Best practice examples

The active integration of doctoral students into conferences and artistic-research activities strengthens their academic development.

Recommendation

A better structuring and rigor of the doctoral students' activities trajectory by balancing personal autonomy with certain academic professional rigors to combat the lack of a clear structure. A rigorous formalization

of the procedures involving doctoral students in teaching activities to combat the unpredictability and lack of clarity in the workload allocation process, for example by elaborating and communicating a transparent protocol for selection and remuneration ("paid by the hour" system) for doctoral students who assist or teach at the bachelor's cycle.

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.

Presentation of the state of facts

The Doctoral School carries out international cooperation through Erasmus+ partnerships, international mobility, participation in conferences and artistic events, and collaborations with universities and cultural institutions. The state of facts presented in the report demonstrates that internationalization is not treated as a secondary or optional component of the doctoral programme but rather as an integral dimension of academic and artistic development.

Analysis

Internationalisation has visibly developed since the previous evaluation. The number and diversity of partnerships, together with the recorded mobilities, indicate a positive institutional dynamic. Through participation in international projects, conferences, and mobility programmes, festivals and joint projects, doctoral students strengthen their communication abilities, intercultural understanding, research dissemination skills, and professional networking capacities. One of the strongest examples of good practice within this is the programme's integration of mobility into national ARTE network and abroad. Mobility is treated not merely as an extracurricular opportunity but as a meaningful component of doctoral formation and artistic research development. The programme also benefits from the international dimensions of the CINETic Center, which supports technologically innovative and interdisciplinary artistic research. Through advanced infrastructure and international collaborations, the centre contributes to positioning the institution within broader European discussions on digital arts, performance technologies, and experimental artistic research, having more than 10 past, active, or half-implemented projects, editing journals, having their own publishing activities, editorials, translating important references from the field, etc.

Best practice examples

The increase in international mobility and the development of partnerships with universities and artistic institutions are strong elements of the doctoral domain.

Recommendation

Furthermore, as a recommendation, stronger internationalization of staff and students would contribute to academic quality assurance and institutional modernization. Participation in international networks exposes both students and academic staff to diverse standards, methodologies, and educational practices, encouraging institutional reflection and continuous improvement, and it could eliminate the uneven international dissemination of research outputs and the need to increase indexed publications, co-supervised doctorates, and strategic international partnerships.

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.

Presentation of the state of facts

Research and artistic creation are central to the doctoral training process. Doctoral candidates participate in conferences, workshops, debates, artistic projects and research events. The report explains that scientific investigation and artistic research represent fundamental dimensions of the doctoral educational process. Research activities are integrated into curriculum structures, doctoral supervision, artistic practice, and evaluation procedures, ensuring coherence between learning and research.

Analysis

Learning is clearly supported by research and artistic investigation. The doctoral programme provides contexts in which doctoral candidates can test, present and develop their research results. The state of facts presented in the report and during the visit demonstrates that the doctoral programme adopts a research-based educational model characteristic of advanced doctoral education in the arts. Doctoral students engage in original theoretical investigation, artistic experimentation, interdisciplinary inquiry, and public dissemination of research outcomes.

Best practice examples

The organisation of conferences and workshops dedicated to doctoral research is a relevant best practice. Research is not treated as a separate or supplementary activity but as the core organizing principle of doctoral education. Another important principle of good practice is the recognition of artistic creation as a legitimate form of research and knowledge production, and doctoral students are encouraged to compensate and supplement ECTS-credits with different research-oriented activities.

Recommendation

A development of a transversal curricular approach to combat disciplinary isolation and research fragmentation, for example by creating team teaching modules that bring together doctoral students from various specializations on common themes.

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.

Presentation of the state of facts

The Doctoral School has developed research and artistic activities with national and international visibility. The annual reports mention conferences, workshops, public debates, book launches, international participation and FDI-funded projects. Research is not treated as a separate or supplementary activity but as the core organizing principle of doctoral education. Another important principle of good practice is the recognition of artistic creation as a legitimate form of research and knowledge production, and doctoral

students are encouraged to compensate and supplement ECTS-credits with different research-oriented activities.

Analysis

The research results are visible and adequately capitalised upon through conferences, publications, artistic events, partnerships and doctoral projects. The domain shows a coherent connection between its research objectives and its educational mission.

Best practice examples

One of the strongest examples of good practice within Criterion B.9 is the integration of research and teaching. Rather than separating educational activities from research production, the programme organizes doctoral education around inquiry-based and practice-based methodologies.

Recommendation

N/A

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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Presentation of the state of facts

Quality assurance at the level of the Doctoral School – doctoral field: Theatre and Performing Arts - is carried out in accordance with the IOSUD–UNATC quality management system, the UNATC Quality Code, CEAC regulations, IOSUD and SDT regulations, and the Code of Ethics and Academic Integrity. The Internal Evaluation Report states that SDT (domain TPA) consistently applies quality assurance procedures, with effects on the improvement of doctoral training, doctoral research, relations with doctoral students, stakeholder feedback, infrastructure development and document management.

Analysis

The documentation and meetings held during the visit confirm that quality assurance is a recurring concern. Specific documents and questionnaires have been developed.

Best practice examples

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Recommendation

The programme needs to create more digital inventories for publications and artistic outputs within doctoral documentation systems, ensuring institutional monitoring and recognition of research achievements.

The other recommendation should be to create platforms not only for interdisciplinarity but for transdisciplinarity as well, between different scientific fields (indeed, couple of projects of that kind already exist, especially in the field of neuroscience). This could finally help in establishing new doctoral study directions.

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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Presentation of the state of facts

SDT-İOSUD UNATC Bucharest integrates the opinions of internal and external stakeholders in the implementation of quality assurance procedures, doctoral activities, course planning, annual evaluation, research activities and development projects. Internal stakeholders include doctoral students, doctoral supervisors, CSUD members, administrative staff and teaching staff, while external stakeholders include graduates, employers, cultural institutions and creative-industry representatives.

Analysis

Stakeholder involvement is visible and relevant for the doctoral field. The consultation of doctoral students, graduates and employers contributes to the adaptation of doctoral training to the needs of the academic, artistic and cultural environment.

Best practice examples

The presence of employers, cultural institutions and graduates in the development process is particularly relevant for a doctoral domain in Theatre and Performing Arts.

Recommendation

Create a concise annual stakeholder feedback report, indicating the main proposals received and the measures taken. Complement formal digital surveys with non-formal evaluation methods, such as periodic focus groups, to capture more nuanced and qualitative feedback from doctoral students. Conducting an internal campaign of debate and consultation with UNATC students to combat their underrepresentation and the fragmentation of internal communication, and implementing support and stimulation mechanisms for students' involvement in student representation movements and actions.

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.

Presentation of the state of facts

The university's Ethics Committee operates within the institutional framework approved by the University Senate. The visit's agenda includes a dedicated meeting between the external evaluation committee and members of the university's Ethics Committee.

The internal evaluation report also notes that ethics and integrity procedures include anti-plagiarism checks of all theses, the reporting and resolution of non-compliance cases, as well as regular training for doctoral students in research ethics.

Analysis

The available data indicate that academic ethics structures are functional and integrated into the quality assurance system. Their work is relevant to doctoral studies, in terms of ensuring originality, responsible research conduct, and integrity in thesis writing; however, the specific regulations have not incorporated the provisions of Decision No. 952 of November 13, 2025, supplementing Article 10 of the Framework Code of Academic Ethics and Professional Conduct, approved by Government Decision No. 305/2024, regarding the admissibility of complaints.

Best practice examples

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Recommendation

Reorganize the Academic Ethics and Integrity course to more specifically address the practical and artistic research needs of the doctoral program in Theater and Performing Arts, in line with the development of AI. A shift by the University Ethics Committee toward a prevention-focused approach to counter the exclusivity of a reactive approach (limited to receiving complaints); Updating the Operating Guidelines of the UNATC Ethics Committee (specifically Article 8, paragraph 5) in accordance with current legislation to allow for anonymous complaints.

The indicator is: **partial 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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Presentation of the state of facts

SDT-İOSUD UNATC has a procedural framework for initiating study programmes, monitoring doctoral activities, periodically reviewing programmes and regulations, and adapting processes to the needs of doctoral students, teaching staff and the contemporary artistic field (IAMEP Regulation). These procedures are defined through İOSUD and SDT regulations, ARACIS-related evaluation procedures, the UNATC development strategy and CEAC regulations.

Analysis

Monitoring mechanisms are in place; the Academic Management and Student Relations Service coordinates their implementation — but effective action depends on the involvement of everyone involved in the Doctoral School.

Best practice examples

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Recommendation

Optimization of mechanisms for initiating, monitoring, and periodically reviewing the PPSUAA. Reevaluating the role of research methods within the doctoral student training program.

The indicator is: **fulfilled**

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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Presentation of the state of facts

The procedures for initiating and modifying programmes include the analysis of academic and professional needs, consultation of doctoral students, supervisors, graduates and employers, endorsement by SDT, approval by CSUD, and final approval by the UNATC Senate.

The external evaluation visit also includes meetings with doctoral students, graduates, employers, research centres and quality assurance structures, which supports the verification of stakeholder involvement.

Analysis

The involvement of community members and external stakeholders is adequately documented. Their

participation contributes to the relevance of doctoral training and to the adjustment of procedures to the realities of artistic research and the cultural labour market.

Best practice examples

The consultation with and collaboration with employers from major cultural institutions is a relevant practice for assessing the professional relevance of doctoral training.

Recommendation

Systematically record stakeholder consultations in minutes or synthetic reports and link them to concrete improvement measures.

Strengthen the involvement of external stakeholders (cultural institutions, creative industries) in the consultation and review processes of the doctoral curriculum.

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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Presentation of the state of facts

The IER indicates that the administrative unit responsible for the doctoral program in theater and performing arts consistently applies quality assurance procedures, integrating them into the day-to-day management of academic and administrative activities.

Analysis

At UNATC, the procedure is already in place; however, the effectiveness of the feedback mechanism depends on how it is implemented (including - in digital format) and on improving the objectivity and critical relevance of student responses. **Although there are regulations and forms that allow doctoral students to evaluate faculty members, these have not been implemented (in the evaluated domain).** The Doctoral School Council is responsible for the specific aspects of this activity.

Best practice examples

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Recommendation

Updating the teacher evaluation methodology and ensuring its rigorous implementation; optimizing the work of the Academic Management Service regarding its relationship with doctoral students, including by emphasizing the role of juridical consulting. Optimizing the analysis of faculty evaluation results (within the DS) to enable improvements in the quality of specific activities. Encouraging students to get involved in this process. A better **digitalization** and formalization of feedback mechanisms to combat the low involvement rate of doctoral students in course and professor evaluations, and the introduction of formal focus-group sessions at the end of the semester for qualitative analysis.

The indicator is: partial 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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Presentation of the state of facts

IOSUD UNATC and SDT collect and analyse data through institutional databases used for internal quality assurance.

Analysis

The data collected cover the main areas required for internal quality assurance. The annual reports of the SDT Director further consolidate and interpret these data, supporting institutional monitoring and decision-making. Data collection and analysis are the responsibility of CEAC-U, according to the operating regulations of the Quality Assessment and Assurance Commission.

Best practice examples

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Recommendation

Optimization of the process for the systematic collection and analysis of data required for the internal quality assurance process.

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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Presentation of the state of facts

The Internal Evaluation Report states that the principles of transparency are applied in accordance with Law no. 544/2001, Law no. 199/2023, UNATC and IOSUD regulations and ARACIS standards. Public-interest information concerning the evaluated study domain is published on the UNATC website - on the doctoral platform.

Analysis

The organizational component ensures access to information of public interest. The use of institutional websites and digital platforms contributes to transparency and improves access for doctoral students, candidates, supervisors, graduates and external stakeholders.

Best practice examples

Cross-referencing the databases of the doctoral school with those of the CINETic research center contributes to the visibility of doctoral education and research in the artistic field.

Recommendation

N/A

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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Presentation of the state of facts

The documentation states that decision-making transparency is ensured through publication, systematic communication to the academic community, stakeholder consultation and documentation of deliberation

and approval stages. Major decisions are assumed collectively within SDT or CSUD meetings, recorded in minutes and communicated through institutional channels.

Analysis

The decision-making processes are transparent and supported by institutional procedures. The existence of collective decision-making structures, meeting minutes and communication channels provides a reliable framework for accountability.

Best practice examples

The involvement of doctoral student representatives in SDT and CSUD structures supports transparent and participatory decision-making.

Recommendation

Publish synthetic versions of relevant SDT and CSUD decisions concerning doctoral studies, while respecting data protection rules. Streamlining the web platform and the publication of official documents to combat partial opacity and navigation difficulties on the institution's website.

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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Presentation of the state of facts

The current evaluation procedure concerns the maintenance of accreditation of the doctoral domain **Theatre and Performing Arts**. The evaluation visit is scheduled for **18–19 May 2026**, and the visit calendar includes meetings with management, the team that drafted the Internal Evaluation Report, doctoral supervisors, employers, research centers, the Ethics Committee, quality assurance structures, doctoral students and graduates.

The Internal Evaluation Report also includes a section dedicated to the recommendations and main conclusions resulting from the latest external quality evaluation procedure and to the actions undertaken.

Analysis

The institution complies with the external quality evaluation obligation and has prepared the required documentation for the maintenance of accreditation. The structure of the visit and the documentation submitted indicate institutional readiness and procedural compliance.

Best practice examples

The existence of a progress report regarding the implementation of recommendations from the previous evaluation supports continuity and accountability, carried out by Academic Management and Students Relations Office

Recommendation

Optimizing the operations of the Academic Management and Students Relations Office by emphasizing the involvement of all units within IOSUD, as well as administrative departments (IT, Juridical Department etc), in the execution of IER.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ The Doctoral School of Theatre within IOSUD–UNATC Bucharest has a consolidated academic and artistic identity, supported by approximately 36 years of activity in doctoral education and by a recognised reputation in the field of Theatre and Performing Arts. The internal evaluation report also highlights a solid research infrastructure, including research centres, the research institute - CINETic, the university publishing house and library resources. ✓ Another important strength is the quality of defended doctoral theses, many of which have been evaluated as very good or excellent and subsequently transformed into relevant publications for the field. ✓ The Doctoral School also benefits from strong local, national and international visibility, through conferences, conference volumes, public events, media presence and the professional visibility of its academic staff. The annual activity reports confirm the organisation of conferences, workshops, artistic projects and doctoral events with both national and international relevance. ✓ A further strength is the clear connection with academic ethics and integrity, supported by quality management procedures, anti-plagiarism verification, ethics training and the absence of major ethically problematic situations reported in the documentation. Synthetic judgement:	INTERNAL FACTORS ↑	✓ The most significant shortcoming relates to the still modest level of involvement of the Doctoral School's members in the organization of the quality assurance process—which is coordinated by the management team. ✓ Another weakness is the small number of affiliated doctoral supervisors. This may increase the pressure on existing supervisors and may limit the diversification of research directions. ✓ The report also highlights the need to place greater emphasis on international co-supervised research projects within the doctoral training program.. ✓ The report also notes that the Research Methodology course is classified as an elective. Synthetic judgement: The main weaknesses are related to the limited number of doctoral supervisors, administrative overload, moderate international co-supervised, classification of the Research Methodology course as an elective.

The main strengths of the doctoral domain are its institutional continuity, recognised academic-artistic profile, solid research infrastructure, quality of doctoral outputs, stakeholder satisfaction, visible public activity and coherent quality assurance culture.		
	SWOT analysis	
Opportunities: ✓ A key opportunity lies in implementing a strategic methodology that would enable doctoral students to access individual research grants, which could enhance both the research and internationalization aspects of the Doctoral School, supported by its infrastructure.I. ✓ The possible affiliation of a professor from a foreign university represents another important opportunity, as it could increase international visibility, support cotutelle arrangements and expand the academic network of the doctoral field. ✓ The existing Erasmus+ partnerships and international mobility framework create favourable conditions for developing academic cooperation. ✓ The Doctoral School also has opportunities to increase external funding, especially through institutional development projects and partnerships with	 EXTERNAL FACTORS	Threats: ✓ One of the main concerns is the potential deterioration of the administrative and academic processes that ensure quality, due to the excessive workload placed on the administrative staff and affiliated faculty. If this issue is not addressed, it could affect the efficiency of the doctoral program's administration and the quality of academic support. ✓ A threat is the risk of formalising quality assurance mechanisms, especially if evaluations, feedback procedures or academic guidance committees become purely bureaucratic rather than genuinely developmental. ✓ The small number of affiliated professors may also generate (in time) an excessive number of doctoral students per supervisor, with potential consequences for the quality and individualisation of doctoral supervision. ✓ The documentation also identifies the risk of formalising the activity of guidance and academic integrity committees, especially in the absence of adequate compensation or formal workload recognition for committee members.

national and international cultural and research organisations. Synthetic judgement: The main opportunities concern the expansion of international cooperation, increased access to grants, affiliation of foreign academic staff, stronger partnerships and further external funding.		✓ A further external risk concerns the limited availability of doctoral students for long-term mobility, as many are already employed or have family responsibilities, making extended Erasmus+ or research stays difficult to undertake. Synthetic judgement: The main threats are administrative overload, the risk of bureaucratisation, insufficient academic staffing, possible overload of doctoral supervisors, limited mobility availability and the insufficient formal recognition of guidance committee work.
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Overall SWOT conclusion

The SWOT analysis confirms that the doctoral domain **Theatre and Performing Arts** has a strong institutional and academic foundation, visible research and artistic activity, and a functional quality assurance culture. At the same time, its future development depends on increasing the number of doctoral supervisors, strengthening internationalization, reducing academic and administrative overload, optimizing the curriculum, and ensuring that quality assurance procedures remain substantive, not merely formal.

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	F	Formalise an annual consultation register for doctoral regulations and procedures, including the main proposals received and the decisions taken.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	revising methodologies, regulations and implementation procedures.		Clarify and detail the methodology for electing PhD student representatives to the Doctoral School. Council to ensure transparency; consider establishing a fixed 2-year mandate for these roles to ensure continuity.
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	-
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	Attracting doctoral supervisors with international experience and expertise in emerging areas of theatre and performing arts research.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	-
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	-
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	Optimize the doctoral platform into an integrated digital system that enhances doctoral education management, including doctoral student records, research outputs, mobility, publications, progress tracking, and improved access to resources, supporting transparency and administrative efficiency.
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	Optimization the doctoral program — so as to allow for the modular recognition of acquired competencies and achieved outcomes
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required	F	Correlate the learning outcomes more explicitly with ESCO

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).		descriptors and with the main professional occupations targeted by graduates.
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 creation of interdisciplinary study programs with a stronger emphasis on modularity, taught by multiple faculty members, as well as the optimization of transdisciplinarity, so that students can benefit from greater horizontal flexibility across fields of study. Another recommendation is to include a greater number of methodological topics starting in the first year of study, particularly those related to qualitative, quantitative, and transdisciplinary research methods.
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	Systematically record stakeholder consultations in minutes or synthetic reports and link them to concrete improvement measures. Strengthen the involvement of external stakeholders (cultural institutions, creative industries) in the consultation and review processes of the doctoral curriculum.
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	One possible recommendation again refers to more communication openness, because students are not always aware of their possibilities in research potential framework.
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	Recommendation is that special needs-oriented programs should also be implemented in curricula..
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	Make the correspondence between learning outcomes, disciplines, research stages and evaluation methods more explicit in the curriculum documents.
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	Optimizing the presentation of information regarding competencies and learning outcomes on the website.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	-
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	-.
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	A better structuring and rigor of the doctoral students' activities trajectory by balancing personal autonomy with certain academic professional rigors to combat the lack of a clear structure. A rigorous formalization of the procedures involving doctoral students in teaching activities to combat the unpredictability and lack of clarity in the workload allocation process, for example by elaborating and communicating a transparent protocol for selection and remuneration ("paid by the hour" system) for doctoral students who assist or teach at the bachelor's cycle.
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	Furthermore, as a recommendation, stronger internationalization of staff and students would contribute to academic quality assurance and institutional modernization. Participation in international networks exposes both students and academic staff to diverse standards, methodologies, and educational practices, encouraging institutional reflection and continuous improvement, and it could eliminate the uneven international dissemination of research outputs and the need to increase indexed publications, co-supervised doctorates, and strategic international partnerships.
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	A development of a transversal curricular approach to combat disciplinary isolation and research fragmentation, for example by creating team teaching modules that bring

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			together doctoral students from various specializations on common themes.
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	- Increasing international visibility through publications in indexed journals, participation in academic networks, and the development of open-access platforms. - Encourage a "market-driven" research model where cultural institutions and theater companies commission the Doctoral School for specific specialized studies (e.g., audience analysis, cultural impact).
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	- The programme needs to create more digital inventories for publications and artistic outputs within doctoral documentation systems, ensuring institutional monitoring and recognition of research achievements. - The other recommendation should be to create platforms not only for interdisciplinarity but for transdisciplinarity as well, between different scientific fields (indeed, couple of projects of that kind already exist, especially in the field of neuroscience). This could finally help in establishing new doctoral study directions.
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	Create a concise annual stakeholder feedback report, indicating the main proposals received and the measures taken. Complement formal digital surveys with non-formal evaluation methods, such as periodic focus groups, to capture more nuanced and qualitative feedback from doctoral students. Conducting an internal campaign of debate and consultation with UNATC students to combat their underrepresentation and the fragmentation of internal communication, and implementing support and stimulation mechanisms for students' involvement in student

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			representation movements and actions.
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.	P F	• Reorganize the Academic Ethics and Integrity course to more specifically address the practical and artistic research needs of the doctoral program in Theater and Performing Arts, in line with the development of AI. • A shift by the University Ethics Committee toward a prevention-focused approach to counter the exclusivity of a reactive approach (limited to receiving complaints); • Updating the Operating Guidelines of the UNATC Ethics Committee (specifically Article 8, paragraph 5) in accordance with current legislation to allow for anonymous complaints.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	Optimization of mechanisms for initiating, monitoring, and periodically reviewing the PPSUAA. Reevaluating the role of research methods within the doctoral student training program.
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	• Systematically record stakeholder consultations in minutes or synthetic reports and link them to concrete improvement measures. • Strengthen the involvement of external stakeholders (cultural institutions, creative industries) in the consultation and review processes of the doctoral curriculum.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	PF	Updating the teacher evaluation methodology and ensuring its rigorous implementation; optimizing the work of the Academic Management Service with regard to its relationship with doctoral students, including by emphasizing the role of juridical consulting. Optimizing the analysis of faculty evaluation results (within the DS) to enable improvements in the quality of specific activities. Encouraging students to get involved in this process. A better digitalization and formalization of feedback mechanisms to combat

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			the low involvement rate of doctoral students in course and professor evaluations, and the introduction of formal focus-group sessions at the end of the semester for qualitative analysis.
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	Optimization of the process for the systematic collection and analysis of data required for the internal quality assurance process.
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	-
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	- Publish synthetic versions of relevant SDT and CSUD decisions concerning doctoral studies, while respecting data protection rules. - Streamlining the web platform and the publication of official documents to combat partial opacity and navigation difficulties on the institution's website..
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	Optimizing the operations of the Academic Management and Students Relations Office by emphasizing the involvement of all units within IOSUD, as well as administrative departments (IT, Juridical Department etc), in the execution of IER.

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	14	0	0
Domain C. Quality management	8	2	0
Total	30	2	0

Although 31 of indicators analyzed are fulfilled, the evaluation panel considers that several improvement directions should be pursued in order to consolidate the quality of the doctoral field **Theatre and Performing Arts**:

1. The Doctoral School should continue to strengthen its internationalization strategy, especially by increasing the number of international cotutelle agreements, incoming and outgoing doctoral mobilities, and international research outputs.

2. *The institution should continue its efforts to attract and affiliate new doctoral supervisors, including international academic staff, in order to diversify research directions and avoid overburdening the existing supervisors.*
3. *The administrative support structure for IOSUD and the Doctoral School should formalize an annual consultation register for doctoral regulations and procedures, including the main proposals received and the decisions taken.*
4. *It is necessary to clarify and specify the methodology for selecting doctoral student representatives within the Doctoral School; to ensure transparency; and to consider establishing a fixed two-year term for these positions in order to ensure continuity.*
5. *Optimization the doctoral program — so as to allow for the modular recognition of acquired competencies and achieved outcomes. A better structuring and rigor of the doctoral students' activities trajectory by balancing personal autonomy with certain academic professional rigors to combat the lack of a clear structure. A rigorous formalization of the procedures involving doctoral students in teaching activities to combat the unpredictability and lack of clarity in the workload allocation process, for example by elaborating and communicating a transparent protocol for selection and remuneration ("paid by the hour" system) for doctoral students who assist or teach at the bachelor's cycle.*
6. *The administrative support structure for IOSUD and the Doctoral School should be strengthened, given the complexity of doctoral procedures, reporting obligations, ethics checks, quality assurance activities and external evaluation requirements. Redesign the Ethics and Academic Integrity course to more specifically address the practical and artistic research needs of the doctoral cycle in Theatre and Performing Arts, in accordance with the development of AI.*

A shift by the University Ethics Committee toward a prevention-focused approach to counter the exclusivity of a reactive approach (limited to receiving complaints). Updating the Operating Guidelines of the UNATC Ethics Committee (specifically Article 8, paragraph 5) in accordance with current legislation to allow for anonymous complaints

7. *The curriculum should continue to be updated, with more explicit links between learning outcomes, research competences, artistic research methodologies and ESCO-related professional competences - correlate the learning outcomes more explicitly with ESCO descriptors and with the main professional occupations targeted by graduates.*
8. *The quality assurance system should further develop integrated digital tools, including a centralized database for doctoral files, research outputs, student feedback, mobility records and implementation of recommendations.*
9. *The Doctoral School should continue to document more systematically the impact of stakeholder consultations, especially those involving doctoral students, graduates, employers and cultural institutions. Updating the teacher evaluation methodology and ensuring its rigorous implementation; optimizing the work of the Academic Management Service with regard to its relationship with doctoral students, including by emphasizing the role of juridical consulting. Optimizing the analysis of faculty evaluation results (within the DS) to enable improvements in the quality of specific activities. Encouraging students to get involved in this process. A better digitalization and formalization of feedback mechanisms to combat the low involvement rate of doctoral students in course and professor evaluations, and the introduction of formal focus-group sessions at the end of the semester for qualitative analysis*
10. *The formalization of long-term institutional partnerships to combat the isolation of academic research from the real performing arts market, for example by signing official protocols with the Ministry of Culture, state theatres, and the independent sector to offer guaranteed internship and job shadowing programs aimed inclusively at doctoral students.*
11. *Formalize the creation of a "Best Practice Guide" authored by student representatives for their peers and establish an extracurricular "Learn to Learn" workshop focused on advanced research data mining and academic information management.*

12. Organize systematic information sessions regarding postdoctoral opportunities and funding to ensure research continuity for graduates.
13. Maintain the centralized digital archive/repository of recordings, performances, and specific theatre research materials accessible to all doctoral students.
14. Support the establishment of an independent/unofficial PhD student communication group (outside the formal administrative structures) to foster community building and peer support.

VI. Conclusions

The external evaluation confirms that the doctoral study programme *Theatre and Performing Arts*, organised within the *Doctoral School of Theatre and Performing Arts and Cinematography and Media of IOSUD UNATC Bucharest* operates within a coherent institutional, academic and quality assurance framework.

The domain benefits from a strong artistic and academic identity, a consolidated tradition in doctoral education, qualified doctoral supervisors, relevant research and artistic infrastructure, and visible academic, artistic and cultural activity. The documentation analysed shows that the Doctoral School has evolved positively since the previous external quality evaluation and has implemented a significant number of measures aimed at improving doctoral training, research visibility, internationalisation and quality assurance.

Institutional capacity is adequate. The administrative component of quality management focuses on optimizing organizational structures, regulations, procedures, leadership responsibilities, and mechanisms for stakeholder engagement, thereby ensuring a functional framework for the organization and delivery of doctoral studies. Material resources, specialized facilities, digital platforms, and administrative structures meet the specific needs of doctoral training in the field of theater and the performing arts.

The educational efficacy of the doctoral domain is also confirmed. The curriculum is appropriate for the doctoral level and supports the acquisition of advanced research, artistic, methodological and professional competences. Doctoral students benefit from individual supervision, guidance committees, research activities, conferences, workshops, mobility opportunities and artistic research contexts. The programme is particularly relevant through the coexistence of the scientific doctorate and the professional doctorate, both of which respond to the specific nature of the performing arts and benefit from significant support provided by CINETic.

The quality management system is functional. The doctoral school implements quality assurance procedures, collects and analyzes relevant data, involves doctoral students and stakeholders, establishes feedback mechanisms, applies academic ethics procedures, and participates in external evaluation processes. The existence of annual reports (at the doctoral school level), consultations with stakeholders, ethics mechanisms, and progress reports demonstrates institutional accountability and continuity.

The SWOT analysis confirms a generally positive institutional situation. The main strengths are the Doctoral School's academic and artistic reputation, the quality of doctoral outcomes, the relevance of research activities, the public and national visibility of the doctoral field, and the development of research platforms. At the same time, the evaluation committee highlights several issues that require increased attention: the need to increase the number of doctoral advisors, optimize the processes for student evaluation of faculty and the involvement of all SD members in quality assurance activities, strengthen internationalization, re-examine the curriculum, and reduce administrative and teaching overload.

Based on an analysis of the standards and performance indicators, the documentation reviewed, the institutional context, and the quality of the doctoral training offered, the evaluation committee concludes that the "Theatre and Performing Arts" doctoral program meets the requirements necessary to maintain its accreditation.

Proposed decision

Following the completion of the external evaluation procedure, the evaluation panel proposes:

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



THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

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for the doctoral study domain Theatre and Performing Arts, organised by IOSUD – National University of Theatre and Film (UNATC) / Doctoral School of Theatre and Performing Arts and Cinematography and Media.

VII. Annexes