

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:	Technical University of Cluj-Napoca
Doctoral School:	TUCN Doctoral School (IOSUD_ TUCN)
Doctoral Domain:	Architecture
The objective of the external evaluation:	Maintaining accreditation (MAC)



THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

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Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	NECȘULESCU ANDREEA	Expert evaluator	
2.	JAKUPI, ARTA	International Expert	
3.	LĂZĂRESCU, ADRIAN-VASILE	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 **Architecture**, organised within the **Doctoral School of Theatre of Technical University of Cluj Napoca (UTCN)**. According to the visit timetable, the objective of the procedure is the **maintenance of accreditation**, and the evaluation visit is scheduled for **13-15 July 2026**. The ARACIS external evaluation panel includes **Andreea Necşulescu**, academic expert, **Arta BASHA-JAKUPI**, international evaluator and **Adrian- Vasile LĂZĂRESCU**, doctoral student evaluator, while **Dana Vais** 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 **February 2026**.

The higher education institution is an accredited public higher education institution, with legal personality, of public interest, non-profit in character, and an integral part of the national system of higher education. The institution was established in 1948 under the name of the Institute of Mechanics (Official Gazette no. 249/26.10.1948), was transformed in 1953 into the Polytechnic Institute of Cluj (HCM 2688/1953), and has been operating under its current name, the Technical University of Cluj-Napoca, since 1992 (Official Gazette no. 337/29.12.1992).

Apart from the locations in Cluj-Napoca and Baia Mare, the educational activity of the Technical University of Cluj-Napoca also takes place within the university extensions in Zalău, Satu Mare, Bistrița, and Alba Iulia, which do not have their own legal personality, as well as the North University Center of Baia Mare.

The Technical University of Cluj-Napoca, a university of advanced research and education and part of the international academic community, offers bachelor's, master's, and doctoral study programmes that respond dynamically and effectively to contemporary requirements and to a competitive society. At the Technical University of Cluj-Napoca, a number of 88 bachelor's degree programs are accredited or provisionally authorized, operating across 12 faculties (9 in Cluj-Napoca and 3 at the North University Center of Baia Mare). Bachelor's degree studies are organized over a period of 4 years for engineering sciences (240 credits), 3 years (180 credits) at the Faculty of Letters and the Faculty of Sciences – North University Center of Baia Mare, and 6 years (360 credits) at the Faculty of Architecture.

In accordance with the current legal framework, TUCN is designated as an Institution Organising Doctoral Studies (IOSUD-TUCN). The educational process, across all study cycles, is carried out over two semesters of 14 weeks each, in accordance with the structure of the academic year approved on an annual basis by the University Senate. The description of IOSUD–TUCN is sufficiently documented. The report mentions the documents through which the doctoral schools of TUCN, inclusively Architecture were established (University Senate Decision no. 323/7.11.2014). In 2017 the Administrative Council of TUCN decided to reorganize the ten doctoral schools into a single Doctoral School (University Senate Decision no. 856/15.12.2017) and the former doctoral schools were reorganized into Doctoral Programme Coordination Councils.

The institutional evaluation, certified with a high degree of confidence by the ARACIS Council, took place in the years:

- 2007 Universitatea Tehnică din Cluj-Napoca - 2007 - ARACIShttps://www.aracis.ro/wp-content/uploads/2019/08/Raport_Consiliu_Politehnica_Bucuresti.pdf ,
- 2013 Universitatea Tehnică din Cluj-Napoca - 2013 - ARACIS
- 2018 Universitatea Tehnică din Cluj-Napoca - 2018 - ARACIS
- 2023 Universitatea Tehnică din Cluj-Napoca - 2023 - ARACIS

The governance structures are also presented in an adequate manner. The activity related to doctoral university studies within the University is administered by the Council for Doctoral University Studies (CSUD), which is led by the CSUD Director. The position of CSUD Director is assimilated to that of Vice-Rector, in accordance with legal provisions. The basic organizational unit within IOSUD-TUCN is the doctoral school. The report therefore gives a sufficiently clear image of the institutional and decision-making framework supporting the doctoral domain.

The doctoral field **Architecture** functioned since **2009**, providing a framework for theoretical research, heritage research, and interdisciplinary dialogue. The report outlines several development periods of development of the doctoral domain during the 2021-2025 period: the affiliation of three new professors and one more in 2026, a decrease of number of doctoral students per tutor due to the increased number of professors, the enhancement of research infrastructure, an increase of scholarships and funding of the university for specific research activity.

The Introduction section of the Internal Report is substantially compliant with the expected structure and outlines the necessary institutional, historical, legal and academic context for the evaluation and also identifies the main developments recorded during the last evaluation visit. However, we recommend that further reports be more specific regarding the institutional mission and the doctoral field, the specific profile and competencies of the doctoral programme and the current strategic directions for the IOSUD- Doctoral Domain Architecture.

The information presented demonstrates that the doctoral field developed since the last evaluation visit and the recommendations were implemented resulting in relevant developments.

II. Methods used

The evaluation conclusions are based on the Internal Evaluations Report for the period 2021-2025 and its annexes including institutional regulations and operational documents, statistic data concerning the doctoral supervisors and students, presentation of the research activity, partnerships of the Faculty of Architecture and Urbanism, collaborations with the research centres. The evaluation also analysed the implementation of the recommendations formulated during the last evaluation visit.

In order to evaluate the institution's request for the maintaining of the accreditation of the Doctoral Study Domain in Architecture, the evaluation commission analyzed the following documents made available by the institution:

- the internal evaluation report and its annexes;
- links to official documents posted on the institution's website;
- additional annexes requested prior to the visit (14 documents);

The preparation of the Internal Report involved the Coordinator of the Coordination Council of Doctoral Programs in Architecture, doctoral supervisors, administrative staff, doctoral students representatives, representatives of CEAC and quality structures.

The visit was scheduled between 13-15 July 2026 and included meetings with the management of the institution and organisational structures, the team that drafted the Internal Evaluations Report, doctoral supervisors, students, employers and representative of research centres and laboratories as well the Ethics Commission and quality structures. During the visit the evaluation commission analysed material and infrastructure relevant for the doctoral domain in Architecture.

Locations visited: The premises of the Faculty of Architecture and Urbanism: lecture halls, studios, research/model-making/printing labs, research/conference hub, accommodation facilities.



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

DOMAIN A. Institutional capacity

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

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

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

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD- TUCN and the Doctoral School have a stable and clearly defined organisational structure for the doctoral domain **Architecture**. The relevant structures include the Senate, the Administrative Council, the Rector, CSUD, the Director of CSUD, IOSUD–TUCN, 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, Regulation of the TUCN Doctoral School (04.07.2024), the IOSUD Regulations and Decisions.

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

The higher education institution has the regulations, methodologies, and procedures necessary for managing, developing, and evaluating the quality of the Doctoral Study Domain Architecture.

✓ Aspects that constitute best practice examples

N/A

✓ Recommendations

N/A

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension ¹ 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, supported by documents and data (documents preferably included through links in the body of the IER)

¹ The faculty, department, subsidiary, extension - hereinafter “organisational components”

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

In the process of adopting and revising methodologies, regulations, and procedures, these documents are made publicly available for a period of consultation and debate. The methodologies, regulations, and procedures developed by the organisational structures of IOSUD-TUCN are subject to revision, verification, and approval by CSUD, the Administrative Council (CA), and the University Senate. Prior to approval by CSUD, draft versions of regulations, methodologies, and procedures are circulated to the coordinators of the doctoral fields, who consult with the members of the field coordination council and with the other doctoral supervisors. Any feedback is subsequently communicated to the IOSUD and Doctoral School management.

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

The documentation and meetings with doctoral supervisors, organisational structures and doctoral students confirms a participatory approach in the preparation and revision of regulations and procedures.

- ✓ Aspects that constitute best practice examples
N/A
- ✓ Recommendations
N/A

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Among the facilities available within TUCN are the following: Facilities and Equipment, the Observator and Mărăști student Campuses (providing 4,935 accommodation places), a medical and dental office, a swimming complex and other sports facilities (artificial turf fields, fitness areas). The Career Counselling and Orientation Centre (CCOC) provides doctoral candidates with professional and psychological counselling services, support for planning academic or industry careers, workshops on CV writing and interview preparation, as well as guidance regarding mobility programmes and grants, thereby contributing to their integration into the academic environment and the labour market. Accessibility measures have been implemented in teaching and research buildings, as well as in accommodation and support service facilities. The TUCN Library provides documentation services and access to printed and electronic collections, including through the Online catalogue which currently comprises over 586,000 volumes. For free electronic access to scientific literature, the University benefits from the ANELIS Plus Portal and from operational

information published by TUCN/Research regarding the use of institutional access ANELIS Acces – TUCN/Research. The publication of doctoral theses is carried out by UT Press Publishing House, while printing is ensured by the TUCN printing and duplication facility. TUCN covers the costs for 25 copies, in accordance with Administrative Council Decision no. 74/16.07.2019.

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

The material resources are adequate for the specific needs of the doctoral domain **Architecture**. The material infrastructure supports both theoretical research and creative approach.

- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

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

At the faculty level, the task of managing the material base is the responsibility of the faculty's property administrator. The facilities of the Faculty of Architecture and Urbanism are regularly renovated. The FAU Dean's Office building, which also hosts the offices used by doctoral supervisors, underwent thermal rehabilitation and major renovation works in 2019. The material infrastructure of TUCN is under continuous development. The Institute for Artificial Intelligence Research has been established; access to resources for the development of a Data Centre has been initiated; and the Institutional Capacity Development Project has been launched. TUCN adheres to sustainability standards across all its projects.

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

The material resources are managed in a functional and sustainable manner. The existence of administrative structures responsible for maintenance as well the funding for renovations and extension of research infrastructure.

- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

N/A

The indicator is: fulfilled.

according to the law

Standard S.A.3.1. Human resources

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

Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The Doctoral Domain Architecture has nine (ten in 2026) affiliated doctoral supervisors, nine of whom are tenured faculty members of TUCN- FAU. The doctoral supervisors cover relevant research areas in Architecture, including architectural heritage studies, heritage preservation and restauration, architecture history, sustainable architecture and architecture research. The doctoral domain extended its supervisors with the affiliation of three new professors during the evaluated period.

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

The human resources are adequate for the doctoral studies domain Architecture. The teaching and supervisory staff have the necessary academic qualifications, professional experience and professional expertise to support doctoral research.

The number of doctoral supervisors is increasingly well correlated with the number of active doctoral students — except for one case (prof. V. Pop, where a higher number of recent re-enrolments with tuition fees has occurred)— complies with the maximum supervision limits established by the Regulations of the Doctoral School of TUCN and ARACIS. This ensures a balanced ratio between available human resources and the requirements of the doctoral programme.

✓ **Aspects that constitute best practice examples**

N/A

✓ **Recommendations**

N/A

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

The Internal Evaluation Report and the meetings with research centres and doctoral supervisors indicated the involvement of teaching staff in research projects, conferences, commissions and institutional development activities.

TUCN consistently encourages academic staff to participate in various forms of professional and personal development (e.g. training courses, mobility programmes, workshops). Continuous professional development is supported through internal programmes and partnerships. International cooperation is strengthened through institutional framework agreements. TUCN is a founding member of the European University of Technology (EUT+), a strategic alliance promoting

integrated mobility schemes, joint projects, and the development of research and digital competences. In addition.

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

The institution provides a favourable framework for the professional and personal development of teaching staff.

- ✓ Aspects that constitute best practice examples

The University supports participation in scientific conferences and events, thereby strengthening professional networks and international visibility.

- ✓ Recommendations

N/A

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

Teaching staff recruitment procedures compliant with the provisions of the law.

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Technical University of Cluj-Napoca (TUCN) conducts recruitment procedures for academic staff in accordance with national legislation and its own institutional methodology, ensuring transparency and easy access to information. The rules are defined in the Methodology on the organisation and conduct of competitions for filling academic and research positions – TUCN (22.02.2024), aligned with the provisions of the National Education Law, the national framework methodology and ARACIS standards. Competitions are publicly announced on the University's website through dedicated pages for each semester, which include the official announcement, the competition calendar, the online application procedure, lists of registered candidates, and final results.

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

The teaching staff is employed in accordance with the recruitment criteria established at the level of the Technical University of Cluj-Napoca as well with the legal provisions.

- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

N/A

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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



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

UTCN benefits from a centralized, efficient digital platform (UTCLUJ DIGITAL) through which documents necessary for organizing the administrative and teaching processes are managed and published internally (restricted with multiple access levels). There are digital services for the secretariat, academic record management, student evaluation of teaching staff, and reviewing academic status and filling out study contracts. Accessing this information is done easily through intuitive interfaces. IOSUD UTC-N has its own dedicated presentation webpage, which provides links to other digital pages and tools. Starting with the 2025 admission session, the application process was migrated fully online to the Integrated Student Information System (SIS), which allows candidates to create an account, validate it via email, upload documents, select the doctoral field and programme options, and pay the application fee online. Beginning in 2026, this platform will allow full tracking of the entire doctoral study cycle.

For conducting teaching, administrative, and research activities, access is available to the Microsoft Teams platform, integrated with Outlook and OneDrive, which are accessible through institutional accounts provided by UTCN and regulated by Senate Decision no. 1685/28.09.2023. Technical assistance for digital services is provided by CCD UTCN, which provides guides, training, and direct support through an online ticketing system.

Other categories of digital resources include the Digital Library used by the administration, teaching staff, and students.

Architecture doctoral candidates and their supervisors use the Student Information System (SIS) for managing study-related document flows (e.g. doctoral candidate data, composition of various committees, minutes, etc.). For document flows related to various requests, travel authorisations, reimbursements, and similar matters, the JobRouter workflow management system / online registry is used. Upon signing the doctoral study contract, doctoral candidates are automatically assigned an institutional email address within the UTC-N intranet network and an account on the Microsoft Teams communication hub. Through these channels, doctoral candidates have transparent access to information related to their educational pathway and can easily communicate, within a controlled and secure institutional framework, with their doctoral supervisors.

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

The digital tools used by TUCN-IOSUD contribute to administrative simplification, better access to information and improved services for doctoral students, supervisors and administrative staff. communication and access to resources.

✓ **Aspects that constitute best practice examples**

N/A

✓ **Recommendations**

Expand the digital services (functionalities of existent platforms) for the doctoral field of Architecture, in order that all bureaucratic and administrative activities to be carried out exclusively in digital format.

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/s²

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes 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, supported by documents and data (documents preferably included through links in the body of the IER)**
The doctoral programme in **Architecture** is structured around advanced doctoral training, individual scientific research, intermediate evaluation stages and the final public defence of the doctoral thesis.
The learning process is structured into two mandatory components, in line with the institutional framework: the Advanced University Training Programme and the Scientific Research Pathway, carried out under the supervision of the doctoral supervisor and the Supervision and Academic Integrity Committee (including one external member to IOSUD–TUCN).
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The curriculum is relevant to the specific nature of the doctoral domain. It combines theoretical research, architectural research, methodological training, ethics and integrity, and practice-based doctoral activities. Thus in the meeting with the PhD Candidates and Graduates become relevant that the curriculum should be extended with more courses dedicated to methodological training, ethics and integrity.
- ✓ **Aspects that constitute best practice examples**
N/A
- ✓ **Recommendations**
Extension of the curriculum with more courses dedicated to methodological training, ethics and integrity. Also, it is recommended that the curriculum be completed with courses dedicated to funding attraction (Grants, Horizon etc.) that can be delivered as optionalities.

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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² The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.



- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
The expected learning outcomes are formulated in relation to knowledge, skills, responsibility and autonomy. They include advanced knowledge in Architecture, research methodology, communication skills, digital competences, ethical conduct, career management and the capacity to initiate collaborations.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The 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 labour market.
- ✓ Aspects that constitute best practice examples
N/A
- ✓ Recommendations
N/A

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

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

Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
According to the Internal Evaluation Report (Criterion B.3.1), supported by the IOSUD-TUCN Doctoral School (<https://iosud.utcluj.ro/>) and the Faculty of Architecture and Urbanism (<https://arch.utcluj.ro/>), the Architecture Doctoral Study Domain applies student-centred learning through individualised supervision, flexible research planning and continuous academic guidance. Doctoral candidates actively participate in designing their Advanced University Training Programme (PPUA), while their research progress is monitored through regular presentations before the doctoral supervisor and the Guidance and Academic Integrity Committee. During the site visit, interviews with doctoral students and supervisors confirmed a collaborative learning environment characterised by close academic interaction, accessible supervision and continuous research support.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
Based on the documentary evidence, interviews and observations made during the site visit, the panel concludes that student-centred learning is effectively implemented throughout the doctoral programme. The combination of personalised supervision, flexible curriculum design and regular research monitoring enables doctoral candidates to progressively develop research autonomy and advanced scientific competences. The interviews confirmed a supportive academic environment in which doctoral candidates are actively involved in shaping their learning and research trajectory.
- ✓ Aspects that constitute best practice examples

Individualised supervision supported by Guidance and Academic Integrity Committees.
Active involvement of doctoral candidates in planning their individual doctoral study programme.
Continuous monitoring of research progress through structured presentations and academic feedback.

✓ **Recommendations**

Introduce a structured annual doctoral student feedback review, followed by an action plan at doctoral field level. A systematic feedback cycle would further strengthen student-centred learning by ensuring that doctoral candidates' experiences are consistently incorporated into programme enhancement.

The indicator is: fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

According to the Internal Evaluation Report (Criterion B.8.1), supported by the International Relations Office (<https://bri.utcluj.ro/>) and the European University of Technology – EUt+ Alliance (<https://www.univ-tech.eu/>), doctoral candidates have access to a wide range of international mobility opportunities through Erasmus+, EUt+, institutional partnerships and research collaborations. During the reporting period, doctoral candidates completed 16 international research mobilities (8 Erasmus+ and 8 funded through other mobility schemes), while also participating in international conferences, workshops, research projects and virtual collaborative activities. During the site visit, interviews with doctoral students and academic staff confirmed that these opportunities are actively promoted, well communicated and supported by the institution.

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

Based on the documentary evidence and the interviews conducted during the evaluation, the panel concludes that the doctoral study domain provides an effective framework supporting both physical and virtual academic mobility. International mobility is well integrated into doctoral education and contributes to the development of research competences, international academic networking and the overall quality of the doctoral learning experience. The panel also noted the University's strong institutional commitment to fostering international cooperation through Erasmus+, EUt+ and other collaborative initiatives.

✓ **Aspects that constitute best practice examples**

Fair-established participation in the Erasmus+ programme and the European University of Technology (EUt+) Alliance.

Strong institutional support for doctoral mobility, international conferences and collaborative research.

Availability of both physical and opportunities throughout the doctoral cycle.

✓ **Recommendations**

Develop individual internationalisation plans for doctoral candidates at the beginning of the doctoral cycle, identifying the most suitable mobility opportunities, partner institutions and research networks aligned with each candidate's research topic. This would help integrate international mobility more strategically into the doctoral research plan.

Monitor the academic impact of doctoral mobility by systematically analysing outcomes such as joint publications, collaborative research projects, subsequent international partnerships and career



progression of doctoral graduates. Such evidence would support strategic decision-making and the continuous enhancement of the internationalisation strategy.

The indicator is: fulfilled

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The Doctoral School provides opportunities for international mobility through Erasmus+ agreements specifically dedicated to doctoral candidates. As a member of the European University of Technology (EUT+) Alliance, TUCN offers doctoral candidates the opportunity to benefit from mobility programmes at partner institutions within this alliance.

The University also provides financial support for research activities and professional development expenses for doctoral candidates in training (national and international mobilities, participation in conferences, summer schools, courses, research placements abroad, membership fees in scientific associations, publication of scholarly articles or other specific forms of dissemination).

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

The 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.

- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

N/A

The indicator is: fulfilled.

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Doctoral candidates have access to academic, administrative, library, IT, research resources. Students also have access to specialised research laboratories (AI/Machine Learning, High Performance Computing, advanced materials, sustainability, renewable energy, etc.), high-performance computing equipment,

including CloudUT infrastructure and GPU servers, used in doctoral projects and research centres. TUCN provides access to international databases (e.g. Web of Science, Scopus, Taylor & Francis, SpringerLink, ScienceDirect, among others) through institutional subscriptions and national platforms (ANELIS+), as well as licensed software packages used in research (e.g. Rhinoceros 3D).

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

The available resources are adequate for the doctoral field and support both theoretical and practice-based research. However from the meeting with doctoral students, it is recommended to have their own space for study and opinion exchange: a lab, a hub, an office.

- ✓ Aspects that constitute best practice examples
N/A
- ✓ Recommendations
N/A

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, supported by documents and data (documents preferably included through links in the body of the IER)
The expected learning outcomes are formulated in relation to knowledge, skills, responsibility and autonomy. They include advanced knowledge in Architecture, research methodology, communication skills, digital competences, ethical conduct, career management and the capacity to initiate collaborations.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The 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.
- ✓ Aspects that constitute best practice examples
N/A
- ✓ Recommendations
N/A

The indicator is: fulfilled.

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

According to the Institutional Regulation, the doctoral study programme within IOSUD TUCN comprises two components: the Advanced University Studies Training Programme (PPUA) and the Individual Scientific Research Programme. For the Advanced University Studies Training Programme, the form of assessment is specified for each course included in the Curriculum, in the relevant Course Descriptions. For the Individual Scientific Research Programme, which includes five oral presentations, assessment is carried out by the doctoral supervisor and the Supervisory and Academic Integrity Committee.

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

The evaluation 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.

- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

N/A

The indicator is: fulfilled.

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

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator
I.P.B.7.1.1

The organisational component applies the admission procedures.

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

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

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

The admission procedures are adequate and provide the necessary framework for fair access to doctoral studies.

- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

N/A

The indicator is: fulfilled.

Indicator
I.P.B.7.1.2

Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.



- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
The admission procedure assesses candidates' research capacity, theoretical competences and motivation through a written examination and a scientific interview. The selection criteria are clear and objective. For candidates from vulnerable groups, as well as for candidates with disabilities, support measures are provided to ensure equal access to doctoral studies. Admission results are made public and are approved in accordance with the internal procedures of the university
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

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

- ✓ Aspects that constitute best practice examples
N/A
- ✓ Recommendations
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.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)
The doctoral academic journey is regulated through the individual research plan, the guidance committee, annual research reporting, intermediate evaluations, pre-defence and final public defence.
- ✓ Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled
The Doctoral School applies regulations concerning the doctoral students' professional activity and supports their academic progression.
- ✓ Aspects that constitute best practice examples
N/A
- ✓ Recommendations
N/A

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

According to the Internal Evaluation Report (Criterion B.8.1), supported by the International Relations Office (<https://bri.utcluj.ro/>) and the European University of Technology – EUT+ Alliance (<https://www.univ-tech.eu/>), the Architecture Doctoral Study Domain has established a strong internationalisation framework through Erasmus+ mobility, EUT+ activities, international research collaborations, institutional partnerships and participation in scientific conferences. During the reporting period, doctoral candidates completed 16 international research mobilities (8 Erasmus+ and 8 supported through other funding schemes), while academic staff actively participated in international research projects and professional networks. During the site visit, interviews with doctoral students, supervisors and institutional representatives confirmed that international opportunities are well communicated, encouraged and supported throughout the doctoral studies

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

Based on the documentary evidence and the interviews conducted during the evaluation, the panel concludes that the doctoral study domain has established a solid framework for internationalisation, supported by Erasmus+, the EUT+ Alliance and international research collaborations. The University provides appropriate opportunities for international mobility and academic cooperation. However, interviews with doctoral candidates indicated that participation in physical mobility is sometimes constrained by professional commitments, family responsibilities and the profile of many doctoral candidates as working professionals. Consequently, while international opportunities are available, their utilisation could be further enhanced through more flexible forms of international engagement.

- ✓ Aspects that constitute best practice examples

- Strong institutional engagement in the Erasmus+ programme and the European University of Technology (EUT+) Alliance.
- Well-established institutional support for international research collaboration and academic mobility.
- Good integration of international partnerships into the doctoral research environment, providing multiple pathways for future international development.

- ✓ Recommendations

Develop more flexible forms of internationalisation, including virtual research exchanges, online doctoral colloquia, international research seminars, joint doctoral workshops and hybrid summer schools. Such initiatives would enable doctoral candidates with professional or family commitments to participate more actively in international academic activities.

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

According to the Internal Evaluation Report (Criterion B.9.1), supported by the IOSUD–TUCN Doctoral School (<https://iosud.utcluj.ro/>) and the TUCN Research Portal

(<https://research.utcluj.ro/>), the doctoral programme is research-oriented, integrating scientific investigation into both the Advanced University Training Programme (PPUA) and the Individual Scientific Research Programme. Learning outcomes are achieved through independent research, participation in research projects, scientific publications, conferences and architectural competitions. During the evaluated period, all 16 doctoral graduates fulfilled the national publication requirements, each having at least three published scientific works, including a BDI-indexed article and participation in an international conference. During the site visit, interviews with doctoral students and supervisors confirmed that research activities are closely integrated into the educational process and supported throughout the doctoral studies.

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

Based on the documentary evidence and the interviews conducted during the evaluation, the panel concludes that scientific research is effectively embedded throughout the doctoral programme and directly supports the achievement of the intended learning outcomes. Doctoral candidates progressively develop advanced research competences through structured supervision, publication activities and participation in national and international scientific events. The evidence demonstrates a coherent integration of research, learning and scientific dissemination that is fully consistent with the objectives of doctoral education.

- ✓ **Aspects that constitute best practice examples**

Strong integration of scientific research into all stages of the doctoral programme.

Consistent involvement of doctoral candidates in scientific publications, conferences.

Structured supervision and regular monitoring of research progress through the doctoral study cycle.

- ✓ **Recommendations**

Develop a structured doctoral development programme combining peer mentoring, regular research colloquia with national and international scholars, and competitive doctoral micro-grants. Such an initiative would strengthen the doctoral research community, facilitate knowledge exchange, support early-stage research activities, encourage international academic engagement, and enhance the quality and competitiveness of doctoral research.

The indicator is: fulfilled

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

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**

According to the Internal Evaluation Report (Criterion B.9.2), supported by the TUCN Research Portal (<https://research.utcluj.ro/>) and the IOSUD–TUCN Doctoral School (<https://iosud.utcluj.ro/>), the Architecture Doctoral Study Domain demonstrates good national and international research visibility. During the reporting period, doctoral supervisors published 17 articles in ISI-, Scopus- or ERIH+-indexed journals, participated in 20 international conferences, were involved in 4 research projects, and received 4 scientific distinctions. Doctoral candidates contributed with 84 indexed publications, 91 conference participations, 16 international research mobilities (8 Erasmus+ and 8 through other funding sources), and 31 scientific awards. Research results are disseminated

through scientific publications, monographs, conferences, architectural competitions, exhibitions and professional collaborations, in line with the objectives of the doctoral programme. During the site visit, interviews with doctoral supervisors and doctoral candidates confirmed active engagement in research dissemination.

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

Based on the documentary evidence and the interviews conducted during the evaluation, the panel concludes that the research activities are closely aligned with the objectives of the doctoral programme and that the research outputs demonstrate strong national and fair international visibility. The quantitative research indicators, together with the active involvement of doctoral candidates in publications, conferences, research projects and, provide convincing evidence that research results are effectively disseminated and contribute to the academic reputation of the doctoral field.

- ✓ **Aspects that constitute best practice examples**

Strong scientific profile of doctoral supervisors with recognised national and international research activity.

High level of doctoral student engagement in scientific publications, conferences, and research dissemination.

- ✓ **Recommendations**

Building upon the proposed Doctoral Research Development Programme, further strengthen doctoral candidates' participation in international research projects by providing structured support for grant writing, project development and international research networking. This would enhance research competitiveness, increase success in external funding applications and further strengthen the international visibility of the doctoral programme

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

Quality assurance at IOSUD–TUCN is governed by approved organizational regulations and the TUCN Quality Assurance Code, with overall responsibility assigned to the CSUD Director. The self-evaluation process is guided by a dedicated methodology that defines quality criteria, performance indicators, and institutional responsibilities. In addition, the methodology for the self-evaluation of doctoral fields within the TUCN Doctoral School has recently been revised to further strengthen the quality assurance framework.



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

TUCN has established a comprehensive quality assurance framework supported by approved regulations, methodologies, and institutional procedures. This framework includes the Quality Assurance Code, the Code of Ethics and University Deontology, and Senate-approved regulations covering areas such as examinations, staff evaluation, and programme monitoring. Quality assurance is further supported through Annual Internal Quality Assurance Reports, which document implemented actions and outcomes. The effectiveness and consistency of these procedures are also confirmed through external ARACIS evaluation reports.

- ✓ Aspects that constitute best practice examples
N/A
- ✓ Recommendations
N/A

The indicator is: fulfilled

Standard S.C.1.2. Stakeholder engagement

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

Quality assurance at TUCN is supported through the active involvement of students, academic staff, and administrative personnel. Students contribute through satisfaction surveys and consultations that inform programme improvements, while staff participate via periodic activity reporting and review.

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

The university has established mechanisms to collect and consider feedback from students, academic and administrative staff, graduates, employers, and external evaluators. Stakeholder input is used to review, implement, and continuously improve institutional procedures, ensuring that quality assurance processes remain participatory, transparent, and responsive to the needs of the academic community and society. However, in discussions with employers and graduates it became relevant that the discussions with them are more informal and they are not documented in minutes or other documents.

- ✓ Aspects that constitute best practice examples
N/A
- ✓ Recommendations

Establish a regular consultation schedule with graduates and employers in order to collect their opinions and feedback and implement formal mechanisms for surveilling their opinions and implementation of their proposals.

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
The TUCN University Ethics Committee operates independently and is responsible for monitoring compliance with ethical standards, publishing annual and four-year reports that are publicly available and included in the Rector's annual report.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The university also promotes academic integrity through established ethics mechanisms, plagiarism prevention procedures, the use of anti-plagiarism software, and mandatory declarations of originality signed by students.
- ✓ **Aspects that constitute best practice examples**
N/A
- ✓ **Recommendations**
N/A

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
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- ✓ **Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)**
TUCN has established a comprehensive quality assurance framework for the initiation, monitoring, and periodic review of study programmes and doctoral fields, aligned with ARACIS requirements, the ESG, and the TUCN Quality Assurance Code. The process is supported by Senate-approved regulations and dedicated self-evaluation methodologies for both IOSUD–TUCN and individual doctoral fields. These methodologies ensure the regular assessment of the legal framework, programme quality, research performance, academic integrity, infrastructure, educational effectiveness, and quality management practices.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
IOSUD–TUCN conducts periodic internal self-evaluations alongside mandatory external evaluations every five years. The findings are documented in self-evaluation reports, discussed within the Council for University Doctoral Studies (CSUD), presented to the Board of Administration, and followed by action plans for continuous improvement.



- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

N/A

The indicator is: fulfilled.

Indicator I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The self-evaluation methodologies clearly define the institutional responsibilities for implementing quality assurance procedures, involving the CSUD, the Doctoral School management, programme coordinators, and university support services. However, the available evidence does not sufficiently demonstrate the systematic involvement of the wider academic community and other relevant stakeholders, such as doctoral students, graduates, employers, or external partners, in the implementation of these procedures.

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

The involvement of community members and external stakeholders is partially documented, Their participation contributes to the relevance of doctoral training and to the adjustment of procedures to the realities of architectural research and the labor market. However, for students is used Microsoft Teams Group but for the external stakeholders (graduates and employers that are very relevant for the Doctoral Study Domain Architecture) it is not a regular process.

- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

Further strengthen and formally document the involvement of the academic community in the implementation of procedures for the initiation, monitoring, and periodic review of study programmes and doctoral fields, providing clear evidence of stakeholder contributions and their impact on internal and external quality assurance processes.

Formalise an annual consultation process and register for doctoral procedures regarding the consultations of the stakeholders, including the main proposals received and the decisions taken.

The indicator is: partially 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.

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

In accordance with the provisions of Law no. 199/2023 on Higher Education TUCN conducts an annual periodic evaluation of academic staff, comprising three components: self-evaluation, peer

evaluation, and student evaluation, based on forms approved by the TUCN Senate. Academic staff self-evaluation is conducted at the beginning of each academic year through the completion of the job description form, which includes the activities carried out during the previous academic year. TUCN uses electronic questionnaires to assess, both quantitatively and qualitatively, the level of satisfaction of doctoral students. These questionnaires address the performance of TUCN staff, the teaching staff delivering doctoral courses, and doctoral supervisors.

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

The procedure is functional, but the effectiveness of the feedback mechanism depends on the number of respondents and critical relevance of student responses.

- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

N/A

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

IOSUD-TUCN collects and analyses data using its own databases used for internal quality assurance and IT platforms for the management of doctoral students. These systems are used to collect information on the distribution of doctoral students by doctoral field and by doctoral supervisor, their academic status, data on graduates, doctoral supervisors, and habilitation theses. On an annual basis, IOSUD-TUCN prepares reports on doctoral activity using these databases.

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

The data collected are relevant and cover the main areas required for internal quality assurance. The annual reports of IOSUD-UTCN further consolidate and interpret these data, supporting institutional monitoring and decision-making.

- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

Implementing a regular process of data collection as well identify the responsables with that process within each institutional structure.

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, supported by documents and data (documents preferably included through links in the body of the IER)**
The TUCN Doctoral School ensures transparency by providing comprehensive and publicly accessible information on its dedicated website, with additional programme-specific information available on the Architecture doctoral field webpage. Published information includes the regulatory framework, admission procedures, doctoral programmes, funding, available supervision positions, doctoral supervisors, doctoral theses, public defence announcements, and annual self-evaluation reports. The Architecture webpage further provides information on curricula, research topics, course syllabi, doctoral and habilitation theses, and international mobility opportunities.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
The systematic publication and regular updating of this information support transparency and facilitate access to information of public interest for prospective and current doctoral students and other stakeholders.
- ✓ **Aspects that constitute best practice examples**
N/A
- ✓ **Recommendations**
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, supported by documents and data (documents preferably included through links in the body of the IER)**
IOSUD–TUCN demonstrates transparency in decision-making through the publication of all regulatory documents on the institutional website, the collegial functioning of the CSUD and the Doctoral School, the involvement of doctoral student representatives in decision-making structures, and the continuous communication of adopted decisions.
- ✓ **Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled**
To strengthen the operational dimension of transparency, TUCN conducts public consultations and information sessions with stakeholders, publishes minutes, decisions, and impact reports in accessible formats, and maintains a chronological archive of decision-making documents. The units responsible for publication and updating (the Senate Secretariat, the Communication Office, and faculty/IOSUD secretariats) ensure the timely availability of documents following decision adoption, archive previous versions, and respond to information requests in accordance with Law no. 544/2001 on free access to information of public interest.
- ✓ **Aspects that constitute best practice examples**
N/A
- ✓ **Recommendations**

N/A

The indicator is: fulfilled.

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

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

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

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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- ✓ Presentation of the state of facts, supported by documents and data (documents preferably included through links in the body of the IER)

The current evaluation procedure concerns the maintenance of accreditation of the doctoral domain **Architecture**. The evaluation visit is scheduled for **13-15 July 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 of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled

The Architecture doctoral field, as part of the Doctoral School, is subject to the same periodic evaluation procedures. The most recent evaluation (and accreditation, 30.09.2021) is available on the ARACIS website

The Architecture doctoral field, as part of the Doctoral School, is subject to the same periodic evaluation procedures. The most recent evaluation (and accreditation, 30.09.2021) is available on the ARACIS website

- ✓ Aspects that constitute best practice examples

N/A

- ✓ Recommendations

N/A

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ A robust regulatory framework governing the Doctoral School ✓ Well-established doctoral programme supported by experienced and internationally recognised doctoral supervisors. ✓ Strong research-oriented learning environment integrating scientific	INTERNAL FACTORS 	✓ Systematic monitoring of the long-term impact of international mobility and research outcomes could be further developed. ✓ International co-supervision (cotutelle) remains an area with potential for further expansion. ✓ Interdisciplinary doctoral activities

research throughout the doctoral education process. ✓ Effective student-centred learning based on individual study plans, personalised supervision and Guidance and Academic Integrity Committees. ✓ Fair-developed internationalisation supported by Erasmus+, the EUt+ Alliance, international research collaborations and scientific mobility. ✓ High scientific productivity and visibility demonstrated through indexed publications, conference participation, research projects and academic awards. ✓ Modern research infrastructure, digital resources and access to international scientific databases and specialised laboratories. ✓ Transparent governance, comprehensive regulatory framework and well-established quality assurance mechanisms. ✓ The University supports participation in scientific conferences and events, thereby strengthening professional networks and international visibility.		could be further strengthened across related doctoral fields within the University. ✓ Funding of academic activities of students can be more transparent and balanced between students ✓ Even the FAU spaces are enough, it is needed a dedicated space for doctoral students: a lab, a dedicated office or a research hub ✓ Even the programme has a strong curricula, the courses dedicated to academic ethics, research methodologies and funding attraction can be extended ✓ The consultation process with graduates and employers must be taken on a regular basis and formal documented
SWOT analysis		
Opportunities: ✓ Expansion of European research funding opportunities through Horizon Europe and other international programmes. ✓ Further development of the European University of Technology (EUt+) Alliance and other strategic international partnerships. ✓ Growing emphasis on Open Science, research data management and interdisciplinary research within the	 EXTERNAL FACTORS	Threats: ✓ Increasing international competition for highly qualified doctoral candidates and academic staff. ✓ Uncertainty regarding the long-term availability of national and European research funding. ✓ Rapid technological developments requiring continuous investment in digital infrastructure, research equipment and staff



European Research Area. ✓ Increased opportunities for joint doctoral programmes, cotutelle agreements and international research networks. ✓ Continued digital transformation and the integration of artificial intelligence into architectural research and doctoral education.		competencies.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

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



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No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	and professional competences to teach the subject matters assigned to them in the job list.		
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	Expand the digital services (functionalities of existent platforms) for the doctoral field of Architecture, in order that all bureaucratic and administrative activities to be carried out exclusively in digital format.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	Extension of the curriculum with more courses dedicated to methodological training, ethics and integrity. Also, it is recommended that the curriculum be completed with courses dedicated to funding attraction (Grants, Horizon etc.) that can be delivered as optionalities.
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
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	Introduce a structured annual doctoral student feedback review, followed by an action plan at doctoral field level. A systematic feedback cycle would further strengthen student-centred learning by ensuring that doctoral candidates' experiences are consistently incorporated into programme enhancement.
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	Develop individual internationalisation plans for doctoral candidates at the beginning of the doctoral cycle, identifying the most suitable mobility opportunities, partner institutions and research networks aligned with each candidate's research topic. This would help integrate international mobility more strategically into the doctoral research plan. Monitor the academic impact of doctoral mobility by systematically analysing outcomes such as joint publications, collaborative research

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			projects, subsequent international partnerships and career progression of doctoral graduates. Such evidence would support strategic decision-making and the continuous enhancement of the internationalisation strategy.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	Develop more flexible forms of internationalisation, including virtual research exchanges, online doctoral colloquia, international research seminars, joint doctoral workshops and hybrid summer schools. Such initiatives would enable doctoral candidates with professional or family commitments to

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			participate more actively in international academic activities.
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	Develop a structured doctoral development programme combining peer mentoring, regular research colloquia with national and international scholars, and competitive doctoral micro-grants. Such an initiative would strengthen the doctoral research community, facilitate knowledge exchange, support early-stage research activities, encourage international academic engagement, and enhance the quality and competitiveness of doctoral research.
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	Building upon the proposed Doctoral Research Development Programme, further strengthen doctoral candidates' participation in international research projects by providing structured support for grant writing, project development and international research networking. This would enhance research competitiveness, increase success in external funding applications and further strengthen the international visibility of the doctoral programme
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	Establish a regular consultation schedule with graduates and employers in order to collect their opinions and feedback and implement formal mechanisms for surveilling their opinions and implementation of their proposals.
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	



No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	PF	Further strengthen and formally document the involvement of the academic community in the implementation of procedures for the initiation, monitoring, and periodic review of study programmes and doctoral fields, providing clear evidence of stakeholder contributions and their impact on internal and external quality assurance processes. Formalise an annual consultation process and register for doctoral procedures regarding the consultations of the stakeholders, including the main proposals received and the decisions taken.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	Implementing a regular process of data collection as well identify the responsables with that process within each institutional structure.
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	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	9	1	0
Total	31	1	0

Out of the total of 32 indicators, the commission appreciated the fact that 31 indicators are fullfield and 1 is partially fulfilled. There are no unfulfilled indicators.



General recommendations:

- Increase the involvement of doctoral candidates in international research projects, including Horizon Europe, COST Actions, Erasmus+ Cooperation Partnerships and other collaborative initiatives. Participation in international research teams would strengthen research competencies and international networking without necessarily requiring extended periods of mobility abroad.
- Expand opportunities for international co-supervision (cotutelle) and online joint supervision meetings with partner universities. Hybrid supervision models can strengthen international collaboration while reducing barriers related to travel and professional obligations.
- Introduce systematic monitoring of participation in international activities, distinguishing between physical mobility, virtual mobility and participation in international research collaborations. Such evidence would provide a more comprehensive picture of the programme's internationalisation and support future strategic planning.
- It is recommended that the Doctoral students have their own space for study and opinion exchange: a lab, a hub, a dedicated office.

VI. Conclusions

*The external evaluation confirms that the doctoral study domain **Architecture**, organised within the **IOSUD – TUCN**, operates within a coherent institutional, academic and quality assurance framework.*

The domain benefits from a strong academic identity, a consolidated tradition in doctoral education, qualified doctoral supervisors, relevant research infrastructure, and visible academic, and professional 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.

The institutional capacity is adequate. The organisational structures, regulations, procedures, management responsibilities provide a functional framework for the organisation and delivery of doctoral studies.

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, methodological and professional competences. Doctoral students benefit from individual supervision, guidance committees, research activities, conferences, workshops, mobility opportunities and artistic research contexts.

*Thus, as a result of the visit to the Technical University of Cluj-Napoca, the ARACIS external evaluation commission for the Doctoral Study Domain Architecture unanimously decided on the **MAINTAINING ACCREDITATION (MAC) OF THE DOCTORAL DOMAIN ARCHITECTURE- IOSUD-TUCN**.*

VII. Annexes