HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

Având în vedere prevederile generale şi specifice aferente proceselor sau procedurilor privind:

- **evaluarea externă a calităţii şi validarea rezultatelor cuprinse în Rapoartele de evaluare externă:** art. 223-226, art. 229-230 şi art. 249 alin. (1) lit. f), g) şi h) din Legea nr. 199/2023 a învățământului superior nr. 199/2023, cu modificările şi completările ulterioare, denumită în continuare Legea, precum şi în Metodologia de evaluare externă a calității educației în învățământul superior, aprobată prin Hotărârea Guvernului nr. 962/2024, cu modificările şi completările ulterioare, denumită în continuare Metodologia;

- **autorizarea** de funcţionare provizorie **pentru programele de studii universitare din ciclul I de licenţă:** art. 235 alin. (1) lit. a) şi lit. b) pct. (ii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege;

art. 27, art. 29 şi art. 32-33, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **autorizarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 235 alin. (1) lit. a) şi lit. b) pct. (iii), alin. (2)-(5) şi art. 236 alin. (1)-(2) din Lege; art. 27-29 şi art. 34-35, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **autorizarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 235 alin. (1) lit. b) pct. (iv), alin. (2)-(5) şi art. 236 alin. (1) şi (3) din Lege; art. 27-29 şi art. 37-38, coroborate cu art. 59, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru programele de studii universitare din ciclul I de licenţă:** art. 239 alin. (1) lit. b) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 42, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul II de masterat:** art. 239 alin. (3) şi alin. (6)-(7), art. 240 alin. (1) din Lege; art. 39-40 şi art. 43-44, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **acreditarea pentru domeniile de studii universitare din ciclul III de doctorat:** art. 239 alin. (4) şi alin. (6)-(7), art. 240 alin. (2) din Lege; art. 39-40 şi art. 46-47, coroborate cu art. 60, art. 62 şi art. 63 din Metodologie;

- **analiza şi validarea în vederea verificării respectării Metodologiei, de către comisiile de experţi evaluatori în cadrul rapoartelor de evaluare externă:** art. 235 alin. (4), pentru autorizare, respectiv art. 239 alin. (6) lit. d), pentru acreditare şi menținerea acreditării, din Lege, precum şi art. 62-63 din Metodologie.

Luând în considerare:

a. Ghidul aplicabil programelor de studii universitare de licență, aprobat prin Hotărârea Consiliului ARACIS nr. 42/06.02.2025, cu modificările şi completările ulterioare;

b. Ghidul aplicabil domeniilor de studii universitare de masterat, aprobat prin Hotărârea Consiliului ARACIS nr. 83/03.04.2025;

c. Ghidul aplicabil domeniilor de studii universitare de doctorat, aprobat prin Hotărârea Consiliului ARACIS nr. 84/03.04.2025;

Întrucât Consiliul ARACIS validează, prin vot deschis şi pe baza verificării respectării Metodologiei, propunerile formulate de către comisiile de experți evaluatori şi poate solicita refacerea Rapoartelor de evaluare externă atunci când constată că Metodologia nu a fost respectată ori respectivele rapoarte nu cuprind suficiente date şi dovezi pentru adoptarea deciziei,

Ținând seama de considerentele Consiliului aferente validării rezultatelor individualizate în procesele verbale de şedință, al căror format a fost aprobat prin Hotărârea Consiliului nr. 170/H/03.07.2025,

În temeiul art. 258 alin. (1) din Lege şi al art. 62 alin. (1) şi (2) din Metodologie, precum şi al art. 7 alin. (1) şi alin. (3) lit. b) şi h), art. 11 alin. (1) şi al art. 23 alin. (5) din Regulamentul de organizare şi funcționare al ARACIS, aprobat prin Hotărârea Consiliului ARACIS nr. 188/H/27.06.2024 şi completat prin Hotărârea nr.116/H/02.04.2026,

Consiliul Agenției Române de Asigurare a Calității în Învățământul Superior
HOTĂRĂŞTE:

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat şi de doctorat, precum şi pentru programul universitar de formare psihopedagogică pentru învăţământul preuniversitar, după caz, cuprinse în anexele nr. 1-23 care fac parte integrantă din prezenta hotărâre.

(2) Pentru fiecare dintre programele sau domeniile de studii universitare, anexa corespunzătoare indică, conform art. 230 alin. (2) şi alin.(3) lit. b), c) şi d), art. 231 lit. a) şi b), art. 232 lit. c), d) şi e), art. 235 alin. (1) lit. b), punctele ii-iv, alin. (3)-(5), art. 239 alin. (1) lit. b), alin. (3), (4), (6) lit. a)-d) din Lege, procesul sau procedura de evaluare parcursă, rezultatele din Raportul de evaluare externă care se validează, precum şi considerentele analizei de validitate şi concluzia motivată a Consiliului.

(3) Rezultatele prevăzute la alin. (1) se comunică Ministerului Educației şi Cercetării şi instituțiilor solicitante şi se publică pe site-ul ARACIS.

Art. 2. Analiza de validitate se exercită în limitele art. 235 alin. (4), respectiv ale art. 239 alin. (6) lit. d) din Lege şi ale art. 62 raportat la art. 63 din Metodologie.

Art. 3. Rapoartele de evaluare externă, inclusiv numele experților, se publică integral pe site-ul ARACIS, în condițiile art. 229 alin. (2) din Lege şi ale art. 62 alin. (3) din Metodologie.

Art. 4. Prezenta hotărâre intră în vigoare la data de 22.10.2026.

Art. 5. Prezenta hotărâre va fi dusă la îndeplinire de Direcția Asigurarea Calității şi de Compartimentul Tehnologia Informației.

Prof. univ. dr. ing. Cristian-Vasile DOICIN
Preşedinte

Daniela Cristina GHIȚULICĂ
Director general

Carmen MIRIAN
Director Direcţia Asigurarea Calităţii

Cristina-Vasilica ICOCIU
Director Direcția Juridică, Cooperare, Comunicare şi Formare

Consilier juridic

NR. 318/H/22.10.2026

ANEXA NR. 7
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 7.1

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea „Babeş-Bolyai“ din Cluj-Napoca
Şcoala(ile) doctorală(e)	Teatru şi Film
Domeniul de studii universitare de doctorat (DSUD)	*Cinematografie şi media*
Procedura/procesul de evaluare externă a calităţii educaţiei	Menținerea acreditării

DECIZIA

Descrierea pe scurt a procesului de luare a deciziei

Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Arte, Arhitectură, Urbanism, Educație Fizică și Sport (CPS_C8) din 30.09.2026, propunerea de decizie fiind consemnată în PV **nr.** 4920/30.09.2026.
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. **5321/ 20.10.2026**.

Gradul de îndeplinire a standardelor şi indicatorilor de performanţă şi motivarea deciziei

Domeniul	Standarde Î / N	Indicatori de performanţă Î / PÎ / N
A	**Î:** S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N: -	**Î:** I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ:- N: -
B	**Î:** S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N: -	**Î:** I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 PÎ: **I.P.B.4.1.1** N: -
C	**Î:** S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N: -	**Î:** I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: **I.P.C.4.1.1** N: -

Motivarea deciziei

DACĂ HC COINCIDE CU PROPUNEREA DE DECIZIE DIN REE:

Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

- *Total indicatori: 30 sunt îndepliniți, 2 parțial îndeplinit și 0 neîndeplinit*
- *Total standarde: 26 sunt îndeplinite, 0 neîndeplinite,*

și, astfel, prin aplicarea art. 63 din Metodologie decide că ***standardele sunt ÎNDEPLINITE.***	
Decizia	Menţinerea acreditării

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:	Babeș-Bolyai University, Cluj-Napoca
Doctoral School:	Doctoral School of Theatre and Film
Doctoral Domain:	Film and Media Studies
The objective of the external evaluation:	**Maintaining accreditation (MAC)**

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	BOUREANU Alexandru	Expert evaluator	
2.	MORARU Emila	International Expert	
3.	LĂZĂRESCU Adrian-Vasile	PhD Student Evaluator	

I. Introduction

- **Context and scope of the external evaluation**

This external quality evaluation concerns the procedure for maintaining the accreditation of the doctoral study field Film and Media Studies, organised by the Doctoral School of Theatre and Film within the Faculty of Theatre and Film, Babeș-Bolyai University of Cluj-Napoca. The evaluation covers the developments recorded since the previous external evaluation in November 2021, with particular reference to the evidence available for the 2021-2026 period and the academic year 2025/2026. The Internal Evaluation Report (IER), registered under no. 3442/11.03.2026, constitutes the principal documentary basis of the procedure. The on-site component took place on 9-10 September 2026.

The ARACIS external quality evaluation panel consists of Alexandru Boureanu, academic expert and member of the National Register of Evaluators (RNE); Emilia Moraru, international expert (RNE-I); and Adrian-Vasile Lăzărescu, doctoral student expert (RNE-S). The panel examines both compliance with the applicable standards and the capacity of the doctoral field to ensure continuous improvement. The assessment therefore considers not only the existence of regulations and resources, but also their implementation, the results obtained and the manner in which previous recommendations have been addressed.

- **Profile of the higher education institution and the organising structures**

Babeș-Bolyai University is a comprehensive public university with a long academic tradition. Its institutional history is traced to the Jesuit Major College founded in Cluj in 1581; the present university also continues the tradition of the Romanian University of Cluj, inaugurated in 1920, and of the merger in 1959 of the Victor Babeș and Bolyai universities. Since 1995, UBB has developed a distinctive multicultural model based on Romanian, Hungarian and German lines of study. In its current configuration, the University comprises 22 faculties, together with numerous research centres and institutes, and combines education, research, innovation and service to society within a multilingual and multicultural institutional mission.

Doctoral education is coordinated institutionally by the Institute for Doctoral Studies (ISD), established in 2006, under the authority of the Council for Doctoral Studies (CSUD). The ISD and CSUD provide the common regulatory and administrative framework for doctoral schools, support interdisciplinary cooperation and ensure coordination with the faculties and doctoral school councils. The initiation, monitoring, periodic review and external evaluation of doctoral programmes follow a multi-level approval route involving the Doctoral School Council, the Faculty Council, CSUD, the Administrative Council, the Senate Curriculum Committee and the University Senate.

The Faculty of Theatre and Film was established as a faculty in 2005, building on the former Department of Theatre within the Faculty of Letters. Its mission integrates advanced teaching, scientific research and artistic creation and is implemented through five organisational components: the Department of Theatre, the Hungarian Department of Theatre, the Department of Film and Media, the Hungarian Department of Film and Media, and the Doctoral School of Theatre and Film. The Doctoral School manages two doctoral study fields Theatre and Performing Arts and Film and Media Studies and is governed by a seven-member Council that includes representatives of both fields, doctoral students and external members.

UBB has repeatedly participated in external quality assurance procedures. At institutional level it received the ARACIS rating “High Degree of Confidence” in 2009, 2014 and

2020 and has also undergone international evaluations. The doctoral fields within the Doctoral School of Theatre and Film were externally evaluated in 2021. A subsequent internal review in 2024 and the ARACIS progress evaluation completed in July-August 2025 confirmed the implementation of the recommendations issued for the Film and Media Studies field.

- **General description and evolution of the doctoral study field**

The Film and Media Studies doctoral field was introduced at UBB at the end of 2015, when the former Doctoral School of Theatre became the Doctoral School of Theatre and Film. Its scientific mission is to produce and disseminate high-quality knowledge at the intersection of innovative theoretical approaches and original artistic practices. The field supports both scientific doctorates and professional doctorates leading to the Doctor of Liberal Arts (DLA) degree and promotes a multicultural and multilingual environment in which teaching and research may be conducted in Romanian and English, while doctoral writing is encouraged in Romanian, English and Hungarian.

Since the 2021 external evaluation, the field has entered a phase of marked consolidation. Only two theses had been defended by November 2021; a further sixteen defences were completed between 2022 and the academic year 2025/2026, bringing the total to eighteen. The IER reports that all defended theses were validated by CNATDCU and that no ethical issues were identified. The period also saw the award of the first DLA degrees in the field, increased financial support for doctoral research and professional development, the introduction in 2022/2023 of the compulsory course Ethics and Academic Integrity, and the expansion of international mobility, cotutelle arrangements and cooperation through the EUTOPIA alliance. Research grants and projects have also supported stronger teams involving doctoral supervisors and doctoral candidates.

A further contextual change is the temporary relocation of the Faculty to 2 Burebista Street, while the historic premises at 4 Kogălniceanu Street undergo major restoration and the development of a theatre studio. The new premises have received the transferred teaching and film-production equipment and provide the library, consultation, office, classroom and seminar facilities used by the doctoral community. The effect of this transition on accessibility, equipment management and continuity of doctoral activities formed part of the evidence verified during the visit.

II. Methods used

1. Documentary analysis

The evaluation combines independent desk review by the panel members with joint analysis and consensus-building. The documentary file examined for these sections comprises:

- the Internal Evaluation Report for maintaining the accreditation of the Film and Media Studies doctoral field, including its annexes, hyperlinks and the institutional evidence referenced for each standard and performance indicator;
- the 2025/2026 teaching staff establishment of the Doctoral School of Theatre and Film and the annex listing doctoral candidates, supervisors and guidance committee members;
- the documentation on the 2021 external evaluation and the 2024-2025 follow-up process, including the measures reported in response to previous recommendations and ARACIS Council Decision no. 193/H/07.08.2025, as presented in the IER;

- the approved timetable of the external evaluation visit, together with the participant categories and institutional representatives who took part;
- additional regulations, methodologies, statistical records, samples and supporting documents made available through the IER or requested for clarification before or during the on-site stage. Any supplementary evidence received is to be recorded in the final list of documents reviewed.

The analysis follows the ARACIS standards and performance indicators and distinguishes between formal provisions, evidence of implementation, measurable results and evidence of improvement. Information is cross-checked across the IER, annexes, staff and student records, previous evaluation findings and statements obtained during stakeholder meetings.

2. On-site visit

The on-site stage took place on 9-10 September 2026. Activities were centred at the Faculty of Theatre and Film, principally in the Council Room, and included the direct examination of the material resources used by the doctoral field. The material resource review concerned the temporary premises at 2 Burebista Street and the relevant library, consultation, teaching, research, administrative and film-production facilities, together with the equipment and access arrangements made available to doctoral candidates.

Structured discussions were organised with the management of the organisational component; the team that drafted the IER; doctoral supervisors and other teaching staff; employers of graduates; representatives of the Ekphrasis and Janovics research centres; quality assurance structures; the University Ethics Committee; doctoral candidates from different years of study; alumni; and the institutional and faculty management at the closing meeting. Technical meetings of the panel were held throughout the visit to compare evidence, identify matters requiring clarification and prepare the preliminary conclusions. Where necessary, the timetable also allowed consultation with support structures responsible for information technology, international relations and mobility, counselling and career guidance.

3. Other relevant methods and analytical safeguards

The methodology also uses direct observation, selective verification of records and samples, consistency checks and triangulation between documentary evidence and stakeholder statements. Indicator-level judgements are formulated collectively by the panel, distinguishing verified facts, analysis, good practice and recommendations. Particular attention is paid to the sustainability of thesis completion, the relationship between scientific and DLA pathways, academic integrity, internationalization, stakeholder participation, quality management and the effects of the temporary relocation on the learning and research environment.

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

DOMAIN A. Institutional capacity

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

Standard S.A.1.1. Organisational components and institutional processes
The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

- ✓ **Presentation of the state of facts:** The IER (pp. 8-9), the UBB Charter, the UBB organisational structure and the Doctoral School regulations describe a coherent governance chain. The University Senate is the principal deliberative body, the Administrative Council ensures operational management, and doctoral studies are coordinated by the Institute for Doctoral Studies (ISD) under the Council for Doctoral Studies (CSUD). At faculty level, responsibilities are exercised through the Faculty Council and executive management. The Doctoral School of Theatre and Film is led by an elected Director and a seven-member Council representing both doctoral fields, two doctoral candidates and two external academics. Film and Media Studies is represented by Assoc. Prof. Dr. Nicoleta Sălcudean, doctoral candidate Boglárka Angela Farkas and external member Christian Ferencz-Flatz. The Director is also a CSUD member. The School Statute was revised in 2025 and the applicable documents are publicly available. The Senate and the Faculty Council each include a 25% student representation, while the Administrative Council provides regular operational coordination. Doctoral schools function as faculty-level departments, and their directors have responsibilities equivalent to those of department heads, which clarifies accountability within the wider institutional structure.
- ✓ **Analysis:** Responsibilities are allocated across deliberative, executive and specialised bodies, and the evaluated field is integrated into both Faculty and IOSUD governance. Student and external-member participation adds representative and independent input. The 2025 revision of the Statute demonstrates that the framework is periodically reviewed. The evidence supports the adequacy of the management system; the visit confirm the regularity of Council meetings and the traceability of decisions and minutes. The framework also separates strategic, academic and administrative responsibilities, reducing the risk that decisions concerning admission, supervision, curriculum or quality assurance are concentrated in a single body.
- ✓ **Best-practice examples:** The balanced composition of the Doctoral School Council and the Director's simultaneous participation in CSUD create an effective link between field-level needs and university-level doctoral governance.

Recommendations: n/a

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement
The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

- ✓ **Presentation of the state of facts:** The IER (pp. 9-10) documents consultation through elected councils and advisory structures. At Doctoral School level, academic staff, doctoral candidates and external members participate in the Council, whose decisions are adopted by open or secret vote and recorded. A concrete example is the 2025 revision of the Doctoral School Statute: all doctoral supervisors and doctoral-candidate representatives were invited to comment on the draft, and the feedback received was incorporated before approval. The Director and the scientific secretary also communicate legislative changes, internal procedures, admission places, evaluation requirements, research events and funding opportunities to the School community. The Council's seven-member composition ensures that both fields, the doctoral community and external academic expertise are present when methodologies and implementation arrangements are discussed. The IER also identifies future consultation topics, including the artistic component of DLA studies and ethical issues specific to doctoral research in the arts and media.
- ✓ **Analysis:** The evidence shows both formal representation and actual consultation in revising a core regulatory document. The process allows the views of supervisors and doctoral candidates to influence procedures before adoption, while external Council members provide perspectives from outside UBB. Although the IER proposes more frequent consultation in the future, the documented mechanism and its practical use are sufficient for this indicator. Communication by the Director and scientific secretary supports timely participation, while archived resolutions provide a basis for checking how consultations are translated into decisions.
- ✓ **Best-practice examples:** The 2025 Statute revision followed a clear consultation-feedback-revision-approval sequence, with stakeholder input incorporated before the final vote and Council resolutions archived.

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.

- ✓ **Presentation of the state of facts:** The IER (pp. 10-12) describes access to the extensive UBB teaching, research, library and student-support infrastructure. The Lucian Blaga Central University Library and its branch network provide printed, audiovisual and electronic resources, while the UBB research infrastructure and the Centre for Students with Disabilities offer additional academic and support services. For the evaluated field, activities were transferred from the premises at 4 Kogălniceanu Street, under major restoration, to the temporary building at 2 Burebista Street. Computers, filming equipment, projectors, smart boards and furniture were transferred. The Doctoral School has access to a library area reserved for doctoral candidates, a consultation room, offices, classrooms and seminar rooms. The IER also states that the new premises were still being adapted and elsewhere acknowledges remaining accessibility challenges. At university level, the documentary base includes a large reading-room network, substantial printed and audiovisual holdings and extensive electronic collections accessible online. The temporary premises also provide direct access to the Faculty Library and to spaces for individual supervision, small-group meetings and research-related activities.
- ✓ **Analysis:** The general and specialised resources are relevant to both scientific doctoral research and the DLA route: doctoral candidates can use documentary collections, digital resources, consultation spaces and professional audiovisual equipment. Nevertheless, the

documentation does not demonstrate that all essential areas of the temporary premises are physically accessible to persons with disabilities. Because accessibility is an explicit component of the indicator, the evidence supports only partial fulfilment at this stage. The relocation does not appear to have interrupted the basic educational and research functions, but accessibility cannot be inferred only from the availability of institutional support services; it must also be demonstrated at the level of entrances, circulation routes and the specialised spaces actually used by doctoral candidates.

✓ **Best-practice examples:** The dedicated doctoral-study area and consultation room are combined with access to specialised film-production equipment and to university-wide library, research and disability-support services.

Recommendations: Conduct an accessibility assessment of the Burebista Street premises and implement a time-bound plan to address the identified barriers. Until full accessibility is achieved, ensure clear alternative arrangements and contact procedures for individual accommodation requests.

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.

✓ **Presentation of the state of facts:** The IER (p. 12) states that infrastructure development is planned at faculty level and that university spaces are maintained in accordance with technical, safety and sanitary-hygiene requirements. The Faculty applies the sustainability principles of UBB Goes Green. For Film and Media activities, technical responsibility is assigned to Gabriel Mocanu, Alexandru-Bogdan Pop and Udvar Ferencz, supported by production manager Timothy-Valentin Sos. Librarian Camelia Lup maintains the collections, assists doctoral candidates in accessing databases and participates in digitisation. These responsibilities are also reflected in the Faculty administrative structure, and the IER notes the intention to strengthen technical support. The university also uses annual faculty infrastructure planning and performance-support mechanisms to improve working conditions. For this field, maintenance is especially important because cameras, lenses, sound equipment, lighting devices, computers and post-production resources require controlled storage, technical checks and coordinated scheduling.

✓ **Analysis:** The presence of named technical, production and library staff provided a credible operational framework for an equipment-intensive field. Their roles covered the use of cameras and audiovisual technology, production logistics, documentary resources and digitisation. The information was mainly descriptive, so the visit sampled equipment storage, booking, preventive maintenance and intervention records; however, the allocation of responsibilities and the institutional maintenance framework supported fulfilment of the indicator. The combination of institutional planning and specialised staff therefore covered both routine premises management and the specific operational needs of film and media production.

✓ **Best-practice examples:** Technical and production support is differentiated by professional function and complemented by library assistance, database access and digitisation activities.

Recommendations: n/a

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources The HEI has the required human resources to organise and deliver the evaluated study programme/domain.	
Indicator I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

- ✓ **Presentation of the state of facts:** The IER (pp. 12-16), the 2025-2026 staffing list and the doctoral-student annex identify nine habilitated supervisors in Film and Media Studies: three professors and six associate professors, eight with voting rights. Their expertise covers film theory and history, visual culture, documentary, television, cinematography, digital and new media arts, cultural industries, production and audiovisual practice. Public profiles on the Doctoral School website illustrate the complementary expertise of, among others, Rodica Mocan, Doru Pop and Ioan Pop-Curșeu. The IER records 32 doctoral candidates in the standard period, 15 beyond it and 18 completed theses in total, including 16 defences in 2022-2025. The student annex also shows guidance committees that include specialists from other universities. Assoc. Prof. Dr. Florin Țolaș is reported as being in the process of retirement. The habilitation years reported for the current supervisors span 2014-2023, indicating both established senior expertise and more recent additions to the supervisory pool. The annexes show interdisciplinary guidance committees with members from institutions such as UNATC Bucharest, the University of Art and Design Cluj-Napoca, Moholy-Nagy University of Art and Design and other Romanian or international universities.
- ✓ **Analysis:** The number, qualifications and disciplinary range of supervisors are adequate for the current doctoral population and for the field's dual scientific and practice-based profile. The staff combines internationally visible research with direct experience in film, television, documentary, cinematography, media industries and digital arts. External specialists on guidance committees broaden the supervisory environment. The retirement identified in the IER creates a specific medium-term continuity risk for cinematography and film-image expertise, but it does not presently compromise delivery capacity. The distribution of candidates and completed theses demonstrates active supervision and an increased completion capacity since the previous external evaluation. At the same time, the field must retain sufficient expertise across both research-oriented film studies and the technical-creative areas required by professional doctorates.
- ✓ **Best-practice examples:** The supervisory pool combines academic research, artistic creation and professional audiovisual practice, while external guidance-committee members support interdisciplinarity and inter-institutional exchange.

Recommendations: Secure continuity in cinematography and film-image supervision before the completion of Assoc. Prof. Dr. Florin Țolaș's retirement, through habilitation, recruitment or co-option of suitably qualified expertise. The School should monitor supervisory loads and preserve a balanced coverage of theoretical, technological and practice-based areas.

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.

- ✓ **Presentation of the state of facts:** The IER (pp. 16-17) describes the Individual Career/Academic Development Plan (PIC), used to define professional goals, plan workloads and resources, and support management and peer evaluation. UBB also provides development opportunities through its staff services and continuing-education structures. Field-specific examples include Ioan Pop-Curșeu's participation in the International Platform of Doctoral Research at Sibiu in 2025; Rodica Mocan's Eastern European Summer Program at Wheaton

College in 2023; Nicoleta Sălcudean's participation in the same programme in 2022; and Andrea Virginás's involvement in the 2025 FAIR research-data project. The School also plans debates on doctoral teaching, curriculum development and knowledge transfer, with a good-practice guide as an intended outcome. PIC is used not only as an individual planning instrument but also in workload allocation, resource distribution and the assessment of professional performance. The continuing-education framework provides further opportunities for academic, administrative and research staff, including flexible and digitally supported forms of training.

- ✓ **Analysis:** The institutional framework is linked to concrete participation in activities relevant to teaching, research, internationalisation and research-data management. PIC is particularly useful because it connects individual development with workload planning and evaluation. The examples provided demonstrate that professional development is not limited to formal policy but is used by members of the evaluated field. The planned good-practice guide is consistent with the identified need to consolidate doctoral pedagogy and to connect curriculum development with technological change and labour-market developments.
- ✓ **Best-practice examples:** Individual career planning is integrated with workload and performance evaluation, while staff development combines international training, research projects and planned reflection on doctoral pedagogy.

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.

- ✓ **Presentation of the state of facts:** The IER (pp. 17-19) describes separate, publicly regulated procedures for recruitment to academic, research, auxiliary, administrative and project positions, as well as for promotion. UBB publishes vacant academic positions and applies principles associated with the European Charter for Researchers. Recruitment of doctoral supervisors follows two stages: obtaining or recognising habilitation and co-option into a doctoral school. Under the UBB regulation on habilitation and co-option, ISD publishes templates, dossiers under evaluation and public-defence information. Co-option requires consideration by the Doctoral School Council, a consultative opinion from the Faculty Council, ISD verification, CSUD endorsement and Senate validation. The School also applies additional research and artistic-performance criteria, while general doctoral-supervisor information is publicly accessible. The habilitation procedure also includes appeal provisions and mechanisms for recognising doctoral-supervisor status obtained abroad. The Doctoral School's additional criteria require evidence of sustained postdoctoral publication and participation in competitively funded research or artistic projects, thereby supplementing the national minimum standards with field-specific expectations.
- ✓ **Analysis:** The recruitment and co-option framework is legally grounded, public and subject to several academic and administrative checks. Publication of vacancies and habilitation information supports equal access and traceability, while the School-level assessment allows relevance to the Film and Media Studies profile to be considered. The additional criteria focus on post-PhD publications and competitive research or artistic projects and are consistent with the objective of maintaining a high-quality supervisory body. The successive review by the School, Faculty, ISD, CSUD and Senate provides institutional separation between scientific assessment, administrative verification and final validation.
- ✓ **Best-practice examples:** Public habilitation documentation and the multi-level co-option route provide traceability from application and academic assessment through to final Senate validation.

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.

- ✓ **Presentation of the state of facts:** The IER (pp. 19-20) documents a broad digital environment coordinated by UBB DTIC. Services for staff and students include institutional email, Microsoft Teams, online admission, cloud services, EduRoam, research management, workload planning and AcademicInfo. Doctoral records are maintained through AcademicInfo and the national REI platform. Doctoral-specific tools include the public thesis-defence platform, electronic clearance forms, online doctoral requests and appointments, pre-registration for non-EU candidates, PhD News and the ISD website. The Doctoral School website publishes regulations, curricula, information on supervisors, doctoral candidates, graduates, conferences and research outputs. The IER reports that the website and online presence were improved following previous ARACIS recommendations. The DTIC portfolio comprises dedicated services for both employees and students, while the doctoral platforms address processes that are not fully covered by general student-information systems. Public supervisor profiles include academic biographies, habilitation information, publications, research interests and admission bibliographies, and the School website also presents graduate and doctoral-candidate research outputs.
- ✓ **Analysis:** Digital tools cover the principal stages of the doctoral lifecycle: admission, enrolment and records, communication, administrative requests, research information and public thesis defence. The public supervisor profiles and defence information also strengthen transparency for candidates and external stakeholders. Although services are distributed across several university and doctoral platforms, the range and practical relevance of the tools demonstrate substantial administrative simplification and improved access. This combination of transactional services and public academic information supports both internal users and indirect beneficiaries, including applicants, committee members, partner institutions and members of the public interested in doctoral defences and research results. The improvements made after previous evaluations also show that digital services are responsive to external feedback.
- ✓ **Best-practice examples:** AcademicInfo is complemented by doctoral-specific request, clearance and defence platforms, creating broad end-to-end digital support and public visibility for key academic processes.

Recommendations: n/a

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s The study programme is based on a curriculum designed so that students can acquire the expected learning outcomes.	
Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.

- ✓ **Presentation of the state of facts:** The IER (pp. 21-22) and the curriculum described therein show that the first-semester doctoral training programme comprises three 36-hour courses, each carrying 10 ECTS. Ethics and Academic Integrity and Research Methods in Film, Visual Culture, and Media Studies are compulsory. Doctoral candidates may choose from specialised optional courses in New Media Arts in the Digital Age, reception theory, Academic Writing, industrial and economic analyses of film and television, and Film and Society. The syllabi specify subject content, assessment methods, and expected learning outcomes.
- ✓ **Analysis:** The ECTS-based structure coherently combines advanced theoretical study, research methodology, academic ethics, critical analysis, and areas directly relevant to contemporary audiovisual and digital practice. It is suitable for both scientific doctoral research and the professional or DLA route and covers the teaching, learning, research, practice, and assessment experiences required at doctoral level.
- ✓ **Best practice examples:** The curriculum is notably current: the compulsory ethics course addresses the responsible use of artificial intelligence, while the optional offer engages with new media, interactivity, platform economies, film sociology, and academic publishing. The availability of several courses in English strengthens both specialisation and international openness.

Recommendations: By the end of the 2026-2027 academic year, revise the syllabi for *Research Methods* and *Academic Writing* to include at least two applied workshops per course on research design, citation management software, referencing standards and academic-integrity checking. Assess these skills through a compulsory practical assignment (e.g., annotated bibliography and correctly referenced research proposal), and annually review a sample of doctoral outputs to monitor compliance with citation and referencing requirements.

The indicator is: fulfilled.

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.	
Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

- ✓ **Presentation of the state of facts:** The IER (p. 22) explicitly associates the programme with ESCO occupational profiles. The scientific route is linked to film critic or researcher (ESCO 2642.1.7) and media scientist (ESCO 2632.1.2). The professional doctorate is linked to film director (2654.1.8), cinematographer (3521.1.2), editor (2654.5), producer (2654.3.2), and distributor (1324.5), reflecting the principal research and professional trajectories supported by the field.
- ✓ **Analysis:** The occupations identified are relevant to Film and Media Studies and correspond to the programme's dual scientific and practice-based profile. The methodological, socio-cultural, industrial, digital-media, writing, and artistic-creation components described in the curriculum provide substantive support for the competences required by these occupations. Although the IER does not reproduce a separate outcome-to-ESCO matrix, the correlation is sufficiently demonstrated at programme level.
- ✓ **Best practice examples:** The qualification profile distinguishes clearly between advanced research roles and professional audiovisual occupations while maintaining a common doctoral standard of critical reflection, methodological rigour, and autonomous knowledge or artistic production.

Recommendations: By the next annual curriculum review, prepare and approve a programme-level matrix for *Film and Media Studies* linking each expected learning outcome to the relevant ESCO competences, the curricular and research or artistic-research activities through which these competences are developed, and the assessment evidence used to verify achievement. The matrix

should avoid an extensive list of targeted occupations and should identify only one or two research-oriented professional profiles genuinely relevant to doctoral studies in *Film and Media Studies.*

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.

- ✓ **Presentation of the state of facts:** The IER (pp. 22-25) documents a flexible curriculum, interactive teaching based on analysis and debate, and individualised supervision. Supervisors provide continuous feedback, monitor research progress, facilitate access to resources, and communicate career and funding opportunities. During 2025-2026, doctoral candidates also contributed to teaching in the Romanian and Hungarian Film and Media departments in areas including image analysis, screenwriting, film history and language, editing, cinematography, directing, documentary production, interactive media, photography, broadcasting, and sound design.
- ✓ **Analysis:** Student-centred principles are implemented through curricular choice, differentiated learning pathways, participatory teaching, personalised supervision, and progressive academic or professional responsibility. The described practices are appropriate to the diversity of doctoral research topics and to the combination of scientific and artistic profiles within the field.
- ✓ **Best practice examples:** The structured involvement of doctoral candidates in supervised teaching activities that correspond to their expertise and research themes, across both language lines and a broad range of film-production disciplines, is a strong example of learning through participation and professional integration.

Recommendations: n/a

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.

- ✓ **Presentation of the state of facts:** The IER (pp. 25-27) identifies a formal mobility framework based on the UBB Internationalisation Strategy 2025-2029, Erasmus+, Blended Intensive Programmes, EUTOPIA, and institutional procedures for recognising study periods abroad. Since 2021, Film and Media Studies doctoral candidates have used doctoral grants and Erasmus short-term mobility for research, conferences, and artistic activities in Portugal, Switzerland, Lithuania, Hungary, Italy, Austria, the United States, Denmark, France, and other destinations. Two EUTOPIA cotutelle arrangements with the University of Warwick and incoming mobility through the Eugene Ionesco programme are also reported.
- ✓ **Analysis:** Mobility opportunities are diversified, publicly communicated, financially and institutionally supported, and demonstrably used by doctoral candidates. The evidence covers outbound and incoming mobility, short-term study and research, conference and artistic participation, and international co-supervision, showing that internationalisation is embedded in the doctoral learning experience rather than remaining only a formal possibility.
- ✓ **Best practice examples:** The combined use of doctoral research grants, Erasmus short-term mobility, EUTOPIA cotutelle arrangements, and incoming research fellowships offers multiple mobility routes adapted to different stages and types of doctoral projects.

Recommendations: n/a

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

- ✓ **Presentation of the state of facts:** The IER (pp. 27-28) refers to UBB policies on gender equality, anti-discrimination, harassment prevention, multilingualism, mental health, and social inclusion, including the Open2UBB initiative. At Doctoral School level, students are represented in the Council; the Film and Media Studies representative is Boglarka Angela Farkas. Of the 32 doctoral candidates in the standard study period in this field, 18 are women (56.25%). Supervision and thesis preparation are available in Romanian, Hungarian, and English, with Hungarian-language supervision provided in the field by Associate Professor Andrea Virginas.
- ✓ **Analysis:** The institutional framework and field-level practices support equitable participation and accommodate different linguistic, academic, scientific, and artistic profiles. Student representation, balanced participation, multilingual supervision, and access to university support services provide sufficient evidence that opportunities are aligned with doctoral candidates' potential and aspirations.
- ✓ **Best practice examples:** The multilingual doctoral environment, together with direct doctoral-candidate representation in governance and balanced gender participation, constitutes a positive practice in a multicultural university context.

Recommendations: The Doctoral School should include a brief, anonymised section documenting the measures used to identify and support doctoral candidates' diverse learning styles and individual abilities. The section should specify the number and type of support measures provided, such as adapted supervision arrangements, additional methodological guidance, language support, accessibility measures or counselling referrals, while protecting students' personal data. This would complement the existing monitoring of gender and linguistic equity and enable the School to review annually whether the support offered is appropriate and effective.

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.

- ✓ **Presentation of the state of facts:** According to the IER (pp. 28-29), doctoral candidates have access to the Central University Library and digitised collections, the Faculty library, recordings and films in physical or digital format, and specialised production equipment. For practice-based or DLA projects, this includes cameras, tripods, sound-recording devices, lenses, lighting equipment, camera supports, and projectors. UBB also operates a Centre for Students with Disabilities, which provides recommendations on assessment conditions and adaptation of learning materials. The IER nevertheless acknowledges that the relocation to the new Burebista Street premises has generated several unresolved infrastructural accessibility challenges.
- ✓ **Analysis:** The academic, digital, documentary, and professional production resources are relevant and generally adequate for both scientific and DLA doctoral pathways. However, the indicator expressly includes access for persons with disabilities. The IER does not document a completed accessibility audit, an accessible route covering all essential teaching and production spaces, or a time-bound remediation plan for the temporary premises. The substantive requirement is therefore met only in part.

- ✓ **Best practice examples:** The combination of extensive library and digital resources with professional audiovisual equipment allows doctoral candidates to connect theoretical inquiry, archival work, technological experimentation, and artistic production within the same learning environment.

Recommendations:

1. By the end of the 2026–2027 academic year, the Doctoral School, together with the Faculty and relevant UBB services, should complete an accessibility audit of the Burebista Street premises and adopt a time-bound remediation plan. The plan should address access routes, sanitary facilities, signage, emergency evacuation, teaching and production spaces, and access to specialist equipment. Until essential spaces are fully accessible, clear interim accommodation arrangements and a contact point should be made available to doctoral candidates.
2. UBB should verify and restore reliable ARCANUM access for doctoral candidates from both on-campus and remote locations, as applicable. The Doctoral School should nominate a responsible contact person, communicate a short access guide to all doctoral candidates, and record and review reported access problems at least once per semester, with the aim of resolving them within a defined timeframe.

The indicator is: partially 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.

- ✓ **Presentation of the state of facts:** The IER (p. 29) states that assessment methods, tasks, criteria, and their weighting are communicated in advance through course descriptions, while syllabi are presented to each group at the beginning of the teaching process. Expected learning outcomes are linked to personal and professional development, and students may use the institutional assessment-appeals procedure. Within the Doctoral School, common doctoral expectations are interpreted in relation to each candidate's individual scientific or artistic research profile.
- ✓ **Analysis:** The learning outcomes and associated expectations are sufficiently explicit to guide students and teachers, while the assessment framework remains appropriately flexible for knowledge and artistic production in Film and Media Studies. Advance communication of criteria and the availability of an appeal mechanism support transparency and procedural fairness.
- ✓ **Best practice examples:** The evaluation approach balances clear and pre-announced standards with the individualisation required by scientific, creative, and practice-based doctoral research.

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.

- ✓ **Presentation of the state of facts:** The IER (pp. 29-30) shows that learning outcomes are monitored through continuous and summative course assessment, including tests, active participation in debates, and research papers. Doctoral progress is assessed through annual 15-20 page research reports evaluated by the guidance and academic ethics committee. Completion requirements are differentiated: the DLA route requires at least three research reports and two publicly available artistic products, while the scientific doctorate requires at least three research reports, an article published or accepted in a recognised indexed venue, and a

peer-reviewed conference, symposium, or workshop paper. The process culminates in the public defence of the thesis.

- ✓ **Analysis:** The assessment system verifies achievement at successive stages, from coursework and annual progress to final completion. The differentiated evidence requirements are appropriate to the scientific and professional doctoral routes and ensure that research competence and, where applicable, artistic creation are both evaluated.
- ✓ **Best practice examples:** Annual assessment by a guidance and academic ethics committee, combined with route-specific scientific and artistic completion outputs, constitutes a robust doctoral monitoring mechanism.

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:** The IER (p. 30) shows that admission is governed by Higher Education Law no. 199/2023, the annually updated UBB Admission Methodology for Doctoral Studies, and the Regulation on the Organisation and Operation of Doctoral Studies. The Faculty implements the institutional framework through its own selection and ranking criteria, examination arrangements, calendar, and registration conditions. The Doctoral School also publishes a concise field-specific admission methodology on its website.
- ✓ **Analysis:** The regulatory hierarchy is clear, current, and publicly accessible. University rules are translated into operational requirements at Faculty and Doctoral School level, providing candidates with a predictable and transparent admission framework.
- ✓ **Best practice examples:** The public field-specific methodology complements the university regulations and concentrates the principal admission requirements in an accessible operational document.

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:** The IER (p. 31) states that admission is based exclusively on academic or artistic competence and excellence. Age, sex, ethnicity, mother tongue, religion, race, political affiliation, lawful organisational membership, and chronic illnesses that do not endanger the community are excluded as selection criteria. UBB allocates dedicated places for Romanians from abroad and Roma candidates, while candidates with disabilities may receive specialised institutional support. The Institute for Doctoral Studies communicates the places available for disadvantaged categories in each admission session.
- ✓ **Analysis:** The admission framework is consistent with equity, equal opportunity, and non-discrimination principles. Merit-based selection is combined with targeted access measures for specified disadvantaged categories and with the availability of support for candidates with disabilities. The source material does not identify discriminatory barriers or unequal treatment within the evaluated field.

- ✓ **Best practice examples:** The framework combines transparent merit-based selection with centrally supported places for disadvantaged groups and an explicit prohibition of discriminatory criteria.

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.

- ✓ **Presentation of the state of facts:** The IER (pp. 31-32) indicates that doctoral candidates' academic activity is regulated through the ECTS-based Academic Activity Regulation, the Code of Students' Rights and Responsibilities, the UBB Regulation on Doctoral Studies, the doctoral study contract, and the individual doctoral study plan. Two doctoral candidates sit on the Doctoral School Council, one for each field, and participate in regulatory decisions, funding requests, and matters affecting the doctoral community. Film and Media Studies doctoral candidate Alexandru-Florin Radulea is also involved in the Faculty student association.
- ✓ **Analysis:** The applicable regulations and individual planning documents create a predictable framework for enrolment, progression, responsibilities, and completion. Direct doctoral-candidate participation in the Council and student association supports communication, representation, and the practical application of student rights.
- ✓ **Best practice examples:** Doctoral representatives participate directly in decisions concerning regulations, funding requests, and community needs, strengthening the partnership between students and the Doctoral School.

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.

- ✓ **Presentation of the state of facts:** The IER (pp. 32-33) situates the field within UBB's extensive international networks, including Erasmus partnerships, EUTOPIA, and The Guild. Film and Media Studies supervisors act as external examiners, deliver doctoral workshops abroad, participate in international advisory committees, and maintain collaborations with universities in Ireland, Hungary, France, Germany, and other countries. Prestigious international guests have delivered activities for doctoral candidates. Courses and supervision are available in English, several theses have been completed in English, and further English-language theses are in progress. These actions complement the mobility and cotutelle arrangements documented under I.P.B.3.1.2.
- ✓ **Analysis:** Internationalisation is systematic and extends across mobility, curriculum, supervision, research collaboration, guest teaching, examination, publication, and thesis language. The breadth and continuity of the evidence demonstrate a mature international profile with direct benefits for doctoral candidates and supervisors.
- ✓ **Best practice examples:** The integration of mobility, EUTOPIA cotutelles, English-language teaching and supervision, international guest seminars, and participation in doctoral assessment abroad creates a genuinely transnational doctoral environment.

Recommendations:
1. Starting with the 2026-2027 academic year, the Doctoral School should establish a clear, centralised communication channel for EUTOPIA opportunities, regularly updated with upcoming mobility calls, cotutelle options, doctoral events and application deadlines. Its use should be reviewed annually by recording the number of opportunities communicated and doctoral candidates participating.
2. The Doctoral School should develop practical arrangements to involve internationally recognised academics in the Film and Media Studies doctoral field, through visiting appointments, co-supervision, cotutelles, short-term teaching or research activities, and participation in doctoral committees *(recommendation formulated following the meeting with academic staff affiliated with the Doctoral School).*

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:** The IER (pp. 34-35) documents the direct integration of doctoral candidates into funded research projects. SCREEN-SOCIAL, coordinated by Associate Professor Constantin Parvulescu, involved doctoral candidate Madalina Pojoga; the project on cultural trauma in European small national cinemas, coordinated by Associate Professor Andrea Virginas, involved Boglarka Angela Farkas; and the international AGE-C project involves the same doctoral candidate in research, dataset development, conferences, publications, and cross-sector dissemination. Associate Professor Claudiu Turcus and doctoral candidate Ana Taranu also participated in the PNRR project on philosophy in late socialist Europe.
- ✓ **Analysis:** The evidence shows that research-based learning is embedded in the doctoral programme. Doctoral candidates work with supervisors and external partners in competitive projects, apply qualitative and quantitative methods, contribute to datasets and publications, and participate in dissemination. These experiences directly support the advanced research, analytical, collaborative, and communication outcomes targeted by the programme.
- ✓ **Best practice examples:** The allocation of substantive research and dissemination roles to doctoral candidates in nationally and internationally funded projects provides an exemplary connection between doctoral education, collaborative inquiry, and the production of reusable research resources.

Recommendations: n/a

The indicator is: fulfilled.

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

- ✓ **Presentation of the state of facts:** The IER (pp. 35-38) shows that research and artistic outputs are recorded in the UBB Academic/Scientific Activity Management application and disseminated through international conferences, indexed open-access journals, publications, film awards, festivals, and exhibitions. Doctoral candidates contributed to the 2025 international colloquium on film, video, digital media, and artificial intelligence, with selected papers subsequently published. Ekphrasis and Studia UBB Dramatica provide editorial, peer-review, and publication opportunities. The IER lists thirteen indexed publications by Film and Media Studies doctoral

candidates since 2021 and records internationally recognised films and installations associated with doctoral research.

- ✓ **Analysis:** The outputs demonstrate sustained national and international visibility and appropriate capitalisation of both scientific and practice-based research. Publication in indexed venues, participation in international research projects and conferences, and the selection or awarding of doctoral candidates' films and installations show that results circulate within both academic and professional communities.
- ✓ **Best practice examples:** The direct pathway from doctoral research to indexed open-access publication, international conference dissemination, and recognised creative outputs is a strong practice. The close relationship with Ekphrasis and Studia UBB Dramatica also gives doctoral candidates practical experience in editing, peer review, and scholarly communication.

Recommendations: n/a

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application Adequately implemented strategic directions, actions, and procedures	
Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme

- ✓ **Presentation of the state of facts:** According to the Film and Media Studies IER (p. 39 and pp. 45-49), quality assurance is governed by the UBB Quality Assurance Policy, the 2024-2029 Strategic Plan, annual operational plans and Quality Assurance Programmes. Procedures are published in the Quality Manual and through the Qualitas Centre. The Statute of the Doctoral School of Theatre and Film assigns the Director responsibility for research, artistic creation and quality. Follow-up measures for Film include revision of the Statute, international research training and cotutelle supervision, stronger research teams and increased use of doctoral grants for professional development.
- ✓ **Analysis:** The institutional framework establishes responsibilities, planning and review, while the Film follow-up table provides evidence of changes since the 2021 evaluation. However, the IER's SWOT and development priorities acknowledge that quality management remains underdeveloped. Field-level objectives, evidence and follow-up therefore need more systematic annual coordination. The documented improvements support fulfilment, with a targeted recommendation to strengthen implementation.
- ✓ **Best practice examples:** The recommendation-follow-up table that links each previously identified weakness to concrete measures and a fulfilment status is a strong example of accountability and institutional learning.

Recommendations: Starting with 2026-2027, adopt an annual quality assurance plan for Film and Media Studies, with indicators, baselines, targets, responsibilities and deadlines. Review implementation annually in the Doctoral School Council, using the monitoring data recommended under I.P.C.5.1.1.

The indicator is: fulfilled.

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

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

- ✓ **Presentation of the state of facts:** The IER (pp. 39-41) describes annual internal evaluation, management and peer assessment, and student consultation. The Doctoral School Council evaluates doctoral programmes and monitors ARACIS indicators; its membership includes doctoral students and external specialists. Christian Ferencz-Flatz provides the external perspective for Film and Media Studies. The School community was consulted on the Statute, and the Director consults employers, specialists and prospective candidates. Annual doctoral surveys provide further feedback, although anonymous course evaluation through AcademicInfo remains an implementation gap addressed under I.P.C.4.1.1.
- ✓ **Analysis:** Stakeholder engagement is embedded both in governance and in operational procedures. Students and external experts have formal voting or advisory roles, while employers and professional representatives are consulted on curricular relevance. These mechanisms provide credible channels through which opinions can influence decisions and the implementation of procedures.
- ✓ **Best practice examples:** The simultaneous presence of elected doctoral students and external field specialists in the Doctoral School Council strengthens both participatory governance and the impartiality of internal evaluation.

Recommendations: n/a

The indicator is: fulfilled.

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

Standard S.C.2.2. Operation Quality assurance and academic ethics and conduct organisational structures adequately perform their specific role and functions.	
Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.

- ✓ **Presentation of the state of facts:** According to the IER (p. 40), the Code of Ethics and Professional Conduct was updated in 2025 and is implemented through the UBB Ethics Committee, an independent structure in relation to the Senate and Rector's Office. The Committee operates under Higher Education Law no. 199/2023, Government Decision no. 305/2024, Order no. 6,869/2024 and its Senate-approved organisation and operation regulation; at least 25% of its members are students. At School level, ethics is addressed through a compulsory course, provisions in the Doctoral School Statute, conflict-mediation responsibilities of the Council and sanctions for serious breaches established by the competent bodies.
- ✓ **Analysis:** The institutional framework clearly establishes the legal basis, independence, composition and responsibilities of the Ethics Committee. The Doctoral School's educational and mediation mechanisms complement the central committee without replacing or subordinating it, and decisions at School level must comply with the UBB ethics framework. The evidence supports lawful and independent operation.
- ✓ **Best practice examples:** The combination of an independent university-level Ethics Committee, mandatory doctoral training in ethics and academic integrity, and School-level conflict mediation provides a coherent preventive and corrective framework.

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.

- ✓ **Presentation of the state of facts:** The IER (pp. 21-22, 41 and 45-47) describes annual curriculum preparation by the Doctoral School, validation by the School and Faculty Councils, and approval by CSUD. The published curriculum is reflected in each candidate's individual study plan. In Film and Media Studies, the offer combines compulsory research-methods and ethics courses with options on new media, academic writing, film industries and society. Review may introduce or remove courses in response to research trajectories and professional needs. Follow-up measures also include international training, collaborative research and development of the DLA pathway.
- ✓ **Analysis:** Annual review has clear approval levels and connects curricular decisions to individual doctoral projects. The Film course offer addresses both scientific inquiry and audiovisual practice, while the documented changes in international training and collaborative research show practical effects of monitoring. The evidence supports consistent application of review procedures and their contribution to quality improvement.
- ✓ **Best practice examples:** The linkage between annual curriculum review, the individual doctoral study plan and the documented closure of previous external-evaluation recommendations is a strong quality-assurance practice.

Recommendations: n/a

The indicator is: fulfilled.

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

- ✓ **Presentation of the state of facts:** The IER (pp. 39-41) identifies the Doctoral School Council, Faculty Council, Institute for Doctoral Studies and CSUD, Administrative Council and Senate Curriculum Committee as participants in programme approval and review. Supervisors, student representatives and department heads are consulted. External input comes from specialists, cultural institutions, companies, festivals and other universities. For Film and Media Studies, these consultations connect doctoral research and the DLA pathway with audiovisual production, dissemination and professional practice; proposals are submitted to the School Council for consideration.
- ✓ **Analysis:** Internal stakeholder involvement is structurally embedded and extends across all approval levels. External consultation is relevant and addresses both academic and labour-market perspectives. Nevertheless, the IER presents these external consultations mainly in narrative form and does not systematically document the traceability from a stakeholder proposal to the resulting decision or action.
- ✓ **Best practice examples:** The multi-level approval route, combined with formal student representation and external membership in the Doctoral School Council, creates a broad and balanced participation framework.

Recommendations: Keep a concise annual record of consultations with Film and Media Studies stakeholders, including employers and alumni. Record the proposals received, the Council's response and any subsequent actions.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.

Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

- ✓ **Presentation of the state of facts:** The IER (pp. 39-42) describes management and peer evaluation and annual doctoral surveys coordinated by the Qualitas Centre. For the whole Doctoral School of Theatre and Film, the reported response rate was 8.6% among 58 doctoral students in 2023-2024, with a mean of 3.36/5, and 3.6% among 57 in 2024-2025, with a mean of 3.65/5. These are School-wide figures, not separate Film results. The IER explicitly states that anonymous evaluation of doctoral disciplines through AcademicInfo is not yet operational and that course-related feedback is collected informally.
- ✓ **Analysis:** The School analyses the survey evidence available, but annual doctoral-stage feedback does not replace the semester-based evaluation of teaching required by this indicator. The absence of an operational anonymous course-evaluation process is the principal gap. Very low survey participation and the lack of a separate Film breakdown also limit conclusions about the field. The higher mean score cannot establish a reliable improvement in teaching quality on its own. Partial fulfilment is therefore justified.
- ✓ **Best practice examples:** The item-level analysis of survey results, explicit reporting of response rates and comparison with the UBB average demonstrate a constructive and transparent use of the data that are available.

Recommendations:
1. The Doctoral School should include all Film and Media Studies doctoral courses and teachers in AcademicInfo and carry out anonymous evaluations after each teaching semester. The Council should review the results annually, record follow-up actions, and aim to reach a minimum response rate of 20%, while reporting field-specific results only where anonymity can be ensured.
2. By the end of the 2026-2027 academic year, the Doctoral School should apply the Methodology on the allocation of doctoral places consistently across all doctoral fields and use its results, together with student feedback and supervision outcomes, in the periodic evaluation of doctoral supervisors.

The indicator is: partially 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.

- ✓ **Presentation of the state of facts:** The IER (pp. 43-44) identifies ManageAsist for administrative data, AcademicInfo for academic records and student services, and the UBB Academic/Research Activity Management system for research and artistic outputs. These systems support reporting at several organisational levels. Supervisors are evaluated through their employing Faculty departments, while the School Director may access relevant results for Council analysis. Annual reports submitted by supervisors organising admission and the methodology for distributing doctoral places provide additional evidence on research, artistic creation and teaching performance.
- ✓ **Analysis:** The institutional systems provide an adequate basis for collecting and analysing quality data. Their general functionality does not, however, demonstrate that anonymous evaluation of Film doctoral courses has already been implemented. The IER also recognises a need for field-specific internal evaluation and clearer annual performance requirements. Consolidating the available evidence would help the Council monitor scientific and DLA trajectories and the effects of its decisions consistently.
- ✓ **Best practice examples:** The complementary use of integrated academic, administrative, financial and research databases, with differentiated access rights and multi-level reporting, is a strong institutional practice.

Recommendations: Maintain one annual monitoring record for Film and Media Studies, covering admissions, progression, completion, scientific and artistic outputs, mobility and student feedback. Define data owners and update dates, distinguish scientific and DLA results where appropriate, and

use the record in the annual quality-plan review under I.P.C.1.1.1. Protect personal data and anonymity when reporting small cohorts.

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.

- ✓ **Presentation of the state of facts:** According to the IER (p. 44), UBB publishes public-interest information through its website and communication services. The Doctoral School website provides regulations, curricula, supervisor profiles, doctoral-student and alumni information. For Film and Media Studies, the public curriculum identifies compulsory and optional courses, teaching languages and teachers; dedicated supervisor pages describe relevant expertise. Admission information and the School Statute explain access requirements, doctoral organisation and completion standards for the scientific and professional routes.
- ✓ **Analysis:** The scope of information made available covers the principal academic, administrative and regulatory elements needed by candidates, doctoral students and other stakeholders. The dedicated public website provides direct access to field-specific information. The SWOT observation that online visibility remains too traditional concerns communication reach and promotion rather than the availability of public-interest information required by this indicator.
- ✓ **Best practice examples:** The concentration of regulatory documents, curricular information, supervisor profiles, student and alumni information, and scientific or artistic outputs on a dedicated Doctoral School portal supports transparent access through a single institutional point.

Recommendations: n/a

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.

- ✓ **Presentation of the state of facts:** The IER (pp. 9 and 44-45) describes decision-making under the UBB Charter and the Statute of the Doctoral School. Council decisions are voted on, recorded and archived. Framework documents and decisions are accessible through INFOUBB, the Institute for Doctoral Studies website, the School website and repositories of Senate decisions and Administrative Council decisions. Institutional communication channels inform supervisors and doctoral students of relevant decisions and procedural changes. Student and external representation gives the Film field a voice in School-level deliberations.
- ✓ **Analysis:** The decision-making process is rule-based, multi-level, representative and documented. Student and external-member participation in the School Council strengthens transparency at the point where decisions are prepared and adopted, while public repositories and institutional communication channels provide access to the resulting regulatory and administrative information.
- ✓ **Best practice examples:** The combination of public decision repositories at university level with targeted communication to the doctoral community provides both formal transparency and operational accessibility.

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.

- ✓ **Presentation of the state of facts:** The IER (pp. 45-47) records UBB's ARACIS institutional evaluations in 2009, 2014 and 2020, the 2021 doctoral-field evaluation and the 2024-2025 interim review. Its Film-specific follow-up table reports the implementation of seven recommendations, including Statute revision, international training, cotutelle supervision, collaborative research and professional-development funding. The supplied timetable schedules the Film and Media Studies accreditation-maintenance visit for 9-10 September 2026, with meetings involving management, supervisors, employers, research centres, quality and ethics structures, doctoral students and alumni, and inspection of material resources.
- ✓ **Analysis:** The documentation demonstrated participation in the required evaluation cycle and preparation for the accreditation-maintenance procedure. The Film-specific follow-up table identified measures and reported completion status. The visit provided an opportunity to verify implementation and discuss the remaining quality-management needs identified during the evaluation. Meetings held during the visit were considered as part of the completed evaluation activities.
- ✓ **Best practice examples:** The Film-specific follow-up table connects earlier recommendations with identifiable changes in doctoral organisation, international training and research collaboration. The planned participation of employers, doctoral students and alumni supports verification from several perspectives.

Recommendations: n/a

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Coherent governance with doctoral-student and external-member participation. ✓ Nine supervisors covering film scholarship, digital media and audiovisual practice. ✓ Curriculum combines ethics, research methods and specialised Film options. ✓ Scientific and DLA pathways connect supervision, research and creation. ✓ Multilingual environment supports Romanian, Hungarian and English. ✓ The IER records 18 defences in total and the first two Film DLA awards. ✓ Mobility, cotutelles, funded	INTERNAL FACTORS ↑	✓ Temporary relocation has affected specialised spaces and material resources. ✓ Full accessibility at Burebista is not demonstrated by an audit and remediation plan. ✓ Anonymous evaluation of doctoral courses is not yet operational in AcademicInfo. ✓ School-wide survey participation is low: 8.6% and 3.6%; no separate Film rate is reported. ✓ Field-level quality planning and monitoring need closer coordination. ✓ The effects of employer and alumni consultation are insufficiently traceable. ✓ Continuity in cinematography

projects, indexed journals and festivals support international visibility.		supervision and limited online visibility remain concerns.

SWOT Analysis

Opportunities: ✓ EUTOPIA, Erasmus+ and cotutelles offer further international collaboration. ✓ Interest from established filmmakers and producers can strengthen the DLA pathway. ✓ Alumni visibility can support recruitment, mentoring and professional partnerships. ✓ Candidates from other Romanian and foreign universities can widen participation. ✓ Film festivals, production companies and cultural institutions offer research partnerships. ✓ Faculty journals and interdisciplinary conferences can extend research dissemination. ✓ New media and AI-related inquiry can develop scientific and practice-based research.	EXTERNAL FACTORS	**Threats:** ✓ Limited national research infrastructure restricts opportunities for highly qualified Film graduates. ✓ Few doctoral schools in the field limit domestic collaboration opportunities. ✓ Weak industry investment in research can constrain use of doctoral results. ✓ Rapid equipment development places pressure on audiovisual research resources. ✓ AI-driven changes challenge artistic practice, research methods and academic integrity. ✓ Extended relocation could prolong constraints on access to specialised spaces. ✓ Retirement without timely continuity arrangements could leave cinematography expertise gaps.

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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	procedures that are periodically reviewed as required by law.		
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	Conduct an accessibility assessment of the Burebista Street premises and implement a time-bound plan to address the identified barriers. Until full accessibility is achieved, ensure clear alternative arrangements and contact procedures for individual accommodation requests.
4.	**I.P.A.2.2.1** The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	**I.P.A.3.1.1** The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	Secure continuity in cinematography and film-image supervision before the completion of Assoc. Prof. Dr. Florin Țolaș's retirement, through habilitation, recruitment or co-option of suitably qualified expertise. The School should monitor supervisory loads and preserve a balanced coverage of theoretical, technological and practice-based areas.
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	
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	By the end of the 2026-2027 academic year, revise the syllabi for *Research Methods* and *Academic Writing* to include at least two applied workshops per course on research design, citation management software, referencing standards and academic-integrity checking. Assess these skills through a compulsory practical assignment (e.g., annotated bibliography and correctly referenced research proposal), and annually review a sample of doctoral outputs to monitor

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			compliance with citation and referencing requirements.
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	By the next annual curriculum review, prepare and approve a programme-level matrix for *Film and Media Studies* linking each expected learning outcome to the relevant ESCO competences, the curricular and research or artistic-research activities through which these competences are developed, and the assessment evidence used to verify achievement. The matrix should avoid an extensive list of targeted occupations and should identify only one or two research-oriented professional profiles genuinely relevant to doctoral studies in *Film and Media Studies.*
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	
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	
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	The Doctoral School should include a brief, anonymised section documenting the measures used to identify and support doctoral candidates' diverse learning styles and individual abilities. The section should specify the number and type of support measures provided, such as adapted supervision arrangements, additional methodological guidance, language support, accessibility measures or counselling referrals, while protecting students' personal data. This would complement the existing monitoring of gender and linguistic equity and enable the School to review annually whether the support offered is appropriate and effective.
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.	PF	1. By the end of the 2026–2027 academic year, the Doctoral School, together with the Faculty and relevant UBB services, should complete an accessibility audit of the Burebista Street premises and adopt a time-bound remediation plan. The plan should address access routes, sanitary facilities, signage, emergency evacuation, teaching and production

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			spaces, and access to specialist equipment. Until essential spaces are fully accessible, clear interim accommodation arrangements and a contact point should be made available to doctoral candidates. 2. UBB should verify and restore reliable ARCANUM access for doctoral candidates from both on-campus and remote locations, as applicable. The Doctoral School should nominate a responsible contact person, communicate a short access guide to all doctoral candidates, and record and review reported access problems at least once per semester, with the aim of resolving them within a defined timeframe.
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	1. Starting with the 2026-2027 academic year, the Doctoral School should establish a clear, centralised communication channel for EUTOPIA opportunities, regularly updated with upcoming mobility calls, cotutelle options, doctoral events and application deadlines. Its use should be reviewed annually by recording the number of opportunities communicated and doctoral candidates participating. 2. The Doctoral School should develop practical arrangements to involve internationally recognised academics in the Film and Media Studies doctoral

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			field, through visiting appointments, co-supervision, cotutelles, short-term teaching or research activities, and participation in doctoral committees *(recommendation formulated following the meeting with academic staff affiliated with the Doctoral School).*
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
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	Starting with 2026-2027, adopt an annual quality assurance plan for Film and Media Studies, with indicators, baselines, targets, responsibilities and deadlines. Review implementation annually in the Doctoral School Council, using the monitoring data recommended under I.P.C.5.1.1
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	
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	
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Keep a concise annual record of consultations with Film and Media Studies stakeholders, including employers and alumni. Record the proposals received, the Council's response and any subsequent actions.
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	PF	1. The Doctoral School should include all Film and Media Studies doctoral courses and teachers in AcademicInfo and carry out anonymous evaluations after each teaching semester. The Council should review the results annually, record follow-up actions, and aim to reach a minimum response rate of 20%, while reporting field-specific

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
			results only where anonymity can be ensured. 2. By the end of the 2026-2027 academic year, the Doctoral School should apply the Methodology on the allocation of doctoral places consistently across all doctoral fields and use its results, together with student feedback and supervision outcomes, in the periodic evaluation of doctoral supervisors.
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	Maintain one annual monitoring record for Film and Media Studies, covering admissions, progression, completion, scientific and artistic outputs, mobility and student feedback. Define data owners and update dates, distinguish scientific and DLA results where appropriate, and use the record in the annual quality-plan review under I.P.C.1.1.1. Protect personal data and anonymity when reporting small cohorts.
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 Fulfilment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	13	1	0
Domain C. Quality management	9	1	0
Total	**30**	**2**	**0**

Overall assessment of performance indicators

Across Domains A, B and C, 32 performance indicators were analysed: 30 fulfilled, 2 partially fulfilled and none unfulfilled. Domain A has 8 fulfilled; Domain B has 13 fulfilled and 1 partially fulfilled; Domain C has 9 fulfilled and 1 partially fulfilled. I.P.A.2.1.1 and I.P.B.4.1.1 both concern accessibility at the temporary Burebista premises. I.P.C.4.1.1 concerns anonymous semester evaluation of doctoral teaching. The two partial verdicts therefore relate to two substantive improvement areas.

Priority follow-up

The priorities below consolidate the recommendations already formulated in the Film and Media Studies evaluations. They introduce no additional indicator-level requirements:
• Complete the accessibility audit and a time-bound remediation plan for the Burebista premises, covering circulation, adapted facilities, emergency evacuation and access to teaching, screening and film-production spaces. Document interim accommodations (I.P.A.2.1.1; I.P.B.4.1.1).
• Implement anonymous semester evaluation of Film doctoral courses in AcademicInfo, improve survey communication and participation, and document follow-up while protecting anonymity in small cohorts (I.P.C.4.1.1).
• Link the annual Film quality assurance plan to one monitoring record covering admissions, progression, completion, scientific and artistic outputs, mobility and feedback, distinguishing scientific and DLA results where appropriate (I.P.C.1.1.1; I.P.C.5.1.1).
• Secure continuity in cinematography and film-image supervision in the context of Florin Țolaș's retirement, through suitably qualified expertise and monitoring of supervisory loads (I.P.A.3.1.1).
• Record consultations with Film employers, alumni and other stakeholders, together with the Council's response and resulting action, to demonstrate their effect on curricula and procedures (I.P.C.3.1.2).
Progress should be reviewed annually by the Doctoral School Council and recorded in a concise implementation and follow-up report

VI. Conclusions

The Film and Media Studies doctoral field at Babeș-Bolyai University has a coherent institutional framework and a distinct profile combining scientific research and audiovisual creation. Nine supervisors are reported in the IER, with expertise spanning film theory, history, industries, digital media and production. Governance is integrated into IOSUD and Faculty structures, with doctoral-student and external-member participation. The principal institutional qualification concerns demonstrable accessibility of the temporary premises.

Educational effectiveness is supported by compulsory ethics and research-methods courses, relevant optional disciplines, individual supervision and annual progress assessment. Scientific and DLA completion requirements recognise different forms of research output. The IER records 18 thesis defences in total and the first two DLA awards in Film. International mobility, Warwick cotutelle arrangements and participation in SCREEN-SOCIAL, AGE-C and other projects connect doctoral education with collaborative research. Ekphrasis and Studia UBB Dramatica, together with conferences, festivals and audiovisual works, provide dissemination routes.

a) ***Proposed decision:*** **maintaining accreditation** (MAC);

The proposed decision rests on the qualitative assessment across all three domains, supported by 30 fulfilled indicators, 2 indicators partially fulfilled and no unfulfilled indicator. The evidence indicates adequate governance, supervisory expertise, doctoral training and research capacity. The partial verdicts identify specific gaps in accessibility and teaching evaluation that require documented action; the numerical total alone is not the basis for the proposal.

The Film IER documents responses to the 2021 evaluation, including Statute revision, compulsory ethics training, international research training and cotutelle supervision, stronger research teams and increased use of professional-development funding. These measures support the proposed continuation of accreditation with focused follow-up. The visit on 9–10 September 2026 verified the documentary findings and the implementation status before the external evaluation report was finalised.

On the documentary evidence assessed, MAINTAINING ACCREDITATION (MAC) is proposed for Film and Media Studies, with follow-up on accessibility, anonymous doctoral-course evaluation, coordinated quality monitoring, stakeholder consultation and continuity of cinematography supervision.

VII. Annexes

Annex 1. Timetable of the external quality evaluation visit for Film and Media Studies, 9-10 September 2026.

Annex 2. List of documents reviewed

• Internal Evaluation Report for maintaining accreditation, Film and Media Studies doctoral field, registration no. 3442/11.03.2026.

• Final Film evaluation worksheets for Domains A, B and C, including the revised six-page Domain A evaluation.

• UBB Charter, IOSUD/ISD regulations and the regulations governing doctoral studies.

• Statute of the Doctoral School of Theatre and Film, Council structure and relevant decisions.

• Film curriculum and course documentation; 2025-2026 staffing list and annex concerning doctoral candidates; doctoral study documentation cited in the IER.

• Admission methodology, doctoral-study contract framework and information on student rights and academic progression.

• Code of Ethics and Professional Conduct, Ethics Committee regulation and academic-integrity documentation.

• Quality Assurance Policy, UBB Strategic Plan 2024-2029 and Qualitas evaluation documentation; School-wide survey results for 2023-2024 and 2024-2025 as reported in the Film IER.

• Evidence concerning mobility, cotutelle, research projects, publications, artistic outputs, thesis completion and dissemination.

• Film-specific account of the 2021 ARACIS evaluation and 2024-2025 progress review, including the matrix of recommendations and measures in the IER (pp. 45-47).

• Public information available through UBB, ISD and Doctoral School websites and relevant digital platforms.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Miercuri/ *Wednesday*, 09.09.2026			
12:00-12:30	Discuţii tehnice în cadrul comisiei de experţi în evaluarea externă a calităţii/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film
12:30-13:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **reprezentanţii conducerii componentei organizatorice/** *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - dir. of the Doctoral School of Theatre and Film - member of the Council of the Doctoral School of Theatre and Film, Film & Media Studies domain
13:20-13:30	Pauză/ *Break*		
13:30-14:20	Întâlnirea comisiei de experţi evaluatori în evaluarea externă a calităţii cu **echipa care a realizat raportul de evaluare internă (REI)/** *Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film - dir. of the Doctoral School of Theatre and Film - secretary of the Doctoral School of Theatre and Film
14:20-14:30	Pauză/ *Break*		
14:30-16:30	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai instituţiei sau Academiei Române, după caz/ *Representatives of the HEI or the Romanian Academy, as applicable*	

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
16:30-17:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **personalul didactic** implicat în activitățile din cadrul DSUD/ *Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. D. P. - Conf. univ. dr. N. S. - Prof. univ. dr. R. M. - dean of the Faculty of Theatre and Film
17:30-17:45	Pauză/ *Break*		
17:45-18:45	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - dir. Tact Publishing House - dir. Numa Film Production Company - TVR Cluj
Joi/ *Thursday*, 10.09.2026			
9:00 - 9:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Ekphrasis Research Center - Janovics Research Center

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
10:20 - 10:30	Pauză/ *Break*		
10:30 - 11:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/ *Representatives of quality assurance organisational structures*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - dir. of the Doctoral School of Theatre and Film - dean of the Faculty of Theatre and Film
11:20 - 11:30	Pauză/ *Break*		
11:30 - 12:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu reprezentanţi ai **structurilor organizatorice în domeniul asigurării calităţii**/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/ *Representatives of quality assurance organisational structures*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - dir. of the Doctoral School of Theatre and Film - dean of the Faculty of Theatre and Film
12:30- 13:30	Pauză de prânz/ *Lunch*		
13:30 - 14:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu membri ai **Comisiei de etică universitară**/ *Meeting of the experts panel with members of the University Ethics Committee*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Conf. univ. dr. B.I.J.
14:20- 14:30-	Pauză/ *Break*		
14:30- 15:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **studenţi doctoranzi** din cadrul DSUD/	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Studenţi doctoranzi/ *Doctoral students*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD		Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - 1 student - first year - 1 student - 2nd year - 2 students - 3rd year - 1 student - 4th year
15:20-16:00-	Întâlnire tehnică a comisiei de experţi evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film
16:00-16:50	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **absolvenţi,** ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni of the DSUD*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Absolvenţi ai domeniului de studii evaluat/ *Graduates*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - 4 alumni
16:50-17:00-	Pauză/ *Break*		
17:00-17:30	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **reprezentanţi ai conducerii componentei organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii**[1]/ *Meeting of the external quality evaluation experts' panel with representatives of the organisational component / contact person / representatives of the CEAC / representatives of quality assurance organisational structures*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii / reprezentanţi ai CEAC / reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/ *Representatives of the management / representatives of the CEAC / representatives of the quality assurance organisational structures* - Persoana de contact/ *Contact person*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - vice-dean of the Faculty of Theatre and Film
17:30 - 18:00	Finalizarea activităţilor de evaluare/ *Completion of evaluation activities*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film
18:00-19:00	Întâlnirea membrilor comisiei de experţi evaluatori cu reprezentanţii conducerii IÎS sau a OFE, după caz şi ai conducerii componentei organizatorice pentru	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala de Consiliu, Facultatea de Teatru şi Film/ Council Room, Faculty of Theatre and Film

[1] Clarificarea unor aspecte rezultate din activităţile şi discuţiile desfăşurate pe parcursul efectuării vizitei, dacă se impune

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process*	- Reprezentanți ai conducerii și ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact*/ Contact person*	Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - dir. of the Doctoral School of Theatre and Film - dean of the Faculty of Theatre and Film - member of the Council of the Doctoral School of Theatre and Film, Film & Media Studies domain