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METHODOLOGY

**for the organization and exercise
of the academic internal audit activity
in “Mihai Viteazul” National Intelligence Academy**

- Bucharest, 2021 –

Approved by the University Senate on November 25th 2021

LEGAL BACKGROUND

- *Law of National Education no. 1 of 2011, with subsequent amendments and additions;*
- *Government Emergency Ordinance no. 75/2005 on the assurance of quality of education, with all subsequent amendments and additions;*
- *Government Decision no. 1.418/2006 for the approval of the Methodology for external evaluation, standards, reference standards and the list of performance indicators of the Romanian Agency for Quality Assurance in Higher Education (ARACIS), with all subsequent amendments and additions;*
- *The specific ARACIS Standards on external evaluation of the academic, qualification of degree programs in bachelor's and master's fields related to the Specialty Commission;*
- *The University Charter of "Mihai Viteazul" National Intelligence Academy*
- *The internal regulations of the Romanian Intelligence Service (SRI).*

Chapter 1 GENERAL DISPOSITIONS

Article 1. The assurance of quality in higher education and scientific university research is an obligation of the "Mihai Viteazul" National Intelligence Academy, here on referred to as ANIMV of the Academy.

Article 2. The internal academic audit of ANIMV shall be performed by the Internal Audit Committee, here on referred to as *the Committee*.

Article 3. (1) The internal academic audit is an independent and objective activity, which provides the ANIMV management team with an analysis of the conformity of educational process in the Academy to the specific national quality standards for higher education; the review is meant as a tool for identifying the deficiencies and establishing the improvement measures to be applied by the ANIMV management team.

(2) The internal audit contributes to the continuing improvement of institutional management and its quality.

Article 4. (1) The ANIMV internal academic audit aims at obtaining the necessary information for evaluating the educational process for all cycles of higher education and it may include the postgraduate and non-university programs as well, depending on policies adopted by the Academy's management team.

(2) The activities adjacent to the educational process are evaluated bases on the provisions of this methodology, exclusively referring to the degree of achievement of the quality standards for higher education and scientific research, in addition to and without replacing the public audit performed by the specific department of the Romanian Intelligence Service, which is based on a specific methodology.

Chapter 2

THE ORGANIZATION OF ACADEMIC INTERNAL AUDIT ACTIVITY

Article 5. (1) The structure of the Committee is endorsed by the Board of Trustees (CA), is approved by decision of the Academy Senate, and is subsequently registered in the Daily Order.

(2) The Internal Audit Committee comprises a number of employees with the necessary professional training for appreciating and correctly understanding the processes leading to the achievement of the audited evaluation criterion.

(3) The number of members in the Committee is established in relation with the number and complexity of the audited criteria.

(4) The duration of a mandate for the internal academic audit Committee is three years.

Article 6. (1) Every year, the University Senate approves the internal academic audit report of the previous year, as well as the audit plan for the current academic year.

(2) After being approved by the Senate, the plan is presented to the concerned structures, by the Committee.

Article 7. (1) The auditors identify the possible deficiencies, record them and make proposals for their improvement.

(2) In order to assure the objectivity, the members of the audit committee do not occupy managerial positions in the audited structures.

Chapter 3

PERFORMING THE AUDIT

Article 8. The internal audit is performed in accordance with the main criteria for the three quality assurance areas, as follows:

a) in the institutional capacity area:

- a1) institutional, administrative and managerial structures;
- a2) material resources and the optimization of the material resources employment;
- a3) human resources and the institution's capability of appealing to the human resources from outside the institution and from outside the country, under the conditions of the law;

b) in the education efficiency area:

- b1) the content of study programs;
- b2) the results of the educational process;
- b3) the degree of employability;
- b4) the organization's financial activity;

c) in the management of quality area

- c1) the quality assurance strategies and procedures;
- c2) the procedures for the initiation, monitoring and periodic revision of programs and performed activities;
- c3) the objective and transparent procedures for assessing the results of the educational process, including by the students;
- c4) the procedures for the periodic evaluation of the quality of the professors;
- c5) the accessibility of learning resources;
- c6) the systematically updated database regarding the internal quality assurance;

- c7) the transparency of public interest information, including information on study programs and certificates, degrees and qualifications issued, if applicable;
- c8) the functionality of structures for quality assurance, according to the law;
- c9) the accuracy of reports instituted by the legislation in effect.

Article 9. The audit activity is performed so that, during the whole academic year, all the domains defining the quality assurance for the educational process, as well as the necessary documentation for program and institutional evaluation, both internal and external, shall be covered.

Article 10. (1) In their activity, the auditors use the “Audit form”, where they can fill in the examination results, or they can write their conclusions in the report, considering the aspects mentioned in the audit form.

(2) The audit form samples for each domain, criterion, standards and performance indicators are included in Annexes no. 1-14.

(3) The performance indicators are quantified on ascending levels, based on quality assurance as follows:

- a) the minimal accepted level regarding the achievement of standards and quality indicators – min.;
- b) the maximal identifiable level regarding the achievement of standards and quality indicators – ref.; ref1.; ref2.

Article 11. (1) The audit form is filled in with short, precise, clear and concise conclusions.

(2) If the space allocated through the typed form is not sufficient for recording all the identified problems, the auditors may add one or more pages with conclusions, to the audit form, which are to be signed and become a constituent part of the audit form.

(3) The auditors may propose solutions for correcting the identified deficiencies. The auditors’ proposals have a consultative purpose.

Article 12. (1) The results, conclusions and any subsequent proposal are recorded in an **academic internal audit report**, which the Internal Academic Audit Committee shall make available for the Commission for Evaluation and Quality Assurance (CEAC).

(2) The academic audit report constitutes the basis for elaborating the annual CEAC report on the quality of educational services/ the internal evaluation report.

(3) The internal academic audit report is sent to the Senate for approval, after being accepted by the Board of Trustees.

(4) After approval, the report is published on ANIMV’s website.

Chapter 4

FINAL DISPOSITIONS

Article 13. (1) This Methodology becomes effective on the date of its approval by the University Senate.

(2) Annexes no. 1-14 are a constituent part of the present Methodology.

AUDIT FORM

DOMAIN: INSTITUTIONAL CAPACITY

CRITERION: INSTITUTIONAL, ADMINISTRATIVE AND MANAGERIAL STRUCTURES

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
	Mission and goals	<p>Min: The university has been founded and functions according to the law.</p> <p>The institution has a University Charter, its provisions being public and in accordance with the national legislation and the European Frame for Higher Education Principles, and are known by the members of the academic community.</p> <p>The mission and goals assumed by the institution make it unique in the European Frame for Higher Education (EFHE) through clarity, distinction and specificity.</p>	
		<p>Ref: Its mission and goals make it unique in the European Frame for Higher Education through form and manner of execution.</p>	
Mission, goals and academic deontology	Academic deontology	<p>Min: The university has a Code of Deontology and Academic Ethics, through which it defends the values of university autonomy and ethical deontology, includes practices and applies clear mechanisms for preventing possible frauds in its academic research, or any other type of activities, including active measures for preventing and removing any form of plagiarism, as well as promoting ethics and deontology principles amongst all the academic community members.</p> <p>The educational institution permanently monitors and assesses these practices, thus being able to demonstrate their application for all the developed activities, as well as the students' involvement in these processes. The results of the monitoring procedure are published annually, or more often, if need arises.</p> <p>The ethical and university professional deontology/ academic deontology code stipulates measures and mechanisms for the assurance of equality of opportunity, as well as protection against intolerance and discrimination, in all its forms.</p>	
		<p>Ref. 1: The educational institution can demonstrate that the application of these practices to all the processes it operates – management, education, research etc. – has led to the improvement of its performance. The assessment results are registered in the annual activity reports, which are published on the institution's web page.</p>	
		<p>Ref. 2: The educational institution has a prevention-based policy regarding any possible breach of the ethical and academic deontology code, which is proven by public positionings, studies, analysis or</p>	

		measures. The policy also includes study plans that integrate elements to help make students responsible to this end, and the teacher body demonstrates that they are aware of the national, European and global developments regarding the processes and techniques for preventing and fighting against actions which are in breach of the ethical and academic deontology regulations.	
	Liability and public responsibility	<p>Min: The institution relies on internal audit practices for the main areas of the academic activity, in order to ensure the rigorous compliance with the commitments undertaken and the principles of public transparency.</p> <p>Internal Auditing is carried out effectively, periodically, based on internal regulations established institutionally and at the level of each compartment, and it refers to administrative, financial and accounting, academic deontology, teaching, students' evaluation research and students' services issues.</p> <p>An academic audit report is published annually, and it is debated by the Senate, in order to elaborate a plan for improvement.</p>	
		<p>Ref. 1: The education provider/ educational institution demonstrates the application of the measures established through the improvement plan, writes an annual report and publishes the status of applying improvement measures and the results thus obtained.</p>	
Governance and management	Managerial system	<p>Min: The institution has a managerial system and an internal functioning regulation in compliance with the legislation in force, adhering to the minimal percentages of students' representation in the management structure of the Higher Education Institution (HEI), stipulated by the law.</p> <p>The University Charter and the internal regulations explicitly describe the mechanism used for electing the students' representatives in councils, senates and other similar structures.</p> <p>The mechanism is both democratic and transparent, non-discriminatory and it does not restrict the students' right of representing and being represented.</p> <p>The management structures include representatives of the social and economic stakeholders, of the education trade unions and of other partners and beneficiaries of the university.</p>	
		<p>Ref. 1: The management system and the internal functioning regulation also use informational and communication systems, like internet and intranet, which involve the members of the university community, including students, administrative personnel and other partners and beneficiaries of the university and responds to the public interests.</p>	
	Strategic Management	Min: The institution relies on a strategic plan for at	

		<p>least four years, as well as on annual operational plans, which are public, known to the academic community members and are applied according to some rigorous monitoring practices and mechanisms.</p> <p>The Strategic Plan is made for a long, medium and short term, it is updated annually or depending on the evolution and context of higher education, and the performance of the management and administration's performances and achievement is constantly monitored.</p> <p>Ref: The education provider/ educational institution considers the long-term application of its policies and missions through measures for connecting the current strategic plan provisions to the long-term strategic plan and it demonstrates that it takes actions towards this goal, by involving its social and economic partners, both nationally and internationally, including by following the evolution of its graduates' career.</p>	
	Effective administration	<p>Min: The HEI relies on an administration that obeys the legislation in force, is efficient in matters of organization, number and qualification of its personnel, and rigorously functions through the services provided to the university community.</p>	
		<p>Ref. 1: The HEI relies on an effective and rigorous administration, and it has mechanisms for control and continuing development of administrative performances.</p> <p>Ref. 2: The digitalization level of the administration undergoes periodical activities/ processes for modernization, in order to be kept up to date with the good practices at the international level.</p>	

PERIOD OF AUDIT AUDITORS

AUDIT FORM**DOMAIN: INSTITUTIONAL CAPACITY****CRITERION: MATERIAL RESOURCES**

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Patrimony, endowment, allocated financial resources, support for students	Spaces destined for education, research and other activities	Min.: In conformity with the different forms of education – full attendance, partial attendance, and from a distance, as well as the teaching, learning and research activities objectives, the HEI provides learning and research spaces that concur to its specificity, thorough classrooms, teaching laboratories and research centers, in compliance with the technical, safety, hygiene and health regulations in force. Their quality is evaluated in terms of surface, volume, technical status, total number of students, number of occupants – teaching and research personnel, students, etc., categorized by domains, study and institutional programs, reported to the afore mentioned norms. The indicator also refers to accommodation facilities, as well as to other spaces made available to the students for social, cultural and sports activities. The HEI offers an adequate number of places in the students' accommodation facilities, which provide living and learning circumstances in compliance with the technical, safety, hygiene and health regulations in force.	
		Ref. 1: Besides the existent facilities, the HEI also has realistic investment and development plans, which depend on the envisioned profits.	
	Endowment	Min.: Course/ seminary rooms have adequate technical equipment for teaching and communication, which enhance the teacher's activity and the receptivity level of each student; research laboratories have functioning means and equipment in compliance with the minimum requirements.	
		Ref. 1: The course/ seminary rooms and didactic laboratories' endowment are in accordance with the actual level of scientific knowledge development and is comparable to that of developed HEIs in Europe, as well as to the good international practices.	
	Adequate financial resources for learning and teaching activities, adequate and accessible support services for students	Min: The institution demonstrates that it relies on funding sources and sufficient financial resources, on short term – annually and in perspective – for at least three/ four successive years, which are adequately allocated in order to achieve the established mission and goals. The institution relies both on a realistic annual budget, and on a budget for three/ four successive years, as well as short- and medium-term financial	

		<p>policies, regarding financial stability.</p> <p>The policy for quality assurance is part of the strategic management.</p> <p>The requirements of a diverse student body, including mature students, students at reduced attendance or distance-learning programs, students who also have a job or foreign students, as well as those who suffer from certain disabilities, and the paradigm change towards a learning process centered on the student, together with the flexible teaching and learning methods, are all considered when planning and allocating learning and students support resources.</p> <p>Students are well informed regarding the respective resources.</p>	
		<p>Ref. 1: Together with the assurance of the current necessities, the HEI also relies on consistent financial reserves, diverse funding sources, and rigor in planning and defining the investment and financial management policies.</p>	
	<p>The system for awarding grants and other forms of financial support for the students</p>	<p>Min.: The institution has a regulation for awarding grants and other forms of financial support for the students, which it consistently applies, in compliance with the legislation in force. The grants are supported by state budget allocations, as well as own resources.</p>	
		<p>Ref. 1: The funds for grant awarding consist of a minimum of 10% of own resources.</p> <p>Ref. 2: The funds for grant awarding consist of a minimum of 20% of own resources.</p> <p>Ref. 3: The education provider/ educational institution financially supports students so that they can participate in other activities, such as research programs, science events, students' competitions, publications editing, cultural events, etc.</p>	
	<p>The administrative personnel of the students support services</p>	<p>Min.: The administrative personnel of the university is qualified for students support activities, and they are provided several opportunities for developing their skills. The staff recruiting and training processes are fair and transparent. The timetable for the administrative personnel activities with students is published on the university website</p>	
		<p>Ref. 1: Students periodically receive questionnaires on the activity of the university's administrative personnel, are invited to assess the activities of all employees they come in contact with, and as a follow up of these evaluations, the HEI applies a plan of measures designed for activity improvement.</p>	

AUDIT PERIOD AUDITORS

AUDIT FORM

DOMAIN: EDUCATIONAL EFFICENCY

CRITERION: CONTENT OF STUDY PROGRAMS

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Students' Admission	Admission policy principles for the study programs provided by the institution	Min. The institution applies a transparent policy for students' recruitment and admission, which is made public at least 6 months before application.	
	Admission practices	Min – Admission for a university study cycle is based strictly on the diploma issued for graduating the previous cycle, considering the hierarchical order of graduation scores.	
		<p>Ref. 1: Admission is based on a set of combined criteria, where the admission exam score has a greater weigh factor.</p> <p>Ref. 2: Admission can be made only through an exam.</p> <p>Ref. 3: HEI (Higher Education Institution) relies on admission procedures, adjusted to cases of student mobility.</p>	
Study programs structure and presentation	Study programs structure	<p>Min – a study program is presented as a set of documents which includes:</p> <ul style="list-style-type: none"> - the general and specific objectives of the program; - the learning plan which provides the subjects score share in educational credits – ECTS -, and subjects arranged in a successive order by schooling time; - thematic syllabuses or outlines for the subjects included in the learning plan, respectively the expected results of the teaching process, shaped as cognitive, technical or professional and emotional and value-related competences which are achieved by means of one subject or flexible learning tracks adapted to the case; - assessment and examination type for every subject, considering the results planned. - The way of organizing and the content required for the graduation exam, which represents a summative examination which certifies the assimilation of cognitive and professional competencies corresponding to college qualification. <p>Ref. Each study program is presented according to the standard set introduced above, but the implementation of the program is achieved at university level, by means of cooperation between faculties and by facilitating students' mobility inside the university, by means of transfer and credit score accumulation. ECTS credits are</p>	

		<p>allocated to each subject according to “ECTS user’s guide”. The structure of study programs is flexible and allows every student to choose their own learning route, according to their skills and interests. The percentage of learning activity hours corresponding to optional subjects out of the total number of hours earned by a student at the end of the graduate study program is in accordance with the specific standards.</p> <p>Ref. 2: The study programs’ structure is in accordance with and considers the diversity of students and their needs, it is flexible and allows every student to choose their own learning route, according to their skills and interests, however, without harming the study program’s objectives and competences that are expected to be formed at the end of the learning process.</p> <p>Ref. 3: The study programs ensure communication competences in two foreign languages, of which at least one is international.</p>	
	Differentiating in establishing the study programs	<p>Min: Their structure is unitary, independent of the type of teaching. They differ in matters of means used by each education form for assuring the students’ continuing progress during their studies.</p>	
		<p>Ref. 1: Depending on the education form, the establishment of study programs is monitored by and based on specialized internal structures such as “<i>pedagogic analysis and development center</i>”, where innovative and efficient pedagogical technologies are being developed.</p> <p>Ref. 2: The study programs content is permanently updated by introducing new knowledge, discovered through scientific research, including their own.</p> <p>Ref. 3: The education provider/ educational institution has regulated procedures for the students’ integration and adjustment to both the institution and the program.</p>	
	The relevance of study programs	<p>Min:</p> <ul style="list-style-type: none"> - the relevance is defined based on the knowledge development rhythm, on the specific technology, the market’s request; - the study programs are periodically revised; - the programs’ structure can be modified only starting with the first year of the following university series. 	
		<p>Ref. 1: The study programs are revised and improved, following periodically internal or external evaluation. For the current series of students, in the same study program structure the following can be improved: the content of certain subjects, the teaching manner, the practice techniques, and so on.</p> <p>Ref. 2: The education provider/ educational institution has a regulation on the recognition of</p>	

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		<p>higher education qualifications, of study periods and previous learning, and the recognition practices are in accordance with good practices and/ or international regulations Romania is a part of, such as the Lisbon Convention, the European Union Directives on training programs for regulates professions, etc.</p> <p>Ref. 3: The education provider/ educational institution relies on clear procedures on the recognition and validation of credits obtained in other programs at the same institution, or in other institutions, and which stipulate the maximum number of transferable credits that can be recognized for one student during a university year, which shall not be higher than 60 ECTS study credits.</p>	
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AUDIT PERIOD AUDITORS

AUDIT FORM

DOMAIN: EDUCATIONAL EFFECTIVENESS
CRITERION – LEARNING OUTCOME

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Capitalizing the obtained academic qualification	Capitalizing through the ability to be employed in the labor market	<p>Min: The education provider/ educational institution permanently follows the career of its graduates through its own system, organized for this purpose and annually presents a detailed report for all study programs. At least 50% of the graduates are employed within two years from the date of graduation of the university qualification level.</p>	
		<p>Ref.1: More than 70% of graduates are employed within two years from the date of graduation of the university qualification level.</p>	
	Capitalizing the qualification by continuing university studies	<p>Min: Capitalizing the qualification by continuing university studies. At least 20% of the graduates of the last two series of undergraduate studies are admitted to master's studies, regardless of the field.</p>	
		<p>Ref.1: At least 50% of the graduates of the last two cohorts are admitted to master's studies, regardless of the field.</p>	
	The level of satisfaction of the students in relation to the professional and personal development provided by the university	<p>Min: The HEI relies on and applies regulations for the mechanisms of periodic polling of students' opinion regarding their satisfaction towards the educational process, student services and infrastructure offered by the university. More than 50% of students positively appreciate the learning/ development environment offered by the university and their own learning route.</p>	
		<p>Ref. 1: More than 75% of the students positively appreciate the learning/ development environment offered by the university and their own learning path.</p>	
	Student-centered learning methods	<p>Min: The student-professor relationship is one of partnership, in which everyone assumes their responsibility for achieving the learning outcome. The learning outcome is explained and discussed with students from the perspective of their relevance for their development. Teaching staff use the resources of new technologies, for example e-mail, personal web page for subject e-learning platforms, bibliography, resources in electronic format and dialogue with students, and auxiliary materials, from the blackboard to the appropriate flipchart and video projector, and flexibly use of a variety of pedagogical methods that encourage debates, exchange of opinions and teamwork. Students' assessment includes objective examination and</p>	

		<p>grading, based on criteria and methods clearly established at the beginning of the semester and criteria introduced to the students, together with other criteria for assessing the activities carried out. The assessors receive support for developing their own competences in the field of assessment. The educational institution has appropriate recognition and completion procedures for student mobility cases.</p> <p>Ref. 1: Teaching staff are especially trained in the field of teaching at the university level/ or meet in debate groups to discuss teaching methodology. In addition to training/ teaching skills, they also rely on counseling, monitoring and learning facilitating processes. In the university there is a continuous activity of identification, development, testing, implementation and assessment of new effective learning techniques, including the new applications for computers and information technology. The study programs are integrated with practical programs, placements and internships and with the involvement of students in research projects. Teachers associate students to the activity of teaching, through questions in the classroom, short presentations, demonstrative experiments, and the teaching process is oriented according to the pace and learning style of the students. The teaching strategy also considers the needs of students with disabilities, the characteristics of students with special needs, takes into account and uses different methods of organizing the learning and teaching process, where appropriate. Students with permanent or temporary disabilities benefit from alternative assessment and examination methods.</p> <p>Ref. 2: More than the simple transfer of knowledge from the teacher to the student, the institution creates environments and learning experiences that lead students to discover and create knowledge themselves. The teaching staff guides the intellectual development of the student, giving it a strategic dimension. The education provider/ educational institution has appropriate recognition and completion procedures for student mobility cases.</p>	
	<p>Students career guidance</p>	<p>Min:</p> <ul style="list-style-type: none"> - The teaching staff have office hours, when they make themselves available to students and personalized guidance at the students' request, according to a timetable displayed on the institution's website. - There are year guides or tutors - In the university there is at least one career guidance center with a sufficient number of competent staff, established in accordance with 	

		<p>the number of students of the institution. The center benefits of adequate resources for carrying out its activities and publishes an annual activity report. The career guidance and counseling center maintains contact with employers and university graduates in order to streamline the transition between the schooling stage and the actual employment stage.</p> <p>Ref. 1: There is a structure for guiding students in choosing courses and careers, for each faculty. Collegial tutoring is practiced between students from the later years of study and the other students. Teaching staff maintain contact with students by e-mail and through at least 2 hours of weekly consultation.</p>	
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AUDIT PERIOD AUDITORS

AUDIT FORM
DOMAIN: EDUCATIONAL EFFECTIVENESS
CRITERION – SCIENTIFIC RESEARCH ACTIVITY

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
<p>Research programs: The institution relies on a long-term strategy and medium and short-term programs that refer to the objectives, projects and expected research outcome, as well as to the resources for realization.</p> <p>The strategy comprises all scientific areas in which the education provider/educational institution offers higher education, and one of its main objectives is the transfer of results in the teaching/ formative activity of the students in all university study cycles.</p>	Research programming	<p>Min:</p> <ol style="list-style-type: none"> 1) The long-term strategy and the medium and short-term research programs are adopted by the Senate and the faculty councils, along with the specification of the practices of obtaining and allocating the realization resources and the ways of capitalization. 2) Research interests are predominantly institutional. 3) The educational institution has sufficient financial, logistic and human resources to achieve the proposed objectives. 4) The HEI supports the participation of students in research projects, including allocating financial resources in this regard. 	
		<p>Ref. 1:</p> <p>The programming of research considers and is carried out within the national framework, in terms of competitiveness and capitalization. Research is predominantly nationally relevant.</p>	
		<p>Ref. 2: The programming and conduct of research are related to the European and global framework.</p>	
	Carrying out the research	<p>Min:</p> <ol style="list-style-type: none"> 1) The education provider/ educational institution has a Code of Deontology and Academic Ethics according to which the research is carried out in conformity with the norms of professional ethics in order to permanently ensure vigilance against possible frauds or breaches of deontology in research activities, including active measures to prevent and eliminate any form of plagiarism. 2) There are documents which support the permanent certification of fulfillment of quality standards or excellence in scientific research, from the point of view of organization, tracking the development of research projects, internal approval of the 	

		<p>results and elimination of practices that do not comply with ethics, such as the reproduction without permission of the results obtained by other researchers, plagiarism, non-observance of bioethics norms, etc.</p> <p>Ref. 1: There is a climate and an academic culture strongly centered on research, attested by the number of research grants, publications and cognitive and technological transfer through consulting, scientific parks, etc. Students are encouraged to participate in research programs and have access to the university's research infrastructure. There are doctoral schools for training young researchers.</p>	
	<p>Capitalization of research</p>	<p>Min:</p> <p>1)The research is capitalized through: publications for teaching purposes, scientific publications, technology transfer through consulting centers, scientific parks or other capitalization structures, the realization of new products, etc.</p> <p>2) Annually, each member of the teaching staff and researcher has at least one publication or a teaching or scientific achievement.</p> <p>3) The institution participates in the dissemination of research results through mass-media.</p> <p>Ref. 1: The research results are appreciated nationally through awards, citations, quotations, etc. Publications, patents, large papers, etc. are mentioned in international databases.</p>	

AUDIT PERIOD AUDITORS

AUDIT FORM

DOMAIN: EDUCATIONAL EFFECTIVENESS CRITERION – FINANCIAL ACTIVITY

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Budget and accounting	Income and expenses budget	<p>Min:</p> <p>1) The institution relies on an annual budget of incomes and expenses approved by the Senate, which is rigorously respected.</p> <p>2) The expenses for salaries payment at a higher education institution must not exceed every year that percentage of the total revenues that ensures its sustainable functioning.</p> <p>3) In order to obtain the accreditation, the higher education institution must prove that during the temporary operation it used at least 30% of the income obtained each year from the students' fees for investments in its own material base.</p> <p>4) Students' schooling fees are calculated in accordance with the average tuition costs per academic year in public education institutions financed from the budget to similar bachelor's, master's or doctoral studies and are brought to the attention of students through different means of communication.</p> <p>5) Students are informed about the possibilities of financial assistance from the institution and how to use the fees.</p> <p>6) After three cycles of tuition succeeding its establishment by law, the higher education institution must prove that it owns at least 70% of the educational spaces with all the necessary facilities.</p> <p>Ref. 1: The HEI proposes and applies both long- and short-term coherent development strategies. The education provider allocates a consistent percentage of the funds for the development of academic infrastructure. Also, student services are properly funded, while ensuring a permanent development of the resources allocated to this field. High-performance students, but also those who come from a socio-economically disadvantaged environment are supported in carrying out the proposed activities.</p>	
	Accounting	<p>Min: In order to obtain and preserve the accreditation status, the institution must prove the organization and functioning of its own accounting at the level of the institution,</p>	

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		<p>through the inventory register, the balance sheet, the budget implementation account and the management report, which shows that the expenses incurred are in accordance with the legislation in force, the revenues collected and their destination, as well as the non-profit character of the institution.</p> <p>Ref. 1: The accounting activity is digitalized and permanently transparent.</p>	
	<p>Auditing and public accountability</p>	<p>Min: In order to obtain and preserve the accreditation status, the institution demonstrates the internal and external audit of its financial activity.</p> <p>The balance sheet, the budget implementation account and the outcome of the external audit of the financial statements are made public following the analysis carried out by the Senate.</p>	

AUDIT PERIOD AUDITORS

AUDIT FORM

DOMAIN: QUALITY MANAGEMENT

CRITERION – STRATEGIES AND PROCEDURES FOR QUALITY ASSURANCE

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Quality assurance structures and policies	Organization of the quality assurance system	<p>Min: The institution has a central commission and several study programs commissions that work in an integrated manner.</p>	
		<p>Ref.1: Within the university there is a culture of quality in education that is actively promoted, at all levels, there are actions being carried out to promote mutual respect in the student-professor relationship, and the institution has appropriate procedures to resolve students' grievances. Students are involved in all quality assurance processes and structures at all institutional levels.</p> <p>Ref. 2: The Commission shall develop activities to establish qualitative and quantitative benchmarks – benchmarking by comparison with other HEIS, in the country and abroad, for quality evaluation and monitoring.</p>	
	Quality assurance policies and strategies	<p>Min: There is a quality-centered policy program and the means of delivery are specified. Quality assurance policies and strategies are active in each compartment and stimulate the participation of each member of the teaching and research staff, as well as of the students.</p> <p>The educational institution shall submit an annual report on the implementation of the quality policy program provisions.</p> <p>Ref. 1: Each policy is matched by implementation strategies with specific provisions and deadlines. The education provider/ educational institution prepares an annual analysis on the positive and negative aspects of internal quality assurance – SWOT analysis, which it makes public.</p>	

AUDIT PERIOD AUDITORS

AUDIT FORM

DOMAIN: QUALITY MANAGEMENT

CRITERION – STRATEGIES AND PROCEDURES FOR QUALITY ASSURANCE

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
<p>Approval, monitoring and periodic review of the programs and carried out activities. The University relies on a Regulation on the initiation, design, approval, monitoring and periodic evaluation of each program and degrees issued, which is rigorously and consistently applied.</p>	<p>The existence and application of the regulation regarding the initiation, approval, monitoring and periodic assessment of the study programs</p>	<p>Min: The Regulation exists and it is applied, and it stipulates the involvement of students, alumni and employers in the design and review of study programs.</p>	
		<p>Ref. 1: The Regulation is associated with a system for monitoring the study programs, based on information and data, in order to optimize the way in which the study programs work. Ref. 2: The Regulation and the monitoring shall be associated with regular assessments, at least annually, of the quality of each study program and the institution.</p>	
	<p>Equivalence between degrees and qualifications</p>	<p>Min: The study programs and the degrees are designed and issued according to the requirements of the university qualification, established on the basis of the expected learning outcome, and diplomas are issued in accordance with the former.</p>	
		<p>Ref. 1: The study programs are reviewed periodically, in consultation with students, alumni and employers, so that they address the dynamics of the university and professional qualifications market. Ref. 2: The study programs and degrees are reviewed by European and international comparison on the basis of a set of professional levels – benchmarks.</p>	

AUDIT PERIOD AUDITORS

AUDIT FORM

DOMAIN: QUALITY MANAGEMENT
CRITERION – OBJECTIVE AND TRANSPARENT PROCEDURES FOR ASSESSING
LEARNING OUTCOMES

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Students' evaluation	<p>The HEI relies on a regulation on the examination and grading of students, which is rigorously and consistently applied.</p>	<p>Min: There is such a Regulation, as well as specific procedures for consistent knowledge and application by course tenure holder and students. In addition to the course tenure holder, at least one other specialized teacher participates in the examination. Each assessment process is objective and is based on criteria and methods clearly established at the beginning of the semester and on scales brought to the attention of students. The applied assessment methods are diverse and they encourage critical thinking, creativity, teamwork, case studies. The regulations for assessment consider possible mitigating circumstances. There is an official procedure through which students can dispute their evaluations, which also stipulates the measures for resolving the complaints, which the latter are made aware of. Ref. 1: The Regulation exists, together with detailed procedures/ techniques/ methods of application in the form of a package of techniques/ methods of examination of students, which are consistently brought to the attention of all those involved. Ref. 2: The Regulation and the package of procedures/ techniques/ methods of examination are completed by a system in which an external examiner from outside the institution also participates in the examination.</p>	
	<p>Integrating the examination in the design process of teaching and learning, for courses and study programs</p>	<p>Min: Each course is designed to combine teaching, learning and examination. The procedures for examining and assessing students are centered on learning outcomes and announced to students in advance and in detail. Students are given information after being evaluated – feedback, which, if necessary, is related to counseling for the subsequent learning process</p>	

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		Ref 1: The diagnostic, formative and summative assessment ensures continuity and consistency in learning and is permanently monitored and carried out throughout the academic year, so that there is a balance between the final and intermediate examination.	
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AUDIT PERIOD AUDITORS

AUDIT FORM

DOMAIN: QUALITY MANAGEMENT

CRITERION – PROCEDURES FOR PERIODIC EVALUATION OF THE TEACHING

STAFF QUALITY

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
<p>The quality of the teaching and research staff</p>	<p>Competence of teachers and the ratio between the number of teachers and students</p>	<p>Min: The education provider/ higher education institution must ensure the competence of its teaching staff and implement fair and transparent processes of recruitment, integration and staff development, under the national regulations in force. The institution explicitly supports and promotes the professional, pedagogical and scientific development of its own teachers.</p> <p>Periodically, professors and instructors participate in training sessions, in order to improve teaching and assessment skills.</p> <p>Depending on the specificity of the study program, the HEI establishes that ratio, which it considers as optimal for the objectives and its own level of academic quality, between the number of tenured professors and the total number of students enrolled, respecting the provisions of the specific standards established by ARACIS, by comparing it with the international good practices or with the training requirements for regulated professions in the European Union.</p> <p>In the quality assessment, a professor is considered as tenured in a single university.</p>	
		<p>Ref. 1: The optimal ratio between the number of teachers and the number of students is established according to the quality of teaching and learning, but also according to the quality of the research.</p> <p>Ref.2: In establishing the ratio, the higher levels of the quality of teaching, learning, assessment and research are considered, by comparison to the performing HEI in the country and abroad.</p> <p>Consistently applied procedures for establishing a set of professional benchmarking levels exist – benchmarking and comparisons are carried out.</p>	
	<p>Peer evaluation</p>	<p>Min: Peer assessment is carried out organized periodically, based on general criteria and</p>	

		clear and public procedures.	
		Ref.1: Peer assessment is mandatory and periodic. There is, for each department, a committee for annual evaluation of the teaching and research performances of each teacher/researcher and an annual report on the quality of the teaching and research staff.	
	Students' evaluation of the teaching staff	<p>Min: The assessment carried out by students is mandatory. There is a form for the students' assessment of all teachers, approved by the senate that is applied after each semester cycle of training, the completion of the form being made exclusively in the absence of any external factor and with the guarantee of the assessor's confidentiality. The results of the assessment are confidential, and are accessible only to the dean, the rector and the assessed person.</p> <p>Ref. 1: The results of teacher assessment carried out by students are discussed individually, systematically processed, by department, faculties and university, and analyzed at faculty and university level for reasons of transparency and in order to formulate policies on the quality of training.</p>	
	Evaluation by the university management	<p>Min: The professor assesses himself and is assessed annually by the head of department</p> <p>Ref. 1: The HEI has a multi-criteria annual assessment form for each teacher and a system for classifying performances in teaching, research and services to the institution and the community. The promotion of the teaching staff depends on the result of the assessment, in which the results of the peer assessment and of the one made by the students are also considered.</p>	
	Conditions for the good development of the teachers' activity	<p>Min: The education provider/ higher education institution should provide a framework to support academic staff in carrying out their work effectively. Such a framework recognizes the importance of teaching, offers opportunities and promotes the professional development of teaching and auxiliary teaching staff, encourages innovation in teaching methods and the use of new technologies. Pedagogical training of teachers is carried out in centers/departments of innovation and continuing training in teaching and learning at university level.</p> <p>Ref. 1: The education provider/ educational</p>	

		<p>institution encourages and supports scientific activity in order to strengthen the link between education and research.</p> <p>Ref. 2: The HEI supports the participation of teaching and auxiliary teaching staff in national and international mobility programs. The development of the academic infrastructure and the acquisition of the necessary resources for the learning and research processes are also carried out in accordance with the development of the institution.</p>	
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AUDIT PERIOD AUDITORS

AUDIT FORM

DOMAIN: QUALITY MANAGEMENT

CRITERION – THE ACCESSIBILITY OF RESOURCES APPROPRIATE FOR LEARNING

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Learning and student services resources	The Availability of learning resources	<p>Min: The HEI provides learning resources – textbooks, treaties, bibliographic references, anthologies etc., for each study program, in libraries, resource centers etc., in classic or electronic and free format.</p> <p>The university library must have, besides electronic access, an appropriate number of volumes from country and from abroad and subscriptions to the main specialized journals in the country and abroad for each subject that defines a study program.</p> <p>Each library has an appropriate access program, adapted to the needs of the students, and resources for purchasing books and magazines.</p> <p>Ref.1: The ratio between available learning resources and the number of students is established so that each student has free access to any resource, according to the objective and requirements of the study programs.</p> <p>Ref. 2: The education provider/ educational institution provides conditions for students with special needs or disabilities, resources and teaching and learning programs for mature students, for employed or international students.</p>	
	Teaching as the source of learning	<p>Min: The internal quality assurance structures follow the teaching process, so that each teacher applies updated student-centered teaching and assessment strategies for each course, in accordance with the study program, the students' characteristics, the form of education and the predefined quality criteria.</p> <p>Ref. 1: The HEI has a laboratory for analysis, research and forms of innovative teaching/ learning strategies involving teaching staff and students.</p>	
	Stimulation and recovery programs	<p>Min: <i>The HEI provides programs that stimulate students with learning performances and help those with learning difficulties recover.</i></p> <p>Ref. 1: In the university there are additional tutoring programs, offered by all the teachers in the university, in which students can</p>	

		<p>enroll.</p> <p>Ref. 2: The education provider/ educational institution relies on structures and procedures to facilitate the mobility of students in the same system or between different higher education systems, such as the International Relations/ Programs Office, commissions for the recognition of qualifications/ competences formally acquired or non-formal, etc.</p>	
	<p>Student services</p>	<p>Min: The HEI has a minimum number of social, cultural and sports services for students, such as: accommodation spaces for at least 10% of the students, sports base, various counseling services, which have an efficient administration. Students are informed about the existence of these services.</p> <p>The HEI demonstrates that there is a multi-annual, operationalized strategic plan in order to diversify and improve the provided services, these being monitored and assessed periodically, including by probing the students' perception of their functioning. The HEI provides students with the framework, infrastructure and resources necessary for carrying out their own extracurricular activities and those of the students' organizations.</p> <p>Ref. 1: The HEI offers a variety of services to the students and relies on special programs for ensuring a student life, which are monitored and periodically evaluated. The HEI analyzes the national and international good practice models regarding student services improvement, providing solutions to this end.</p> <p>Ref. 2: The HEI analyzes the national and international good practice models regarding student services improvement, providing a diverse range to this end.</p>	

AUDIT PERIOD AUDITORS

AUDIT FORM**DOMAIN: QUALITY MANAGEMENT****CRITERION – SISTEMATICALLY UPDATED DATABASE ON INTERNAL QUALITY ASSURANCE**

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Information systems	Databases and information	<p>Min: The institution has an informatic system that facilitates the collection, processing and analysis of data and information relevant for the assessment and institutional assurance of quality. Policy, strategy and administrative decisions are based on the information collected and analyzed.</p> <p>Ref. 1: In addition to the data and information providing for the institutional state of quality, the HEI gathers information about the state of quality in other HEIs in the country and abroad, with which it is compared and on the basis of which it formulates benchmarks in a differentiated way.</p>	

AUDIT PERIOD AUDITORS

AUDIT FORM**DOMAIN: QUALITY MANAGEMENT****CRITERION – TRANSPARENCY OF INFORMATION OF PUBLIC INTEREST****REGARDING THE STUDY PROGRAMS AND, WHERE APPROPRIATE, THE CERTIFICATES, DEGREES AND QUALIFICATION OFFERED**

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Public information	Offer of public information	<p>Min: The HEI and all its faculties must provide quantitative and/or qualitative information and data, which are current and correct, about the qualification, study programs, diplomas, teaching and research staff, the facilities offered to students and about any issues of interest to the public in general and to students in particular. Students benefit from a student guide, annually updated, with all relevant information about their academic path, extracurricular activities and support services available, their rights and the opportunities that the HEI offers.</p>	
		<p>Ref. 1: The information publicly provided by the university is comparable, quantitatively and qualitatively, with that provided by HEIs from the European Higher Education Area.</p>	

AUDIT PERIOD AUDITORS

AUDIT FORM

DOMAIN: QUALITY MANAGEMENT

CRITERION – THE FUNCTIONALITY OF THE STRUCTURES FOR EDUCATION

QUALITY ASSURANCE, ACCORDING TO THE LAW

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
<p>The institutional structure for assuring the quality of education is in accordance with the legal provisions and carries out its activity permanently.</p> <p>The Commission for evaluation and quality assurance was established, has the structure and permanently carries out the activities stipulated by the regulations in force.</p>	<p>The Commission coordinates the application of procedures and activities for evaluation and quality assurance.</p>	<p>Min: The evaluations procedures and activities regarding the quality of education were elaborated and approved by the university senate.</p> <p>The Commission elaborates the annual internal evaluation report and makes it public by displaying or publishing it, including in electronic format, and formulates proposals to improve the quality of education.</p> <p>Ref.1: The institution permanently implements the measures to improve the quality of education proposed by the commission and collaborates with other HEI universities in the country or abroad to identify and adopt good practices in all quality domains.</p>	

AUDIT PERIOD AUDITORS