

ROMANIA
ROMANIAN INTELLIGENCE SERVICE
"MIHAI VITEAZUL"
NATIONAL INTELLIGENCE ACADEMY

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REGULATIONS

**ON THE ORGANISATION AND FUNCTIONING OF THE TUTORING INSTITUTION
IN "MIHAI VITEAZUL" NATIONAL INTELLIGENCE ACADEMY**

Bucharest, 2021-

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CHAPTER I GENERAL PROVISIONS

Art. 1 The institution of tutoring is a counselling and support system consisting of a set of supportive influences exerted by the tutor on the student/ learner. Tutoring consists of activities and guidance measures to support and advise students in order to facilitate their integration into university education. Academic tutoring means the possibility and the right of the student to benefit from the academic guidance of a teacher during his/her studies. Tutors make a fundamental contribution to the student's adjustment to the demands of university life and to the formation of their moral character. The academic tutoring activity is an obligation of the teaching staff appointed and will constitute one of the evaluation criteria of their activity.

Art. 2 The tutoring aims to:

- Advising the student to adapt to the rigors of the military structure and facilitating the communication of the student with the military leadership structures of "*Mihai Viteazul*" National Intelligence Academy, hereafter *ANIMV* or the Academy;
- Facilitating integration into military university education, offering guidance in choosing the most suitable instructive-educational, cultural and social options specific to the student life.

Art. 3 The tutorial system encourages student's communication and trust towards *ANIMV* and the academic environment.

Art. 4 Tutoring is based on tutors' activity with students, in collaboration with course leaders, especially in the university programs and the supervision of the deputy for education.

Art. 5 At *ANIMV* level the tutorial system is compulsory and aims at optimizing the training process, intending:

- To facilitate communication between the student and *ANIMV* management, on the one hand, satisfying the students'/ learners' wishes, and, on the other hand, simplifying the transmission of *ANIMV*'s management decisions;
- To clarify students'/ learners' choices regarding their future studies;
- To develop a sense of self-direction and responsibility in the personal and professional development of students/ learners;
- At institutional level, to facilitate the development and implementation of strategies and activities that have a positive impact on the student's/ learner's experience.

Art. 6 The functional framework of the tutoring institution

(1) The tutor - students/learners relationship is based on honesty, trust and respect and is strengthened through working together in the spirit of the present Regulations. The very essence of the tutor-student relationship lies in the need for guidance and role-models, and its specific form is collaboration and counselling.

(2) The tutor - course leader relationship is a collaborative relationship, without affecting in any way the subordinate relationship between the course leader and the students/ learners.

(3) The tutors' activity will not replace the work of the academic course leader or his/ her decisions.

(4) If there are initial and continuing training courses with only one group, the course leader also becomes the tutor.

(5) The tutor - teacher relationship is a collaborative relationship through which the tutor is informed about the stage of the students' training, their behavior in different situations and what needs to be done in order for them to meet the academic, military, physical and personality standards required by the intelligence officer profession.

CHAPTER II COMMUNITY OF THE TUTORING INSTITUTION

Art. 7 In ANIMV, the community of the tutoring institution includes all the tenured teaching staff/ intelligence instructors who conduct the tutoring activity as well as the students/ learners tutored by them.

Art. 8 *The status and the role of the tutors*

(1) The tutors staff consists of all tenured teachers and intelligence instructors in ANIMV who meet the general conditions of availability and moral and professional integrity for being appointed tutor to a group of students.

(2) Before the beginning of each academic year, the heads of department submit proposals for tutors of the new groups to the Faculty's Council to which they belong, from amongst their subordinates. Individual choices regarding the acquisition of tutor status are subject to the approval of the Faculty's Dean. Tutors for the first academic year must be appointed at the beginning of each academic year by September 30 and shall, in principle, remain in place until the end of the studies.

(3) Once the staff of the tutors has been confirmed at the level of each faculty, the list of tutors with their assignment to study groups is presented to the Academy Senate, which approves the assignment to study groups.

(4) Tenured teachers and intelligence instructors can be appointed as tutors and it is not mandatory for the tutor to conduct teaching activities in the group or program that the student/ learner is following, as the two qualities are not linked in any reference tutorial system.

(5) Tutors are persons of moral and professional integrity who must possess appropriate verbal and written communication skills, the ability to listen to their partner and the willingness to offer help to the student. The tutors are people who unconditionally accept to make their knowledge, skills and experience available to students.

Art. 9 They cannot be appointed as tutors:

- Teachers who already tutor 2 groups of students;
- Teachers who were sanctioned for serious disciplinary offences in the previous year;
- Teachers who have had difficulties relating to previously tutored students, indicated by supporting reports from the tutored students.

Art. 10 Tutors have the duty to promote equal treatment, to pay equal attention to the challenges faced by the students, to respect diversity in all its forms, especially cultural and social.

Art. 11 Tutors are obliged to respect the confidentiality of information acquired and communicated in the course of tutoring students in matters relating to their person or without implications of counter-intelligence nature.

Art. 12 During the first week of the academic year, the vice-chancellor in charge for educational issues organizes an orientation meeting for tutors and coordinators appointed for the current academic year. A file of tutor contacts will be compiled and displayed in an accessible manner at the Academy. This will include a list of tutors for each study group, with their contact details (office telephone, e-mail).

Art. 13 *The status and the role of the tutored student*

(1) Each study group is assigned to a tutor.

(2) Students/ learners have the right to be assured of confidentiality regarding their discussions with the tutor. They have the opportunity and obligation to improve their training, knowledge and experience in a trustful and respectful environment.

(3) Students/ learners have the right to request, by means of a duly motivated report addressed to the deans of the faculties, a change of tutor in case of incompatibility with the assigned one. If the deans consider the request justified, they will put it on the agenda of the next Academy Senate meeting.

(4) The tutored students have rights and obligations in accordance with the legislation in force, military regulations, the University Charter and the internal regulations and methodologies.

(5) Students have the following obligations:

- To know and assume the values promoted by the ANIMV student Code of Ethics;
- To promote the spirit of these values in the academic community;
- To direct his/her conduct in order to meet the requirements of the military structure.

(6) Students can ask tutors for advice to solve the problems they are facing and have a moral duty to respect the quality of the tutor and his guidance.

CAPITOLUL III THE OBLIGATIONS OF TUTORS AND STUDENTS/ LEARNERS

Art. 14 The tutors have the following obligations:

- a.** Knowing and keeping evidence of the tutored students/ learners;
- b.** Helping students/ learners understand the functionality of ANIMV in order to adapt adequately to the requirements of each academic year;
- c.** Counselling to overcome methodological and psycho-pedagogical difficulties (information and work methodologies suitable for teacher's expectations);
- d.** Guiding students in the planning of their study program, by choosing a personalized curriculum program that considers the students' skills, interests and concerns;
- e.** Guiding students/ learners for facilitating their access to the resources of the Academy or other institutions (libraries, computer labs);
- f.** Informing students/ learners about the deadlines for submitting various documents, reports, applications to the Faculty's Dean (choice of the topic of their thesis, etc);
- g.** Informing about the organization of scientific activities in the Academy and about major events organized in the Academy or in other higher education institutions;
- h.** Advising students/ learners regarding the opportunities for further studies at master and doctoral level;
- i.** Offering guidance on social, cultural and sporting opportunities that can be associated with learning activities;
- j.** Monitoring students'/ learners' results in order to improve strategies, methodologies and activities with evolutionary impact on their performance;
- k.** Counselling on developing personal interest and skills;
- l.** Informing the supervisor of the student's intention to withdraw, suspend studies, transfer, etc;
- m.** Giving advice on solving personal problems related to student life;
- n.** Updating own practices and knowledge in diversifying tutoring methods;
- o.** Designing and implementing a portfolio to track students' progress.

Art. 15 Students have the following obligations:

- a.** Getting to know the tutors;
- b.** Good faith and honesty in the relationship with the tutor;
- c.** Accepting constructive dialogue and respecting the discussion partner.

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CHAPTER IV PROCEDURAL PROVISIONS Art. 16

The tutoring program is carried out:

(1) According to the timetable set by the Academy Senate at the beginning of each academic year. The program may be communicated to the tutored students and displayed on the electronic notice board.

(2) Whenever necessary for emergencies at the convenience of the tutor or the tutored student, with prior notification by message or telephone call.

Art. 17 If the tutor identifies a situation with the potential to lead to administrative, disciplinary or criminal sanction, he/ she has the obligation to report it to the deans of the faculties.

Art. 18 On a regular basis (once a semester), the Academy organizes a training program for tutors, during which they are made aware of the procedures specific to their activity.

Art. 19 The tutoring activity is reviewed at least once a semester or may be subject of discussion at meetings of the Academy Senate.

The Regulations on the organization and functioning of the tutoring institution in "Mihai Viteazul" National Intelligence Academy were approved in the Academy Senate meeting on May 20, 2021 and enter into force on the date of their adoption and may be amended in accordance with the new regulations in the field or the situations found factually at the Academy level.