

ROMANIA
ROMANIAN INTELLIGENCE SERVICE
„MIHAI VITEAZUL”
NATIONAL INTELLIGENCE
ACADEMY
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ACADEMIC INTERNAL AUDIT REPORT

for the academic year 2020-2021

Bucharest, 2022

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LEGAL BASIS¹

- *Law of National Education no. 1/2011, with subsequent amendments and additions;*
- *Law no. 288/2004 on the organization of the university studies, with subsequent amendments and additions;*
- *Government decision no. 299/2020 on the approval of the nomenclature of university fields and specializations/programs and the structure of higher education for the academic year 2020-2021, with subsequent amendments and additions;*
- *Government decision no. 394/2020 on the declaration for the alert status and measures to be applied for its duration;*
- *Government decision no. 1418/2006 approving the Methodology for external evaluation, standards, reference standard,s and the list of performance indicators of the Romanian Agency for Quality Assurance in Higher Education (ARACIS), with subsequent amendments and additions, in particular the Government decision no. 915/2017 on amending the Annex to Government Decision no. 1418/2006;*
- *Government decision no. 404/2006 on the organization and conduct of Master's university studies, with subsequent amendments and additions;*
- *Decree of the Government of Romania no. 27/2014 on the financing of military, intelligence, public order and national security higher education institutions, as amended and supplemented by Law no. 142/2015;*
- *Decree of the Government of Romania no. 75/2005 on quality assurance in education, with subsequent amendments and additions;*
- *Decree of the Ministry of Education and Research 4267/MS 841/2020 for the implementation of measures to prevent and control SARS-CoV-2 outbreaks in educational establishments/ institutions, public institutions and all structures under the supervision or coordination of the Ministry of Education and Research;*
- *Decree of the Ministry of Education and Research 4266/ MS 840/2020 for the implementation of measures concerning the education system in the context of establishing an alert status in Romania;*
- *Decree of the Ministry of National Education no. 5146/2019 approving the generalized application of the European Credit Transfer System;*
- *Decree of the Ministry of National Education no. 3131/2018 on the inclusion of ethics and academic integrity courses in the curricula of all university study programs organized in higher education institutions in the national education system, with subsequent amendments and additions;*
- *Decree of MENCS (Ministry of National Education and Scientific Research) no. 6125/2016 on the approval of the Framework Methodology for the organization and conduct of the Bachelor/Diploma and Dissertation examinations, with subsequent amendments and additions;*
- *Decree of MECT (Ministry of Education, Research and Youth) no. 5289/2008 on the diploma and diploma supplement, with subsequent amendments and additions;*
- *Decree no. 195/2020 on instituting the state of emergency in Romania;*
- *ANIMV Charter, version in effect for the 2020-2021 academic year;*
- *Methodology for organizing and performing the academic internal audit activity within the "Mihai Viteazul" National Intelligence Academy.*

¹ Applicable for the academic year 2020-2021

INTRODUCTION

“Mihai Viteazul” National Intelligence Academy (ANIMV), an essential component of the Romanian Intelligence Service (SRI), is part of the national education system, with accredited university degree programs, operating under the conditions of the legislative framework applicable to higher education, the orders of the Minister of Education and the Director of the SRI, as well as the University Charter. The mission of the Academy is to ensure the education and training of SRI’s most important resource – the Service’s employees, as well as to generate scientific knowledge in the field of national security at the level of the Romanian society and the intelligence, security and defense community.

Following the most recent institutional evaluation carried out by ARACIS in 2015, “Mihai Viteazul” National Intelligence Academy was granted a “high confidence” rating.

The Academic Internal Audit Committee of “Mihai Viteazul” National Intelligence Academy was constituted in accordance with the provisions of *GD 915/2017 for the approval of the external evaluation activity of the reference standards and the list of ARACIS performance indicators*, by the Decision of the Academy Senate no. 173897 from June 24th, 2021 and based on the proposal of the Board of Trustees. The appointed Commission had developed the *Methodology for organizing and performing the academic internal audit activity within “Mihai Viteazul” National Intelligence Academy*, methodology approved by the Senate of the Academy in the meeting of November 25th, 2021.

The Academic Internal Audit activity was carried out between November 29th, 2021 and January 10, 2022, with the objective of assessing the level of compliance with the standards on the quality of the educational process in the Academy during the academic year 2021-2022, in accordance with the principles provided in the *Government Emergency Ordinance no. 75/2005 on ensuring the quality of education, with subsequent amendments and additions*, and with the standards of the Romanian Agency for Quality Assurance in Higher Education (ARACIS) stipulated in the *Methodology of external evaluation, standards, reference standards, and the list of performance indicators of the Romanian Agency for Quality Assurance in Higher Education from December 14, 2017* and the *Specific standards for the external evaluation of the academic quality of bachelor’s and master’s degree programs related to Specialty Commission nr. 4 (C4) – Social, Political and Communication Sciences*.

In the audit activity for the academic year 2021-2022, the following instruments were used and analyzed: the internal institutional evaluation reports, by field and by study programs, prepared by ANIMV structures in view of the process of institutional reaccreditation by ARACIS, the curricula and subject outlines, the feedback reports from the beneficiaries of the Academy’s educational process, documents of registration of the study programs in the RNCIS and RNCIP, the reports of the Ethics Commission, the CEAC documents, the methodologies, regulations and procedures that regulate the activity of ANIMV.

The degree of compliance of the activities and reviewed documentation with the framework regulating the activity of the Academy was also assessed.

During the academic year 2020-2021, the bachelor’s degree programs organized by ANIMV were classified by ARACIS as follows:

Specialty Commission no. 4 – Social, Political and Communication Sciences

- I.7. Domain: Military Sciences, Intelligence and Public Order:

1.7.6.- Study Program/ specialization – Security and Intelligence Studies

Specialty Commission no. 5 – Administrative, Educational Sciences and Psychology

- 1.2. Domain: Military Sciences, Intelligence and Public Order

Study program / specialization: Psychology-Intelligence.

During the academic year 2020-2021, the master's degree programs organized by ANIMV were registered with ARACIS, as follows:

Specialty Commission no. 4 – Social, Political and Communication Sciences

- 2.4. Domain: International Relations and European Studies

Study Program/ specialization: International Relations and Intelligence Studies

- 2.7. Domain: Intelligence and National Security

Study Programs/ specialization: Intelligence Analysis, Intelligence and National Security, Management of National Security Intelligence and Management of Intelligence in Counter-Terrorism.

During 2021, steps were taken with ARACIS for the transfer of the specialization *Psychology-Intelligence* from *Specialty Commission no. 5 – Administrative, Educational Sciences and Psychology* to *Specialty Commission no. 4 – Social, Political and Communication Sciences*, since the set of professional competences generated by this specialization, adapted and updated according to the needs of the Romanian Intelligence Service, corresponds to C4 requirements.

Therefore, in the academic year 2020-2021, ANIMV organized two accredited bachelor degree programs (*Psychology-Intelligence* and *Security and Intelligence Studies*) in the field of *Military Sciences, Intelligence and Public Order* and two accredited master programs (*Intelligence Analysis and Intelligence, and National Security*) in the field of *Intelligence and National Security* for the training of intelligence officers (analysts and case officers).

At the same time, ANIMV provides initial and continuous training programs for Service employees, in various professional areas and fields, through postgraduate and non-graduate study programs.

Alongside the study programs for the training of intelligence officers, the Academy also ran master's degree programs for the promotion of security culture in the civil society – among them, two (*Management of National Security Intelligence* and *Management of Intelligence in Counter-Terrorism*) being accredited in the field of *National Security and Intelligence* and another one *International Relations and Intelligence Studies* being accredited in the field of *International Relations and European Studies*.

“Mihai Viteazul” National Intelligence Academy includes the Doctoral School, which contributes to the development of advanced knowledge in the field of *Intelligence and National Security*. The Academy is also constantly concerned with integrating research into the process of learning and expanding knowledge on topic in the field of security and intelligence studies.

The Academy's Management Structures

The Board of Trustees – provides the operational management of the Academy and implements strategic decisions of the University Senate for the fulfilment of its legal duties. It consists of the Commandant (Rector) and Vice-chancellor, the Deputy Commandants, the Administrative General Director and a student representative;

The Academy Senate – is the highest decision-making and deliberative body in ANIMV, which ensures the implementation of the educational strategy, based on the principles of university autonomy. The Members of the Senate are representatives of the tenured teaching and research staff, the faculty and the students, according to the law;

The Council for Doctoral Studies – ensures the coordination of the doctoral school from IOSUD²;

The Council of the Doctoral School – represents the decision-making and deliberative body of the Doctoral School;

The Faculty Council – represents the decision-making and deliberative body of the faculty;

The Department Council – represents the decision-making and deliberative body in the scientific field of the department;

The Scientific Council – is the advisory and decision-making body with the role of guiding, coordinating and monitoring the scientific research activity carried out in the Academy.

Educational, scientific research and administrative structures

The Faculty of Intelligence (FI) and the Faculty of Intelligence Studies (FSI) – are the functional units that develop and manage study programs in the domains in which they are accredited;

The Doctoral School (SD) – is organized and operates with PhD supervisors who have acquired this right according to the law and who have an employment contract with IOSUD – “Mihai Viteazul” National Intelligence Academy;

The National Intelligence College – College activity is currently suspended;

The Distance Learning Department (DID)– has the mission to develop the form of distance education within the Academy;

The National Institute for Intelligence Studies (INSI) – carries out fundamental and applied scientific research activities in the fields of its interest, in order to support the educational process of the “Mihai Viteazul” National Intelligence Academy and to use the results in national and European research and development programs or in partnership actions. It provides advice and expertise in the field of security intelligence, organizes and conducts scientific events with national and international participation;

The National Center for Modelling and Simulation in Intelligence (CNMSI)– responds to the need to increase the role that interdisciplinary scientific research and the use of information technology play in understanding today’s security environment;

The Academy Secretariat – carries out secretarial activities specific to the undergraduate and postgraduate education process;

The Quality Assurance Office (BAC) – supports the activity of internal evaluation, control and quality assurance of the educational processes carried out at ANIMV, including administrative support to the activity of the Commission for Evaluation and Quality Assurance (CEAC) within “Mihai Viteazul” National Intelligence Academy.

The quality of the educational services reflects the results achieved due to efforts the university management, the teaching staff and the administrative structures have put into obtaining the end product with competences and skills acknowledged and appreciated by the beneficiaries.

² IOSUD – Institution Organizing University Doctoral Studies.

In the process of auditing the quality of educational procedures, the commission considered the provisions of the *Regulation on evaluation and quality assurance of education in ANIMV* and the *System of quality assurance of educational services of ANIMV* – versions applicable to the university year 2020-2021.

AUDIT OF THE QUALITY MANAGEMENT ASSURANCE FRAMEWORK

The Commission for Evaluation and Quality Assurance (CEAC) functions within ANIMV and operates on the basis of its own organizational and operational regulations, approved by the Academy Senate. The CEAC is functionally supported by the work of the Quality Assurance Office in Education, which reports directly to the Commandant (Rector) of ANIMV:

The Organization Structure, criteria and set of principles and responsibilities for the quality management of the educational services provided by the ANIMV are defined in the *Strategy for the Evaluation and Quality Assurance of Education in ANIMV and the Quality Assurance System of the Educational Services of ANIMV (Quality Assurance Code)*.

In order to fulfill ANIMV's missions in terms of ensuring the quality of education, steps have been taken to register in the National Register of Qualifications in Higher Education (RNCIS) and to validate qualifications by the National Authority for Qualifications to specializations for Cycle I – Bachelor's (*Security and Intelligence Studies and Psychology-Intelligence*) and Cycle II – Master's (*Intelligence Analysis, Intelligence and National Security, Management of National Security Intelligence, Management of Intelligence in Counter-Terrorism and International Relations and Intelligence Studies*).

The documentation for the validation of the qualifications for the Master's degree programs was registered in the National Register of Qualifications in Higher Education for the following specializations: *Intelligence Analysis, Intelligence and National Security, Management of National Security Intelligence, Management of Intelligence in Counter-Terrorism, International Relations and Intelligence Studies – in English and Romanian*.

The procedure of validation and registration in the RNCIS of the new qualification *Intelligence Operations* through the reconfiguration of the undergraduate degree program *Intelligence – Psychology* was initiated, the first step in the relationship with ARACIS being the request for the transfer of the specialization *Psychology – Intelligence* from Commission C5 – *Administrative, Educational Sciences and Psychology*, to Commission C4 – *Social, Political and Communication Sciences* and for the update of the *Specific Standards*.

The process for reaccreditation for Bachelor's and Master's programs and for the Doctoral School was also started. At once with the initiation of these procedures, an analysis of the specific curricula was also drawn up in order to update and adapt the objectives and contents to new developments in security practice. The drafting of the institutional self-evaluation report (CEAC), self-evaluation reports by fields and by degree programs (Faculty of Intelligence and Faculty of Intelligence Studies) was initiated.

ANIMV trainers attended the courses of the postgraduate program “Training of psycho-behavioural skills in the process of continuous professional training/development specific to the military organization”. They also attended continuing education courses in Neuro-Linguistic Programming.

The documentation for the postgraduate course *Democracy and Totalitarianism* was also submitted to ANC for inclusion in the National Register of Postgraduate Programs.

At ANIMV level, all internal regulations establishing principles and procedures to ensure the quality of educational services in the university were developed, updated where necessary. These regulations were passed on to all the structures involved so that they are properly assimilated and constant efforts are being made to apply them.

A centralized situation of all existing procedures/regulations, methodologies in effect at the level of ANIMV, including the status of their updating, was conducted.

Quality management is a priority for the university management in order to increase teaching and research efficiency. There was an ongoing dialogue with the beneficiaries and they were regularly consulted on the basis of evaluation surveys on the quality of university study programs.

The graduates were also consulted on the quality of the education at the university and had the opportunity to give their opinion on the effectiveness of the educational process, in particular in terms of its connection with professional practice, through surveys completed periodically.

Experience exchanges and consultations with other educational, scientific and cultural institutions in the country and abroad, based on cooperation agreements, were an important milestone in the process of ensuring the quality of education.

Last, but not least, the process of evaluating the level of quality in education, through internal procedure, is complemented by the feedback on the level of satisfaction from the recipients (employers and graduates).

Mid-year feedback reports were elaborated for students in the bachelor’s program (Psychology Intelligence- PI and Security and Intelligence Studies- SSI), master’s for officer training (Intelligence Analysis- AI and Intelligence and National Security - ISN) and master’s programs for promoting security culture in civil society (Management of Intelligence in Counter-Terrorism MICT, Management of National Security Intelligence - MISN, International Relations and Intelligence Studies -RISI), as well as for postgraduate and non-graduate courses. The degree of student satisfaction was measured by means of a survey that was completed in an anonymized electronic format, excluding any possible action that could manipulate, condition or influence (directly or indirectly) students in their free expression of opinions. The results of the subject evaluation were made available to the department directors and used for the evaluation of teachers. Peer review documents and the feedback collection process were conducted according to ARACIS standards.

AUDITING THE QUALITY OF TEACHING PROCESSES

The mission of “Mihai Viteazul” National Intelligence Academy is to generate and transfer the knowledge in the fields of “Military Sciences, Intelligence and Public Order”, “Intelligence and National Security”, “International Relations and European Studies” through its undergraduate, master, doctoral and postgraduate programs and scientific research activity.

With an evolution closely connected to that of the Romanian Intelligence Service, ANIMV has an educational offer based on curricula oriented primarily towards the initial preparation and further training of intelligence officers and, complementarily, to the promotion of security culture in the sphere of civil society. By fulfilling its mission, ANIMV completes the training of intelligence officers for a successful career in a challenging field.

“Mihai Viteazul” National Intelligence Academy has, in relation to its status and competences, the following *main objectives*:

- ✓ *training, specializing and advanced training at undergraduate, graduate or postgraduate level, or for the military intelligence personnel, for its own staff or for other public authorities with responsibilities in the field of national security;*
- ✓ *organization and conduct of academic scientific research in the field of security and intelligence studies;*
- ✓ *perfecting the training of employees of public authorities and institutions, non-governmental organisations, other public or private legal entities in Romania;*
- ✓ *training foreign citizens, as per protocols concluded for this purpose between the Romanian Intelligence Service and similar intelligence bodies of the states to which they belong, with the approval of the Supreme Council of National Defense and under the conditions established by order of the Director of the Romanian Intelligence Service, as well as within the framework of fee-paying programs and foreign-funded tuition-free grants.*

The Academy’s Educational Strategy, developed within the *Commandant’s (Rector’s) Management Plan* for the period under review, aims to achieve the following *objectives*:

- ✓ *training a highly qualified human resource able to perform in the professional activity according to the missions of both the Romanian Intelligence Service and the other beneficiary institutions forming the system of national defense, public order and national security;*
- ✓ *adapting and constantly updating training programs at bachelor, master and doctoral level in relation to both the needs of the beneficiary and the challenges of society;*
- ✓ *ensuring the contribution to increasing the anticipatory capacity on national security, through research and the production of scientific knowledge, as a result of integrating the research component into the educational processes and transforming the Academy into a platform for networking and a knowledge hub in relation to academia and civil society in the field of security and intelligence studies;*
- ✓ *pursuing international cooperation with other universities and research institutions and supporting mobility in the doctoral studies segment within the framework of grant-funded projects, while complying with institutional characteristics.*

The study programs offered by ANIMV are related to the training needs of the Romanian Intelligence Service and of the institutions for which the Academy provides training to the recipients, to the teaching and scientific research objectives during the period of analysis, and abides by the principle of quality and student/learner-centred education in terms of the design and organization of teaching, learning and research processes (in terms of content, methods and techniques).

Professional and cross-disciplinary competences contained in the curricula of the university programs in ANIMV's portfolio – the Bachelor's degree field Military Sciences, Intelligence, and Public Order, the master's and doctoral field National Security Intelligence and the master's degree field International Relations and European Studies – agree with the Academy's mission and contain elements of specificity and opportunity, being in line with the needs of the labour market.

The ECTS transferable credit system is applied according to *the student-centered principle*.

ANIMV accredited the following specializations for Bachelor's degree: Psychology- Intelligence and Intelligence and Security Studies, both registered in the National Register of Higher Education Qualifications, in the field Bachelor's degree for Military Sciences, Intelligence, and Public Order.

For Master's degree studies, ANIMV has two accredited fields: the field of Intelligence and National Security, with the programs Intelligence Analysis, Intelligence and National Security, Management of National Security Intelligence, Management of Intelligence in Counter-Terrorism, and the field of International Relations and European Studies with the programs International Relations and Intelligence Studies and International Relations and Intelligence Studies in English.

ANIMV has also a Doctoral School in the field of doctoral studies in Intelligence and National Security.

In 2020, the Academy transparently organized admission exams to the degree programs. The methodologies for the organization and conduct of the admission examination to the university study programs (bachelor, master, doctorate) were developed in accordance with the provisions of OMEN 6102/2016 for the approval of the framework methodology for the organization and admission to the bachelor, master and doctorate degrees, with subsequent amendments and additions, of Law no. 55/ May 15th, 2020 on some measures to prevent and control the effects of the Covid-19 pandemic and of Order 4206 of May 6th, 2020 on taking some measures in higher education in Romania.

In the academic year 2020-2021, the total number of students and trainees benefiting from educational programs delivered by MNI AV was 3,098. Of these, 687 were I/Bachelor's, II/Master's (officer training and promotion of security culture) and III/Doctoral students. There were 265 postgraduate students and 2,146 non-graduate students (initial and advanced training).

Information on the conditions for participation in the examinations for specializations and university programs, tuition numbers, examination papers, form of examination, subjects and documentation references were published on the website according to the regulations in effect. The admittance criteria for ANIMV's undergraduate programs meet the requirements of fairness, transparency, non-discrimination and equal opportunities, ensuring learning opportunities for a diversity of students.

ANIMV organized and carried out 8 university study programs within the Faculty of Intelligence, the Faculty of Intelligence Studies and the Doctoral School. In 2020, the Academy managed two undergraduate degree programs, organized on a "full-time" basis (budgeted), two professional master's degree programs designed to train officers from the Romanian Intelligence Service, organized on a "full-time" basis (budgeted) and three professional master's degree programs for promoting the security culture in the civil society, organized on a "part-time" basis (fee-paying). The form of organization of doctoral studies, financed on a fee-paying basis, was part-time.

For each of the three university degrees organized at Academy level, the regulations, methodologies and procedures for the organization and functioning of the educational activity approved by the University Senate were implemented and updated, in accordance with national and international quality standards.

Efforts on quality assurance in doctoral studies were intensified and new standards specific to scientific research at doctoral level were established. It should be noted that a part of the graduates of the ANIMV master's studies opt to continue their studies by pursuing doctoral studies. The undergraduate, graduate, postgraduate and vocational study programs were developed on the basis of curricula that establish professional and cross-disciplinary competences, as well as the management of human resources, equipment and time allocated to the teaching process.

The aim was to introduce in the curricula the subjects of Ethics and Academic Deontology in accordance with the provisions of OMEN 3131/2018, as an elective for bachelor and master programs and as compulsory for doctoral studies. In the academic year 2020-2021, a curricular analysis of the study programs was carried out, as a result of which the curricula for bachelor and master studies for the academic year 2021-2022 were updated to meet ARACIS standards. Also, all the curricula of the undergraduate and professional development programs for the academic year 2021-2022 were updated and re-approved.

The subjects in the curricula are structured into several categories: fundamental, specialized and complementary, according to the *ARACIS general standards for periodic academic evaluation and accreditation of higher education institutions*. The curricular development activities were carried out by the deans of the faculties and the teaching objectives set out in the subject outlines were established in accordance with each specialization.

Student-centered learning methods were a constant concern, manifested by: encouraging the use of interactive rather than unidirectional teaching methods, creating educational contexts through which students are engaged in problem-solving and exercise critical thinking skills, learning through simulation and role-playing, providing opportunities to learn in teams and independently. These methods are reflected in the educational planning documents.

At the same time, the application of the ECTS credit system was consistently monitored so that it reflects that actual workload of students and learners, considering the feedback received from them.

Undergraduate degree programs lead to a level 6 qualification at EQF/CEC and National Qualifications Framework. Master's degree programs provide the compulsory preparatory basis for doctoral studies, and their successful completion leads to a level 7 qualification in EQF/CEC and the National Qualifications Framework.

During the period under the review, a first stage was completed in the process of endorsing the occupational standard (OS) regarding the open source expert and also of endorsing ANIMV, as a provider of adult vocational training on this OS, namely the stage of updating the Romanian Occupations Catalogue with the occupation open source expert, at the end of a more-than-two-year-long inter-institutional cooperation.

Under the conditions of the state of emergency, and, afterwards, the state of alert, measures were adopted within ANIMV to prevent contamination with SARS-CoV-2, by implementing the provisions established both at national level and at the level of the SRI and the Ministry of Education and Research, concerning the maintenance of social distancing among all staff. Therefore, the courses and seminars were organised both on-line, for the Master's degree programs for the promotion of security culture, and on-line and on-site for the other programs, when the epidemiological situation allowed for it.

AUDITING THE QUALITY OF UNIVERSITY SCIENTIFIC RESEARCH

In ANIMV, the academic activity is based on the principle of integrating education with scientific research, according to the requirements of SRI and other beneficiaries, resulting from the application of the demands of European higher education and preserving the traditions of Romanian intelligence education. Scientific research is organized and conducted by harnessing the research potential of teaching and research staff and students in order to increase the level of interconnection between research and the educational process, in a unified learning-research space, in a unified concept established by the strategic plan approved by the University Senate.

Scientific research is conducted under existing national legal norms and those developed for their application in the SRI, as well as ANIMV's *Strategy for Scientific Research, Development and Innovation*.

The strategy was developed on the basis of a systematic “cost-benefit” analysis amid the redesign of ANIMV’s education and research activity and presents the mission, vision, objectives and research directions entrusted to the research, development and innovation activity in line with a new vision of ANIMV’s institutional profile. To this end, the Strategy promotes a research system consisting of three pillars, as follows:

- The scientific research activity conducted by the National Institute for Intelligence Studies (INSI) and the National Centre for Modelling and Simulation in Intelligence (CNMSI);
- The research activity as a support for the teaching activity, performed by the teaching departments within the faculties;
- The doctoral research activity undertaken by the PhD students and coordinators through the Doctoral School.

According to the strategy, ANIMV’s research system consists of: the National Institute of Intelligence Studies, the Doctoral School, the Distance Learning Department, the Faculty of Intelligence Studies and the Faculty of Intelligence on the research component for the benefit of educational activity. Each of these entities’ profile give specific characteristics to the research activities conducted, as follows:

- The National Institute of Intelligence Studies and the National Centre for Modelling and Simulation in Intelligence – research activity in innovative projects for the scientific substantiation of SRI missions and areas of security and intelligence studies at state level;
- The Doctoral School – activity of doctoral research, focused on the production of authentic knowledge in the field of National Security and Intelligence, through the contribution of doctoral students;
- The Distance Learning Department – research support activity focused on identifying and integrating technological means and solutions to render training programs more flexible;
- The Faculty of Intelligence Studies and the Faculty of Intelligence – research activity conducted by teaching staff for the benefit of educational products, as well as research activity in bachelor and master programs through student contributions.

Guidance, coordination and evaluation of research and development activity is achieved through: The Scientific Council, at ANIMV level, faculty boards and departmental councils, respectively, at their level.

Research activity in support of teaching was incorporated and organized through *Research Plans approved by the Faculty Councils*. Accordingly, teachers registered research activities (participation in scientific events and publication of articles).

During the period under review, mechanisms were identified for the creation of research teams to harness the results of scientific research projects. As such, research projects with practical applicability were also carried out, by identifying, testing and developing software products and solutions useful in the current activity.

On the same component of research and *tracecraft* development in the field, through OSINT Center of Excellence, research topics and projects were initiated, in collaboration with the other education and research structures of ANIMV, integrating the innovation needs of the Service on this scope.

For the promotion of current topics of interest, the OSINT Centre of Excellence team (in collaboration with other OSINT specialists in the Service) elaborates articles on topics relevant to national security issues under the responsibility of the Romanian Intelligence Service, which are then published in the form of quarterly brochures and can be consulted in electronic format on the ANIMV website.

The research directions set out in the *Strategy for research, development and scientific innovation of ANIMV* aim to converge with the teaching activities and the work carried out in the national security plan. Hence, the research objectives set for the reference period of time deal with:

- reaching excellence in research and producing academic knowledge that contributes to increasing the Service's anticipatory national security capability and the scientific substantiation of institutional transformation and adaptation;
- achieving the trilateral education-research-profession by integrating the research component into the educational processes and by relating synergistically and in an integrated way to security and intelligence studies in order to scientifically base the educational contents and to align the training programs with the requirements of the intelligence profession;
- establishing "Mihai Viteazul" National Intelligence Academy as a networking platform and knowledge hub in relation to academia and civil society by creating a climate of creativity and dialogue at national and regional level in the field of security and intelligence studies.

In line with its mission, ANIMV is constantly concerned with integrating the results of scientific research into teaching activities. The scientific research activity is carried out by the *National Institute for Intelligence Studies*, the *National Centre for Modelling and Simulation in Intelligence*, the teaching departments of the faculties and by doctoral students and coordinators, through the Doctoral School, based on the premise of an integrated approach to the available resources for the successful implementation of the research projects undertaken by ANIMV.

The Academy made efforts to develop and diversify its research resources through a combination of its own investments and attracting external financial resources, following the implementation of European-funded research and development projects on the following components:

- location – attracting financial resources for the necessary equipment for a modern research-development-innovation infrastructure in the field of security intelligence systems (library, workspaces, laboratories);
- research equipment – purchase and training in the use of software components in the field of security and intelligence studies, allowing the development of research methods specific to this area of study;

- information (IT) resources – expanding available academic resources (book collection and virtual databases) and providing researchers with real-time access to the latest academic developments in security and intelligence studies;
- technical support – integrating technical and information (IT) components to streamline workflows and connect to national and international research networks, while training research staff in the use of new technical tools.

The organised form of work in scientific research activity is the “research project”, a tool for increasing the performance, monitoring the completed stages and the results used in research and development activity. The projects promote the cognitive values resulting from the integration of academic knowledge with practical expertise.

Results achieved during the reporting period include:

✓ **successfully completing two European funded projects**

- CRESCEnt project (Mind the Gap in Media Coverage and Strategic Communication in case of Security Threats);
- ARMOuR project (A radical model of resilience for young minds)

✓ **implementing four European funded projects:**

- THESEUS project (Connect the disconnections – from disparate data to insightful analysis);
- ESSENTIAL project (Evolving Security ScienceE through Networked Technologies, Information Policy and Law);
- EUSEGOV project in the Erasmus +Jean Monnet competition;
- EU-HYBNET project (Fostering European Network against Hybrid Threats) – Orizont 2020

✓ **submitting two projects to national and European competitions:**

- ALETHEIA project – Artificial Intelligence in the service of law enforcement for the exposure of threats from the extensive spread of disinformation – HORIZON – CL3-2021- FCT-01-03;
- DOMINOES project – Digital Competences Information Ecosystem – Erasmus + KA 220-HED – Cooperation Partnerships in Higher Education (project won, implementation to start in February 2022);

> **editing the Romanian Journal of Intelligence Studies;**

- > publishing articles and scientific studies in prestigious national and international scientific journals, as well as reviews in the Romanian Journal of Intelligence Studies as authors or co-authors;
- > publishing, as coordinator editor, a **special issue of *Intelligence and National Security international journal indexed in Clarivate Analytics***;
- > publishing the following **volumes** by ANIMV:
 - *Guidebook on the History of Romanian Surveillance Activity between 1918 -1948, ANIMV Publishing House, Bucharest, 2021;*

- *Romania – France: Strategic Cooperation and Partnership between Intelligence Services (1918 – 1939)*, ANIMV Publishing House, Bucharest, 2021;
- *Textbook on Ideological Extremism, Radicalization, Terrorism*;
- > publishing **scientific articles in national and international journals and volumes** on topics ranging from critical intelligence theory, intelligence history, increasing resilience to propaganda and disinformation, security policy, securitization etc.

- > organizing three **scientific events** in Romania:
 - *Security in the Black Sea Region. Shared Challenges, Sustainable Futures – SBSR, 2021* (on-site, with national participation);
 - *Intelligence in the Knowledge Society 2020* (online - call for papers);
 - Summer School on *Strategic Communication, Governance and Security in the European Union*, organized in the framework of the European funded project EUSEGOV (online)

- > **representation within Intelligence College in Europe**, a platform for academic cooperation of European intelligence communities, aiming at developing and strengthening a common strategic culture in the field of intelligence studies and academic outreach programs at national and European level;
- > developing research projects on the history of intelligence services with the identification of valuable resources in the Archives and producing extensive research reports;
- > a new **interactive online course** (*CRESCEnt* project) **dedicated to the strategic communication** in the age of disinformation, attended by students and institutional speakers from Romania, rated very highly by participants;
- > an **online course *Train the Trainer*** designed to teach techniques to strengthen young people's resilience to radicalization and violent extremism (*ARMOuR* project), attended by teachers, school councellors, DGASPC representatives, SRI experts, ANP experts. The course has been positively appreciated both in Romania and in partner countries, where it was integrated into the continuous teacher training syllabus (Greece, Malta, Netherlands). In Romania, the Ministry of Education gave an initial positive response, and steps will be taken in 2022 (subject to pandemic conditions).
- > creating a **special issue of *International Journal for Intelligence and CounterIntelligence***, forthcoming for publishing.

The Doctoral School of Intelligence and National Security (SDISN) from IOSUD ANIMV operates in the field of doctoral studies Intelligence and National Security, according to OMEN 667/2007, reconfirmed in HG no. 446/2015. The Doctoral School is coordinated by CSUD from IOSUD ANIMV and is governed by SDISN Board and Director.

During the period under review, *The Strategy for Quality Assurance and Development of Doctoral Degree Programs and Postdoctoral Advanced Research Programs in SDISN for the period 2021-2025* was adopted and the following were developed/updated: the *Regulations for the Organization and Functioning of the CSUD*, the *Regulations for the Organization and Functioning of the SDISN*, the *Regulations for the Organization and the Conduct of Doctoral Degree Programs*.

Involvement and participation of doctoral students in decision-making processes related to doctoral degree programs through elected doctoral student representatives in the ANIMV Senate, CSUD and CSD, in accordance with the regulations in force in ANIMV.

In the academic year evaluated, the Doctoral School of Intelligence and National Security operated with three doctoral supervisors, who meet the National Council for the Attestation of Titles, Diplomas and University Certificates (CNATDCU) criteria, according to the OMEN no. 6129/2016 and the *Regulation of organization and functioning of the SDISN, for conferring the title of doctoral supervisor*. In 2021, a university professor in the field of Intelligence and National Security received the habilitation.

During the academic year 2020-2021, there were 36 doctoral students in SDISN, of which 22 in various stages of the doctoral research program and 14 in the grace period for the PhD thesis examination. There is an established, developed, monitored and completed/ongoing training program for each doctoral student and students benefit from the support of the mentoring committees, complementary to the one provided by the supervisor. The Committees are approved by SDISN Council and their mentoring activity is recorded in the documents of the doctoral students' scientific research activity. ANIMV provides doctoral students with the necessary infrastructure for the advanced study program as well as for the individual research program. In the academic year 2021, seven PhD students defended their PhD theses.

The program used at IOSUD ANIMV level to check similarity coefficients is sistemantiplagiat.ro. Similarity reports are submitted to the scientific research supervision committee prior to the submission of the PhD thesis and are attached to the PhD thesis file.

IOSUD/Doctoral School's premises and material equipment allow for research activities in the evaluated field, in accordance with its mission and objectives (computers, specific software, appliances, laboratory equipment, library, acces to international databases etc). The research infrastructure and research services provided are publicly presented through a profile platform.

IOSUD ANIMV applies the periodic evaluation and monitoring procedure of the Doctoral School, provided for in the *Regulation on the Organization and Conduct of Doctoral Studies in the "Mihai Viteazul" National Intelligence Academy*. The external evaluation of IOSUD and Intelligence and National Security doctoral field was carried out by ARACIS in Spetember 2021, and the ARACIS Decision of November 25, 2021 gave IOSUD and Intelligence and National Security doctoral field the qualification of "MAINTAINING ACCREDITATION".

Admission information is published on the ANIMV's website, usually 6 months prior to admission, including the admission timetable, the documents required for application, the doctoral supervisors and vacancies, the conditions for application and the criteria for candidates' evaluation. The ANIMV IOSUD website publishes data on the collective governing bodies of IOSUD and SDISN, doctoral supervisors, doctoral students, the advanced degree program offered by the Doctoral School, the doctoral study contract, public presentations of doctoral theses, the process of qualification of some teaching staff, as well as internal regulations.

The implementation of *ESSENTIAL - Evolving Security ScienceE through Networked Technologies, Information policy And Law*, which aims to achieve excellence in the field of academic studies and encourages the development of innovative research projects, organized under the guidance of ANIMV, continued in 2021.

IOSUD has mobility agreements with universities abroad, with research institutions, with companies active in the field of study, which aim at the mobility of PhD students and teaching staff (e.g. ERAMSUS agreements for the doctoral degree) and at least 5% of PhD students completed a training period abroad or another form of mobility, such as participation in international scientific conferences.

AUDITING TEACHING STAFF

The teaching staff of “Mihai Viteazul” National Intelligence Academy consists of military and civilian teaching personnel holding teaching positions in accordance with the law. The structure of the teaching body carrying out the teaching mission in ANIMV includes the body of military instructors who, according to the provisions of art. 235 of the Education Law no.1/2011, are assimilated to the basic teaching staff.

The teaching staff of the Academy meets the legal requirements for holding teaching posts, in accordance with the *Methodology for the organisation and conduct of the competitions for filling teaching positions in “Mihai Viteazul” National Academy of Intelligence*.

The staff regulations of the teaching and research staff of ANIMV were drawn up before the start of the academic year 2020-2021 and established the academic rules, which were validated by the Faculty Councils and the Doctoral School Council and approved by the University Senate. All the teaching staff listed in the staff positions – professors, senior lecturers and lecturers – hold the scientific title of doctor and are certified by the Ministry of Education and Research or by the Senate of the Academy, according to the legislation in force.

At ANIMV level, the evaluation of teaching staff is carried out, according to the legal framework, on multiple components: student evaluation, peer evaluation, management evaluation and self-evaluation.

The organization and conduct of the teaching staff’s evaluation by students of “Mihai Viteazul” National Intelligence Academy is detailed in the procedure for collecting and evaluating feedback in ANIMV. Thus, each member of the teaching staff is evaluated in order to assess their teaching performance, as perceived by the students participating in teaching activities such as lectures, seminars, laboratories, projects etc. Data collected in the process of evaluation of the teaching staff by students and trainees are meant to target aspects of professional ethics, as well as aspects related to the continuous improvement of the quality of the evaluated person’s teaching activity.

The survey for collecting feedback from students who completed ANIMV's study programs was applied every semester, in a differentiated way, for courses and seminars, in relation to the respective subject. The analyzed elements addressed the ARACIS standards that define the quality of the teaching activity and the formulation of proposals for improvement of the teaching activity. The survey was used online and afterwards the statistical interpretation of the quantitative data and the interpretation of the collected testimonials were carried out. The findings revealed that all the teaching staff members scored high in terms of: topicality and novelty of the subject addressed; accessible presentation of specialized content; efficient use of time to achieve the teaching objective. The result was that most students were satisfied with the clarity and coherence of the lecturer's presentation and the amount of useful content conveyed.

Consequently, according to the reports made by the Quality Assurance Office of ANIMV, for the academic year 2020-2021, the **tenured** teaching staff were evaluated by students with *exceptional* (77.6%), *very good* (20.8%), *good* (1.6%), and the **associated** teaching staff were evaluated by students with *exceptional* (67%), *very good* (14.7%) and *good* (18.3%).

The most frequent remark of the students brings to attention the need to emphasize the practical and applied side of the teaching and to pay more attention to assessment activities.

AUDIT OF THE FINANCIAL AND ACCOUNTING SITUATION

ANIMV, with its commandant (rector) as the tertiary authorizing officer, has its own revenue and expenditure budget, as part of the budget of the Romanian Intelligence Service, and is financed from budget chapter 65.10.06 "Higher Education" (source F) and chapter 65.08.06 "Higher Education" (source D).

During the period of analysis (the academic year 2020-2021), "Mihai Viteazul" National Intelligence Academy was financed entirely from its own funds, according to the Government Decision no. 27/August 28 2014. The Academy has a tax code and a bank account, different than those of the Romanian Intelligence Service, under which it operates.

Planning, organizing and managing the financial-accounting activity was conducted according to the internal rules in force, in compliance with the requirements of legality and regularity as well as the institution's specific planning documents. The principles of economy and efficiency in the allocation of funds were rigorously pursued in order to achieve the objectives at an appropriate quality level, by minimizing the cost of resources and maximizing the results of activities in relation to the resources used. During the reference period, ANIMV had an income and expenditures budget, approved by the Board of Trustees and ANIMV Senate, which provided for the amount necessary for the proper conduct of educational activities.

In 2021, the budget approved at ANIMV level was established by the Budget Law for the year 2021, in total amount of 92,004,000 lei. Through the execution of the approved budget for 2021, the financial-accounting structure took specific steps to ensure full funding of educational and research programs, organizational and logistical activities, as well as grant-funded projects.

The Academy's own income consisted of: income from providing educational and research-development services, fees, funds provided on the basis of international partnership for the organization of education and training programs, use of assets, amounts allocated from the state budget, through the budget of the institutions under which it operates, non-reimbursible external funds.

Hence, for the implementing of the fundamental and applied research programs, respectively for increasing the qualification level of experts and the upgrading of its own material base, during the period under review, the Academy accessed non-refundable financial resources from national and international competitions, under legal terms and internal regulations of the Service.

AUDITING THE QUALITY OF STUDENTS' LIFE

ANIMV management shows a continuous concern for providing students with the best training and education conditions. The material base supports the current requirements of education, contributing to the fulfilment of teaching objectives, and modernization actions are planned for the coming period.

The Central Library of ANIMV manages a total surface area of 369.35 square meters, and the book collection meets the current requirements of university teaching and scientific research. In order to keep up to date with political, social, military, economic national and international events, as well as with the latest research in the fields of interest, subscriptions to Romanian and foreign periodical publications, in online versions, are contracted.

As of September 2020, as a member of the Association of Universities, Research and Development Institutes and Central University Libraries in Romania – ANELIS PLUS³, ANIMV has access to the following electronic scientific resources (data bases): Scopus, Clarivate Analytics, Clarivate Web of Science (Clarivate Analytics archive), eBooks – foreign books, in English, on various topics, from publishers as De Gruyter.

In terms of knowledge resources that the Academy makes available to students and trainees, there are the collections of the ANIMV Library, which in 2020 offered for consultation a collection of 2,966 volumes of books, serials and special collections.

³ ANELIS PLUS Association is a Romanian legal entity, it operates for an indefinite period of time and works to represent the interests of its members in order to meet the information and documentation needs for users in Romania.

The Library's collections were supplemented by purchases from various suppliers (327 volumes of books and periodicals) and by donations from various institutions and teachers (30 volumes of books and periodicals). The premises of the Central Library were also upgraded.

The ANIMV publishing house is a prestigious entity in the field of military science, intelligence and public order and plays an important role in supporting the teaching and research process, making a significant contribution to security education through the topics it makes available to readers, being an interface of the ANIMV with civil society. Three collections were set up at the publishing house in the fields of International Relations, Intelligence and Security Studies, Culture and Civilisation.

The IT laboratories ensure the conduct of planned educational activities involving the use of information technologies and specific equipment within them, including during the individual study of students or other staff participating in training activities. The laboratories are equipped with all the necessary facilities for didactic activity at the highest standards: projection systems, sound system, video conference, access to computer resources, interactive whiteboard. For the development of the e-learning component, 200 iPad devices were purchased for teaching activities.

Lecture halls and classrooms are equipped with video projectors, interactive projection systems, computers connected to IT systems. Video conferencing systems are also operational in the lecture halls, allowing trainers to support their presentations remotely, in one room or simultaneously in all rooms equipped with video conferencing equipment.

In order to ensure physical distancing and the proper conduct of classes in face-to-face format, when the epidemiological situation allowed it, students and trainees were divided, according to the study program in which they were enrolled, in the three campuses of ANIMV Central, Grădiștea and Bran.

The medical care of all staff and students is provided through the own medical office.

The *religious assistance* was carried out in accordance with the duties of the military priest and the University's Main Activities Plan. Religious activities were performed both according to the time allotted to them, and according to the typical religious and canonical rigors.

SUMMARY AND SUGGESTIONS

ANIMV has the institutional capacity to organize and conduct study programs for university degrees, for postgraduate programs, respectively for professional programs of continuous training requested by beneficiaries, at a high level of quality, according to the reference standards,.

In 2021 ANIMV prepared and drafted the necessary documentation for institutional reaccreditation by ARACIS and for updating the Academy's internal regulatory framework (methodologies, regulations, procedures). The beneficiary feedback reporting component of the educational process delivered by ANIMV was carried out according to ARACIS requirements and contributed to the evaluation process of the teaching staff through the scores submitted to the faculty departments.

The quality management is organised and operates according to clear rules and ensures a very high quality of education.

Suggestions:

- ✓ Regular reviewing and adapting of workflows between Academy structures, including responsibilities for collaborative processes,
- ✓ Studying the possibility of carrying out a *benchmarking* study on quality assurance activities in the Romanian and EU education system;
- ✓ Developing activities to collect and report feedback from the beneficiaries of the education process delivered by ANIMV (students, trainees, graduates, employers/SRI units and partners), including through the involvement of student representatives in ANIMV governing bodies;
- ✓ Maintaining the regular updating of the ANIMV website with documents of public interest related to education and quality assurance;
- ✓ Further correlations of the findings of the feedback report of the beneficiaries of the services delivered by ANIMV with the curricula;
- ✓ Further promotion of the principles of academic ethics and professional deontology and continuously monitoring their application and compliance;
- ✓ Further monitoring of the existing book collection in the ANIMV library in relation to the specific needs of each subject (purchase of books, textbooks, reference treatises from national and foreign sources).

AUDIT SHEET

APPENDIX I

FIELD: INSTITUTIONAL CAPACITY
CRITERIA – INSTITUTIONAL, ADMINISTRATIVE AND MANAGEMENT STRUCTURES

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Mission, objectives and academic integrity	Mission and objectives	<p>Min: The Academy is established and operates according to the law. The institution has a University Charter whose provisions are public and in accordance with the national legislation and the principles of the European Higher Education Area (EHEA) and are known to the members of the University community. The mission and objectives assumed by the institution make it stand out within the EHEA due to their clarity, distinction and specificity.</p>	<p><i>ANIMV operates as an institution of higher education on the following legal basis:</i></p> <ul style="list-style-type: none"> <i>a) Decision no. 294 of March 21st, 2007 on the organization and functioning of the "Alexandru Ioan Cuza" Police Academy in the Ministry of Interior;</i> <i>b) Government Decision no. 427/1992 on the foundation of the Higher Intelligence Institute subordinated to the Romanian Intelligence Service;</i> <i>c) Government Decision no. 206/1995 on the reorganization of the National Intelligence Institute in the National Intelligence Academy subordinated to the Romanian Intelligence Service, with subsequent amendments and additions;</i> <i>d) Government Decision no. 952/2000 on modification and addition of the Government Decision no. 206/1995 on the reorganization of the Higher Intelligence Institute in the National Intelligence Institute subordinated to the Romanian Intelligence Service;</i> <i>e) Government Decision no. 353/2009 on modification and addition of the Government Decision no. 206/1995 on the reorganization of the National Intelligence Institute in the National Intelligence Academy subordinated to the Romanian Intelligence Service;</i>

			<p><i>f) Government Decision no. 446 of 10/2015 amending article 2 of the Government Decision no. 206/1995 on the reorganization of the National Intelligence Institute in the “Mihai Viteazul” National Intelligence Academy subordinated to the Romanian Intelligence Service;</i></p> <p><i>g) Decision no. 82 of January 19, 2006 amending article 1 of the Government Decision no. 206/1995 on the reorganization of the National Intelligence Institute in the “Mihai Viteazul” National Intelligence Academy subordinated to the Romanian Intelligence Service;</i></p> <p><i>h) Decision no. 713 of September 27, 2017 amending article 1 of the Government Decision no. 206/1995 on the reorganization of the National Intelligence Institute in the “Mihai Viteazul” National Intelligence Academy subordinated to the Romanian Intelligence Service.</i></p> <p><i>The University Charter of the Academy is elaborated in accordance with the legal provisions regulating higher education and scientific research and is aligned with the principles promoted in the European Higher Education Area, being revised whenever necessary, in order to introduce new provisions connected to changes in normative acts. The latest version of the University Charter of the Academy, according to NEL 1/2011, was approved by the Ministry of Education.</i></p>
		<p>Ref: The institution distinguishes itself within the European Higher Education Area by how its assumed mission and objectives are worded and achieved.</p>	<p><i>The mission and objectives comply with the required conditions (it represents a military higher education institution which is unique in the European Higher Education Area).</i></p> <p><i>Its fundamental mission is to train intelligence officers for the SRI as well as for other beneficiaries within the national defense, public order and national security system.</i></p>
	<p>Academic deontology</p>	<p>Min: The University has a Code of ethics and university deontology, by means of which it defends values such as academic freedom, university autonomy and ethical integrity, it has clear practices and mechanisms in place to ensure</p>	<p><i>According to the provisions of the National Education Law no. 1/2011, with subsequent amendments and additions, ANIMV has a Code of ethics and university deontology in place (a separate chapter in the University Charter), which defends values such as academic freedom, university autonomy and ethical integrity,</i></p>

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		<p>ongoing vigilance against any possible fraud in its academic, research or any other type of activities, including active measures to prevent and eliminate any form of plagiarism, as well as to promote the principles of ethics and integrity among all members of the academic community. The educational institution constantly monitors and assesses these practices and can make proof of both their application for all the activities carried out, and the involvement of students in all these processes, with the monitoring results being made public annually or whenever necessary.</p> <p>The code of ethics and university deontology provides mechanisms and measures to ensure equal opportunities and protect against intolerance and discrimination of any kind.</p>	<p><i>being applicable to all structural and functional levels of ANIMV, regarding management, teaching and evaluation activities, as well as university scientific research.</i></p> <p><i>The purpose of the Code is to prevent inappropriate behavior, thus requiring the university's, faculties' and departments' management structures to adhere to the values and norms of university, military and civic ethics.</i></p> <p><i>In order to solve any problems that may arise in divergence with the norms of university ethics, the University Ethics Commission has been set up and operates based on its own regulations approved by the University Senate.</i></p>
		<p>Ref. 1: The educational institution can attest to the fact that the application of these practices to all the performed processes – management, education, research, etc. – has led to improved outcomes. The results of the evaluations carried out are recorded in annual activity reports, posted on the website of the institution.</p>	<p><i>The University Ethics Commission draws up an annual report, which is posted on the university's website, detailing the main activities carried out by the Commission, as well as complaints and applied sanctions.</i></p>
		<p>Ref. 2: The educational institution has a policy based on the prevention of possible breaches of the code of ethics and university deontology, a fact demonstrated by means of public statements, studies, analyses or measures. Elements that make the students responsible in</p>	

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		<p>this respect are also integrated in the teaching plans, while teachers prove that they are up to date with national, European and global developments on processes and techniques to prevent and combat actions that violate the norms of ethics and academic integrity.</p>	
	<p>Public liability and responsibility</p>	<p>Min: The institution has internal audit practices in place in key areas of the university's activity, in order to make sure that its commitments are rigorously adhered to in transparent public circumstances.</p> <p>The internal auditing process is carried out in an effective manner, periodically and on an internally regulated basis, at the level of the institution and its departments, and concerns administrative, financial-accounting, academic integrity, teaching, student evaluation, research and student service issues.</p> <p>An annual academic audit report is published, after being debated in the Senate, and an improvement plan is drawn</p>	<p><i>The Academy has an Internal Audit Committee operating on the basis of the internal audit methodology for the quality of the educational process within ANIMV, which is approved by the University Senate.</i></p> <p><i>"Mihai Viteazul" National Intelligence Academy has internally regulated auditing practices in place at the institution level.</i></p> <p><i>The auditing activity comprises two main components:</i></p> <p><i>(1) the academic audit developed on the basis of an internal methodology and (2) the internal preventive financial control activities and the internal financial-accounting audit established by the internal rules of the SRI.</i></p> <p><i>Internal audit activities are carried out annually and the results, conclusions and any proposals for correction are included in an audit report.</i></p>
		<p>Ref. 1: The education provider/institution makes proof of the application of the measures set out in the improvement plan and draws an annual report making public the implementation stage of the improvement measures, as well as the achieved results.</p>	<p><i>The Internal Audit Committee operates on the basis of a specific methodology approved by the Academy Senate.</i></p>
<p>Management and administration</p>	<p>Management system</p>	<p>Min: The institution has a management system and an internal operating regulation that comply with the legal regulations in force, observing the minimum percentages of student</p>	<p><i>The internal rules of the academy are designed to provide, through the set of established rules, the conditions for ensuring quality, in terms of rules of conduct, for teaching staff, teaching assistants, administrative staff and students.</i></p>

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		<p>representation in the management structures of the Higher Education Institution (HEI), stipulated by the law.</p> <p>The mechanism for electing student representatives in councils, senates and other structures is clearly described in the University Charter and in the internal regulations.</p> <p>It is democratic and transparent, non-discriminatory and does not limit the right of students to represent and be represented</p> <p>Ref. 1: The management system and internal rules and regulations also use information and communication systems, such as Internet and Intranet, which stimulate the engagement of members of the university community, including students, administrative staff, other beneficiaries and partners of the university and serve the public interests.</p>	<p><i>The management system of the academy complies with the current legislation;</i></p> <p><i>The students actively take part in the management of the Academy and are represented in the Senate, the faculty council, the evaluation and quality assurance commission and the student council, the ethics committee, the doctoral school council;</i></p> <p><i>The process of electing students in the management structures of the Academy is democratic, transparent and non-discriminatory; it is carried out based on the Methodology for electing student representatives to the management structures of</i></p> <p><i>The university has a management system that uses both information and communication systems, such as INTERNET, INTRANET, electronic notice board, etc. It involves all members of the university community, including students, and serves the public interests.</i></p>
	<p>Strategic Management</p>	<p>Min: The institution has a strategic plan with at least a four-year time horizon and annual operational plans that are public, known to members of the university community and implemented according to rigorous practices and tracking mechanisms.</p> <p>The strategic plan is developed on the long, medium and short term, it is updated annually or depending on the evolution and context of higher education and is consistently pursued in the implementation and performance evaluation of the management and administration.</p> <p>The quality assurance policy is part of the strategic management.</p> <p>Ref: The education provider/institution shall ensure the continuity in the implementation of its mission and policies through measures to align the provisions of the current strategic plan with the long-term strategic plan and shall</p>	<p><i>The Academy has a Strategic Plan, which sets out the management strategies in the areas of: education, academic scientific research, quality assurance in education, human resources and related areas.</i></p> <p><i>The provisions of the Strategic Plan are detailed in annual operational plans containing precise, targeted actions with deadlines and responsibilities.</i></p> <p><i>The strategic directions included in the Strategic Plan are the result not only of the debate within the university community, but also of the permanent dialogue with SRI, by means of the structures that benefit from the educational process carried out</i></p>

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		<p>demonstrate its commitment in this respect, with the involvement of its economic and social partners, in a national and international context, including by monitoring the career development of its graduates.</p>	<p><i>in the university; thus, its content is permanently adapted to the training needs of the Service, with particular attention being paid to ensuring the skills required for the national defense, public order and national security system, but also to the development of graduates and their satisfaction level and that of employers after completing their studies at the university.</i></p>
	<p>Efficient administration</p>	<p>MI: HEI has an administration that complies with the legal regulations in force, is efficient in terms of organization, number and qualification of staff and operates rigorously through its services to the university community.</p> <p>Ref 1: HEI has an effective and rigorous administration and has mechanisms in place to monitor and continuously develop the performance of the administration.</p> <p>Ref. 2: The level of computerization of the administration is subject to regular modernization activities/processes in order to keep it permanently at the level of international best practices.</p>	<p><i>The University has an efficient and effective administrative system, which carries out its activity in compliance with all applicable national regulations in the fields of activity, as well as those specific to SRI, the entire administrative apparatus being subject to regular evaluation and auditing processes, both on a specialist and military level.</i></p>

*Audit period of time
November 29, 2021 – January 10th, 2022*

AUDITORS: Academic Audit Committee

AUDIT SHEET

FIELD: INSTITUTIONAL CAPACITY
CRITERION – MATERIAL BASE

STANDARD	PERFORMANCE INDICATOR	LEVEL	THE RESULTS OF THE AUDIT
<p>Assets, endowment, allocated financial resources, student support</p>	<p>Spaces for education, research and other activities</p>	<p>Min.: While respecting the differences between the forms of education – full time, part time, distance and, respectively, the objectives of teaching, learning and research activities, HEI provides teaching and research spaces that correspond to its specificity, that is teaching rooms, laboratories and research centers, in accordance with the technical, safety and sanitary norms in force. Their quality is assessed in terms of surface area, volume, technical condition, total number of students, number of occupants - teaching and research staff, students, etc., differentiated by subject areas, study programs, as well as by reference to the mentioned institutional norms. The indicator also refers to the accommodation and other spaces offered to students for social, cultural or sports activities. HEI has an adequate number of accommodation places for students that offer living and studying conditions in accordance with the technical, of safety and sanitary norms in force.</p>	<p><i>"Mihai Viteazul" National Intelligence Academy has 83 teaching spaces, including 60 seminar rooms, 13 IT labs, foreign languages or training of 100 students during the spring specialized laboratories, 2 classrooms, 4 lecture halls, 4 reading rooms.</i></p> <p><i>Spaces are calculated according to the maximum number of student places.</i></p> <p><i>ANIMV also has competitive sports facilities on each university campus that include multi-purpose football fields, 300-meter-long clay athletics tracks, tennis courts, table tennis rooms and fitness and body-building rooms. The sports center allows the simultaneous -autumn period and of 80 students in the winter period, ensuring the meeting of the legal standards of physical training of both students and trainees, as well as university staff, through the intensive use of its facilities.</i></p>
		<p>Ref. 1: In addition to the existing premises, HEI has realistic development and investment plans, which are dependent on estimated revenues.</p>	

	Endowment	<p>Min: The teaching/seminar rooms have adequate technical equipment for teaching and communication, which facilitates the work of teaching staff and the responsiveness of each student; the research laboratories have equipment and means of operation corresponding to the minimum requirements.</p>	<p><i>The study and reading rooms provide the necessary space for each student/ trainee, in accordance with the reference standards and the list of performance indicators established by the Methodology for external evaluation of the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The number of seats in the lecture, seminar and laboratory rooms are correlated with the study units (classes, groups, subgroups), for each ongoing university study program. The university's laboratories provide very good conditions for applied work in the specialized curriculum subjects to be carried out. Each lecture hall is equipped with a network connected computer, video projector, interactive whiteboard or projection screen, as well as other image and sound processing equipment, necessary for teaching. The number of seats in the lecture halls, seminar and laboratory rooms are correlated with the study units (classes, groups, subgroups), for each ongoing university study program.</i></p>
		<p>Ref. 1: The equipment of the lecture/seminar rooms and teaching and research laboratories corresponds to the current stage of scientific knowledge development and is comparable to that of developed HEI universities in Europe and to international best practices.</p>	

	<p>Adequate financial resources for learning and teaching activities, adequate and easily accessible support services for students</p>	<p>Min: The institution demonstrates that it has sufficient funding and financial resources at its disposal, in the short term - annually and prospectively - for at least three or four consecutive years, which it allocates to adequately achieve its mission and objectives. The institution has a realistic annual budget and a three to four-year budget, as well as short- and medium-term financial policies, with reference to financial sustainability. The quality assurance policy is part of the strategic management.</p> <p>Requirements from a diverse student population, such as mature, part-time or distance learning students, employed or foreign students, as well as students with disabilities, as well as the paradigm shift towards student-centered learning, along with flexible learning and teaching methods, are taken into consideration when planning and allocating learning and student support services resources. Students are informed about the availability of these resources.</p> <p>Ref. 1: In addition to meeting current needs, HEI has substantial financial reserves, diversified sources of funding and rigor in planning, as well as defining investment and financial management policies.</p>	<p><i>ANIMV is a unit of SRI, a tertiary authorising officer, financed from its own resources. The university's budgetary funds allow the educational and scientific research process to be carried out in optimal conditions, through firm measures for their organisation and management, in compliance with the legal provisions, in order to fulfill the assumed mission and objectives. The funds resulting from the grants obtained via competition are used to support training and scientific research activities, according to the law.</i></p>
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	<p>The scholarship granting system and other forms of material support for students</p>	<p>Min: The institution has a Regulation for granting scholarships and other forms of material support for students, which it applies consistently, in compliance with the legal provisions in force. Scholarships are awarded from allocations from the state budget and from own resources.</p>	<p><i>There is a Regulation on the granting of scholarships and other forms of material support for students</i></p> <ul style="list-style-type: none"> - <i>Students of the Academy receive free accommodation, food, equipment and training, and all receive a monthly stipend.</i> - <i>The scholarship fund is made up of budgetary allocations received for this specific purpose, in proportion to the total number of students enrolled in full-time, tuition-free, bachelor's and master's degree programs, divided by specialisations and years of study and it is approved by the Senate of the Academy, at the proposal of the Board of Trustees.</i> - <i>Information on how to access and grant scholarships is made public by posting it on the Academy's website, on the faculty notice board and on the internal network.</i>
<p>Ref. 1: The percentage of the institution's own resources in the scholarship fund is a minimum of 10%.</p> <p>Ref. 2: The percentage of the institution's own resources in the scholarship fund is a minimum of 20%.</p> <p>Ref. 3: The Education Provider/Institution financially supports students to participate in other activities, such as research programs, scientific events, student competitions, editing publications, cultural events, etc.</p>			

	<p>The administrative staff of the student support services</p>	<p>Min: The university administrative staff members are qualified for student support activities and have opportunities to develop their skills. Staff recruitment and development processes are fair and transparent. The administrative staff's student work schedule is posted on the institution's website and adapted to the needs of different types of students, for example senior students.</p>	<p><i>The university administrative staff are qualified to carry out student support activities and have opportunities to develop their skills. Staff recruitment and development processes are fair and transparent. The administrative staff's student work schedule is adapted to the needs of all students. At ANIMV level, the relationship between students and the administrative support staff is carried out by specifically designated members in the faculty secretariat, which makes it much easier to solve various administrative problems. In this respect, all students and trainees are encouraged to raise any administrative problem encountered.</i></p>
		<p>Ref.1: Students are regularly questioned about the work of the university's administrative staff members, are invited to evaluate the work of employees they have direct contact with, and, following these evaluations, HEI adopts an improvement measure plan.</p>	<p><i>Students are encouraged to report any comments or potential complaints that they may have regarding the administrative staff of the student support services using a specially-designed questionnaire that is filled in annually.</i></p>

*Audit period of time
November 29th, 2021 – January 10th, 2022*

AUDITORS: Academic Audit Committee

AUDIT SHEET

FIELD: EDUCATIONAL EFFICIENCY
CRITERION - THE CONTENT OF THE STUDY PROGRAMS

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
	<p>Principles of admission policy for degree programs offered by the institution</p>	<p>Min. The institution applies a transparent student recruitment and admission policy, publicly announced at least 6 months prior to application.</p>	<p><i>The admission policy complies with both requirements of transparency and accessibility of documents, the university taking every step to ensure the the organisation and conduct of admissions are predictable, so that all potential candidates are informed at least 6 months prior regarding the student recruitment and admission policies.</i></p>
<p>Admission of students</p>	<p>Admission practices</p>	<p>Min. Admission to a university cycle of study is based solely on the diploma from the previous cycle of studies, considering the numerical ranking order of graduation grades.</p> <p>Ref. 1: Admission to studies is based on a combined set of criteria, in which the results of the admission exam have a higher percentage.</p> <p>Ref. 2: Admission to studies is by examination only.</p> <p>Ref. 3: HEI has admission procedures adapted to student mobility cases.</p>	

<p>Structure and presentation of study programs</p>	<p>The structure of study programs</p>	<p>Min - a study program is presented as a package of documents including:</p> <ul style="list-style-type: none"> - the general and specific objectives of the program; - the curriculum with the subject percentages expressed in ECTS credits, where the subjects are presented in a succession order over the schooling period; - the subject outline or subject sheets included in the curriculum, i.e. the expected learning outcomes, expressed in the form of cognitive, technical or professional and affective and value skills that are achieved by a subject, flexible learning pathways, where appropriate; - the examination and assessment procedure for each subject, considering the planned results; - the organization and content of the final examination, as a summative test certifying the assimilation of cognitive and professional skills corresponding to the university qualification. 	<p><i>The university study programs were developed based on the curricula that establish the professional and cross-disciplinary skills that are provided in the teaching process, as well as the management the human, material and time resources of the teaching activity.</i></p> <p><i>The curriculum subjects were structured into core, specialist and complementary categories, according to the provisions of the General Standards for Periodic Academic Assessment and Accreditation of Higher Education Institutions. Also, study credits established in accordance with the provisions of Law no. 288/2004 on the organization of university studies and OMEN no. 5146/2019 on the european system of transferable credits were also included in the curricula.</i></p>
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		<p>Ref. Each study program is presented according to the mentioned standard package, but the implementation of the study programs is done at university level through cooperation between faculties and by facilitating the student mobility within the university by means of transfer and accumulation of study credits. The number of ECTS credits is assigned to each subject according to the "ECTS User Guide". The structure of the study programs is flexible and allows each student to choose his/her own learning path according to his/her skills and interests.</p> <p>The quota of hours of teaching activity corresponding to optional subjects in the total number of hours accumulated at the end of the undergraduate study program by a student complies with the specific standards.</p> <p>Ref. 2: The structure of the study program observes and takes into account the diversity of students and their needs; it is flexible and allows each student to choose their own learning path, according to their skills and interests, without affecting the objectives of the study program and the competences expected to be met at the end of the learning process.</p> <p>Ref. 3: The study programs provide communication skills in two languages foreign, at least one of which is an international language.</p>	
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	<p>Differentiation in curriculum implementation</p>	<p>Min: They are unitary in structure, irrespective of the form of education, and differentiated according to the means used in the respective form of education in order to ensure the continuous progress of students through their studies.</p> <p>Ref. 1: The implementation of study programs, depending on the form of education, is monitored and substantiated by specialized internal structures such as "pedagogical analysis and development center" where innovative and efficient pedagogical technologies are developed.</p> <p>Ref. 2: The content of the study programs is constantly renewed by introducing new knowledge resulting from scientific research, including its own.</p> <p>Ref. 3: The education provider/institution has regulated procedures for the integration and adaptation of students to the institution and the program.</p>	
	<p>The relevance of study programs</p>	<p>Min:</p> <ul style="list-style-type: none"> - Relevance is defined according to the pace of knowledge and field technology development, as well as according to market requirements; - Study programs are regularly reviewed; - The structure of study programs can only change from the first semester of the following academic year. 	<p><i>Within ANIMV, knowledge accumulation is achieved through modern learning methods, with teachers using new technology resources such as e-learning platforms, bibliography and electronic resources, as well as appropriate auxiliary materials (blackboard, flipchart and video projector), in parallel with the application of pedagogical methods that encourage debate, exchange of opinions and teamwork.</i></p>

		<p>Ref. 1: Study programs are reviewed and improved following regular internal or external evaluation. For the current series of students, within the same study program structure, there is room for improvement for the content of certain subjects, the way to teaching, the way of carrying out the practice etc.</p> <p>Ref. 2: The education provider/institution has a regulation on the recognition of higher education qualifications, periods of study and prior learning, and the recognition procedures are in line with good practice and/or the international regulations to which Romania is party, such as the Lisbon Convention, European Union directives on training for regulated professions etc.</p> <p>Ref. 3: The education provider/institution has clear procedures for the recognition and validation of transferable credits earned in other programs at the same or at a different institution, specifying the maximum number of transferable credits that can be retrieved or credited by a student in one academic year, not exceeding 60 ECTS credits.</p>	<p><i>Periodically, university curricula are reviewed and updated as part of quality management activities, in relation to quality standards specified by ARACIS norms, but also to the dynamics of the training needs. Also, the degree programs have updated teaching and learning resources, that provide educational support to all students throughout their study period.</i></p> <p><i>“Mihai Viteazul” National Intelligence Academy has mechanisms for the annual analysis of the educational activity which has been carried out. Study programs are reviewed at subject leader, department and faculty level, based on proposal from graduates, representatives of beneficiaries and upper divisions.</i></p>
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*Audit period of time
November 29th, 2021 – January 10th, 2022*

AUDITORS: Academic Audit Committee

AUDIT SHEET

FIELD: EDUCATIONAL EFFICIENCY
CRITERION – LEARNING OUTCOMES

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Leveraging the academic qualification obtained	Leveraging through employability	<p>Min: The education provider/institution permanently monitors the career of its graduates through its own system organized for this purpose and submits a detailed annual report for all study programs. At least 50% of graduates are employed within two years of graduation at degree level.</p>	<p><i>Considering the fact that ANIMV's educational offer is directly correlated with the socio-professional requirements and employment needs of the Romanian Intelligence Service and other beneficiaries from the defense, public order and national security system; the labor market employability rate of undergraduate officer training studies is 100%.</i></p>
		<p>Ref. 1: More than 70% of graduates are employed within two years of graduation at degree level.</p>	
	Enhancing qualifications by continuing university studies	<p>Min: Enhancing qualifications by continuing university studies. At least 20% of the graduates of the last two graduating classes of Bachelor's degree are admitted to Master's degree, regardless of the field.</p>	
		<p>Ref. 1: At least 50% of the graduates of the last two graduating classes are admitted to a Master's degree in any field.</p>	

	<p>Level of student satisfaction with the professional and personal development provided by the university</p>	<p>Min: HEI has in place and enforces regulations for mechanisms designed to periodically survey students' opinion on their satisfaction with the educational process, student services and infrastructure offered by the university. More than 50% of students positively rate the learning/development environment offered by the university and their own learning pathway.</p>	<p><i>The level of student satisfaction with professional and personal development provided by ANIMV is reflected by the evaluation survey of the study programs, that students fill in after graduation, as well as by university management's analysis of the assessments regarding the quality of the teaching staff, carried out during the period of studies.</i></p>
		<p>Ref. 1: More than 75% of students positively rate the learning/development environment offered by the university, as well as their own learning pathway.</p>	<p><i>Based on the questionnaires administered at the end of each semester, the university, through the Quality Assurance Office, conducts a structured analysis of the educational efficiency of each study program and of the level of satisfaction it brings to students, with over 50% of them positively rating the learning/development environment offered by the university and their own learning pathway.</i></p>
	<p>Student-centered learning methods</p>	<p>Min: The student-teacher relationship is one of partnership, with each partner taking responsibility for achieving the learning outcomes. Learning outcomes are explained and discussed with students in terms of their relevance for their development. Teachers make use of new technology resources, e.g. e-mail, personal homework webpage, e-learning platforms, bibliography, electronic resources and dialogue with students, and auxiliary materials, from whiteboard to flipchart and sitable video projector. They flexibly use a variety of pedagogical methods that encourage debate, exchange of opinions and teamwork. Student evaluation includes objective examination and grading, based on criteria and methods clearly established at the beginning of the semester and on scoring standards made known to the students, together with other criteria for assessing the work carried out. Evaluators receive support to</p>	<p><i>Within the „Mihai Viteazul” National Intelligence Academy, the main responsibility of the teaching staff is to design student-centered learning methods and environments. The fundamental prerequisite for building a student-centered learning concept is to meet the learning needs of students. The student is not seen as a passive recipient of the process of education and training, but is rather considered an active partner for the teacher with whom he/she works for the accumulation of knowledge, being involved in the implementation of instructive and educational activities, in the evaluation of the teaching process content quality and in shaping of his/her own academic pathway. An important part of the partnership between student and teacher is the application of interactive methods, in which each takes responsibility for achieving the learning</i></p>

		<p>develop their evaluation skills. The educational institution has recognition and completion procedures fit for purpose for student mobility cases.</p> <p>Ref. 1: Teaching staff are specially trained in teaching at university level and/or meet in debate groups to discuss teaching methodology. In addition to training/teaching skills, they are also skilled in counseling, monitoring and enabling learning processes. There is an ongoing work in the university to identify, develop, test, implement and evaluate new techniques for efficient learning, including new applications of computers and information technology.</p> <p>The study programs are being integrated with internships and school placements, and with students' involvement in research projects. Teachers involve students in the teaching activity, by means of questions during classes, short presentations, demonstrative experiments, therefore the teaching process is guided depending on the students' pace and learning style. The teaching strategy also considers the needs of students with disabilities, the particularities of students with special needs, it considers and uses different methods of organizing the learning and teaching process, where appropriate.</p> <p>Students with permanent or temporary disabilities benefit from alternative evaluation and examination methods.</p> <p>Ref. 2: More than simply transferring knowledge from teacher to student, the institution creates learning environments and experiences that lead students to discover and create knowledge themselves. The teacher guides the student's intellectual development by giving it a strategic</p>	<p><i>outcomes. Learning outcomes are explained and discussed with students in terms of their relevance for their professional development. Teaching staff use new technologies (Internet and specific internal networks for bibliography/excerpts from the indicated works, electronic resources, collaborative platforms) and auxiliary materials, from smart board to video projector. Learning outcomes are also assessed through dialogue with the students, both through the interactive delivery of some of the lectures and, in particular, seminars and hours dedicated to practical work, as well as through the consultation hours.</i></p> <p><i>The institution provides learning environments and experiences that lead students to discover and create knowledge themselves through student circles, by participating in scientific communication sessions, by engaging them in research projects (grants), while providing material equipment, resources, program, services and regulations that support this new approach to learning.</i></p>
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		<p>dimension. The education provider/institution has recognition and completion procedures fit for purpose for student mobility cases.</p>	
	<p>Career guidance for students</p>	<p>Min: - Teachers provide office hours at students' disposal and customize tutoring at students' request, according to a timetable posted on the institution's website. - There are mentors or year tutors; - The university has at least one sufficiently-staffed career guidance center gathering competent members, established in accordance with the number of students in the institution. The Center is adequately resourced for carrying out its activities and publishes an annual activity report. The career counseling and guidance center maintains contact with employers and graduates of the university in order to improve the transition from the schooling stage to actual employment. Ref. 1: There is a structure for guiding students in choosing courses and careers, at each faculty level. Peer tutoring is practiced between upper-year students and other students. Teachers keep in touch with students by e-mail and by at least 2 hours of consultation per week.</p>	<p><i>Within ANIMV, career guidance is provided through four specific mechanisms:</i> <i>(1) Career assessment and counseling before admission. For candidates selected for SRI, the employer develops an initial career guidance mechanism with the support of the recruitment structures. It is based on a complex set of specific candidate selection assessments carried out prior to the academic tests. The set aims to identify the match between the candidate profile and the specific job profiles of the employers. This mechanism is used to identify career patterns and to maximize the use of students' qualities and traits.</i> <i>2) Career assessment and counseling through the institution of the tutor. Tutoring is highly consistent and efficient in career counseling activities. Students rate favorably the importance of the tutor in their professional activity, including in terms of career guidance.</i> <i>(3) Career assessment and counseling through consulting. Another way in which career guidance for students is provided is through counseling sessions organized at the level of each faculty, these being established either by mutual agreement, through the dialogue conducted with the students by each teacher, or by posting them on ANIMV intranet, to which all students and trainees have access.</i></p>

			<p><i>(4) Career assessment and counseling through the career counseling and orientation center. ANIMV operates a Career Counseling and Guidance Center staffed by a sufficient number of specialized personnel, established in accordance with the number of students of the institution. The center has adequate resources to carry out its activities.</i></p> <p><i>The Career Counseling and Guidance Center is in contact with ANIMV employers and graduates in order to improve the transition from the study stage to actual employment, either within an institution belonging to the national defense, public order and national security system, or in other institutions.</i></p>
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*Audit period of time
November 29th, 2021 – January 10th, 2022*

AUDITORS: Academic Audit Committee

AUDIT SHEET

FIELD: EDUCATIONAL PERFORMANCE
CRITERION - SCIENTIFIC RESEARCH ACTIVITY

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
<p>Research programs: The institution has a long-term strategy and medium- and short-term programs that address research objectives, projects and expected outcomes, as well as resources to achieve them. The strategy covers all the scientific fields in which the education provider/institution provides higher education, and one of its main objectives is the transfer of results into the teaching/ training of students at all levels of university studies.</p>	<p>Research planning</p>	<p>Min: 1) The long-term strategy and the medium and short-term research programs are adopted by the Senate and the councils of the faculties, together with specified practices leading to obtain and allocate the resources for implementation and the solutions of capitalization. 2) Research interests are mainly institutional. 3) The educational institution has sufficient financial, logistical and human resources to achieve the proposed objectives. 4) The HEI supports student participation in research projects, including allocating financial resources for this purpose.</p>	<p><i>Scientific research is carried out on the basis of existing national legal norms and those developed for their implementation in SRI, as well as the Research Strategy in ANIMV from 2018 to 2022.</i></p>

		<p>Ref.1: Relating to competitiveness and capitalization, research planning takes into consideration and is carried out within the national framework. Research is predominantly nationally relevant.</p> <p>Ref.2: Scheduling and conducting research are related to the European and global framework.</p>	
	<p>Carrying out the research</p>	<p>Min:</p> <p>1) The Education Provider/Institution has a Code of ethics and university deontology according to which research is conducted in accordance with professional ethical standards to ensure ongoing vigilance against possible fraud or misconduct in research activities, including active measures to prevent and eliminate any form of plagiarism.</p> <p>2) There are documents showing permanent certification of the meeting of standards of quality or excellence in scientific research, in terms of organizing, monitoring of research projects, internal approval of results and elimination of unethical practices, such as the reproduction without permission of results obtained by other researchers, plagiarism, non-compliance with bioethical rules, etc.</p> <p>Ref.1: There is a strong research-focused academic climate and culture, confirmed by the number of research grants, publications and cognitive and technology transfer through consultancy, science parks, etc. Students are encouraged to take part in research activities and have access to the infrastructure of university research. There are doctoral schools for training young researchers.</p>	<p><i>ANIMV has integrated in its Code of ethics and university deontology provisions stipulating ethical norms specific to research and provisions on the mechanisms applicable to deviations and violations of this code.</i></p> <p><i>ANIMV conducts scientific research within projects obtained via competition, via participation of its own staff in scientific events, both domestic and abroad, as well as via participation of prominent guests in scientific events organized by the university.</i></p> <p><i>The results of the scientific research have been published mainly in periodicals published by the university, ANIMV Publishing House being a prestigious entity in the field of Military Sciences, Intelligence and Public Order.</i></p> <p><i>Each semester, ANIMV publishes the Romanian Journal of Intelligence Studies, in English. The magazine is included in international CEEOL and EBSCO databases.</i></p> <p><i>According to the acknowledgement and the decision issued by the National Council for Attestation of Titles, Diplomas and University Certificates (CNATDCU), the journal is recognized in the field of military sciences, intelligence and public order.</i></p>

	<p>Leveraging research</p>	<p>Min:</p> <p>1) The research is leveraged by means of: publications for teaching purposes, scientific publications, technological transfer through consulting centers, scientific parks or other structures of leveraging, the creation of new products, etc.</p> <p>2) Annually, every teacher and researcher has at least one publication or a didactic or scientific achievement.</p> <p>3) The institution uses the media to disseminate the research results.</p> <p>Ref.1: The research results are leveraged at national level through awards, quotations, ratings, etc. Publications, patents, large-scale works etc. are mentioned in international databases.</p>	<p><i>Results of scientific research activity materialized in books, studies, papers, monographs, articles registered in international databases, ISI registered articles, etc., are valorized in accordance with the methods stipulated in the Scientific Research Plan and are mainly achieved through:</i></p> <ul style="list-style-type: none"> - <i>uploading the research results into the computerized documentary information systems;</i> - <i>study development in papers published in volume and distributed both in SRI and intelligence and security institutions, educational and research institutions, military and civilian scientific personalities in the country and abroad;</i> - <i>preparation of scientific communications presented at national scientific events or with international participation;</i> - <i>publication of various studies, materials and articles in its own specialized publications or in those of other institutions;</i> - <i>inclusion of issues arising from scientific research works in doctrines, regulations and manuals;</i> - <i>submission of the elaborated studies to those who requested them, but also to other possible beneficiaries – political and military decision-makers, units or structures of the SRI.</i>
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*Audit period of time
November 29th, 2021 – January 10th, 2022*

AUDITORS: Academic Audit Committee

AUDIT SHEET

FIELD: EDUCATIONAL PERFORMANCE
CRITERION – FINANCIAL ACTIVITY

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Budget and accounting	Budget of revenue and expenditure	<p>Min:</p> <p>1) The institution has an annual income and expenditure budget approved by the Senate, which is strictly adhered to.</p> <p>2) Expenditure on salaries at an institution of higher education must not exceed each year the percentage of total revenue that ensures its sustainable operation.</p> <p>3) In order to obtain accreditation, the higher education institution must prove that during its provisional operation it used at least 30% of its revenue obtained each year from student fees for investment in its own material base.</p> <p>4) Student tuition fees are calculated in accordance with the average tuition costs per academic year in public education financed from the budget for similar bachelor's degree, master's degree 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 schooling cycles following establishment by law, the higher education institution must prove that it owns at least 70% of the teaching premises with all the</p>	<p><i>ANIMV has an annual income and expenditure budget that ensures its sustainability. The institution owns all the educational premises. ANIMV has its own revenue and expenditure budget, as part of the budget of the Romanian Intelligence Service, being financed from budget chapter 65.10.06 "Higher Education" (source F) and chapter 65.08.06 "Higher Education" (source D).</i></p> <p><i>Schooling fees are calculated in accordance with the average tuition costs in the public education system and are posted on the website.</i></p>

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		necessary facilities.	
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		Ref. 1: HEI proposes and applies coherent development strategies, medium and long-term foundations. The education provider allocates a substantial percentage of funds for the development of academic infrastructure. Furthermore, student services are properly financed and there is a permanent development of the resources allocated to this field. High-performing students, as well as those who come	
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		from a disadvantaged socio-economic background, are supported in carrying out the proposed activities.	
	Accounting	<p>Min: In order to obtain and preserve the accreditation status, the institution must make proof of the organization and operation of its bookkeeping at institution level, by means of the inventory register, the balance sheet, the budget spending account and the management report, showing that the expenditure incurred is in accordance with the legislation in force, the revenue collected and its destination, as well as the non-profit nature of the institution.</p> <p>Ref. 1: The accounting activity is computerized and permanently transparent.</p>	<p><i>The institution organizes its own accounting through inventory register, balance sheet, budget expenditure account and management report. The activity is computerized. The financial-accounting structure is staffed with qualified personnel, and the chief accountant has a higher economic education and certification in the "European System of Accounts".</i></p>
	Auditing and public accountability	<p>Min: In order to obtain and preserve the accreditation status, the institution undergoes internal and external auditing of its financial activity. The balance sheet, the budget expenditure account and the results of the external audit of the financial statements are publicly available following the Senate's review.</p>	<p><i>The auditing of the financial-accounting activity is carried out periodically, by the auditors, financial controllers of SRI and by Romania's Court of Accounts. The findings of the audits have highlighted, on each occasion, the efficiency and legality of the spending of the public resources made available to the university, as well as the other activities carried out in this line.</i></p>

Audit period of time
November 29th, 2021 – January 10th, 2022

AUDITORS: Academic Audit Committee

APPENDIX 7

AUDIT SHEET

UNCLASSIFIED

FIELD: QUALITY MANAGEMENT
CRITERION – STRATEGIES AND PROCEDURES FOR QUALITY ASSURANCE

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Quality assurance structures and policies	Quality assurance system organization	<p>Min: Within the institution there is a central commission and commissions on study programs that work in an integrated manner.</p> <p>Ref. 1: A culture of quality in education is actively promoted at all levels in the university, actions are taken to promote mutual respect in the student-teacher relationship, and the institution has appropriate procedures to resolve student complaints. Students are involved in all quality assurance processes and structures, at all institutional levels.</p> <p>Ref. 2: The commission develops activities for establishing qualitative and quantitative benchmarks – a benchmarking by comparison with other HEIs in the country and abroad for the quality monitoring and evaluation.</p>	<p><i>Within ANIMV, there is a central commission and program commissions working in an integrated way. These commissions promote a culture of quality in the university, to which more and more professors and students have adhered over time. The quality assurance structures, policies and strategies are provided in the specially designed system by the ANIMV management. They create the institutional framework for the efficient development and monitoring of quality, devoted to a culture of quality and for the ongoing improvement of quality standards.</i></p>
	Quality assurance policies and strategies	<p>Min: There is a quality-focused policy agenda in place and the means to achieve it are clearly specified.</p> <p>Quality assurance policies and strategies are active in every department and encourage the participation of each member of the teaching and research staff, as well as students. The educational institution submits an annual report on the implementation of the provisions of the quality policy program.</p> <p>Ref. 1: For each policy, there are corresponding implementation strategies</p>	<p><i>Quality assurance policies reflect the relationship between research, learning and teaching and consider the national context in which the institution operates and the institutional context, as well as their strategic approach.</i></p> <p><i>Within "Mihai Viteazul" National Intelligence Academy, ensuring the quality of education is achieved through a set of actions to develop the institutional capacity to draw up, plan and implement study programs, building beneficiaries' confidence that the educational institution meets the quality standards according to the legislation in force.</i></p> <p><i>Improving the quality of education in the "Mihai</i></p>

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		<p>with specific provisions and deadlines. The education provider/institution draws up an annual analysis of the positive and negative aspects of internal quality assurance - SWOT analysis, and makes it public.</p>	<p><i>Viteazul" National Intelligence Academy requires continuous evaluation, analysis and corrective action, based on the selection and adoption of the most appropriate procedures, as well as on the choice and application of reference standards.</i></p> <p><i>ANIMV's policy for ensuring the quality of the educational process in the institution aims at concentrating the effort of all human resources (management and teaching staff, auxiliary teaching and administrative staff) for the development of quality culture in the planning, organization, command, control and guidance, as appropriate, of all activities, at the level of standards, reference standards and performance indicators. For the implementation of this policy, the Academy Senate established, within the Strategic Plan, directions that are applicable in the field of education-research relationship, in the educational field, in the field of scientific research, human resources, as well as in related fields (logistics, finance, collaboration with other universities and with the civil society).</i></p> <p><i>Annually, CEAC approves a Report on the quality evaluation and assurance of education in ANIMV, which highlights positive and negative aspects in quality assurance.</i></p>
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*Audit period of time
November 29th, 2021 – January 10th, 2022*

AUDITORS: Academic Audit Committee

APPENDIX 8

AUDIT SHEET

FIELD: QUALITY MANAGEMENT
CRITERION – QUALITY ASSURANCE STRATEGIES AND PROCEDURES

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
<p>Approval, monitoring and periodic review of the programs and activities carried out: the University has a Regulation on the initiation, design, approval, monitoring and periodic evaluation of each study program and diplomas issued, which is rigorously and consistently applied.</p>	<p>The existence and application of regulations concerning initiation, approval, monitoring and periodic evaluation of study programs.</p>	<p>Min: The Regulation exists, is applied and involves the engagement of students, alumni and employers in the design and review processes of the curriculum.</p> <p>Ref. 1: The Regulation is coupled with a system for monitoring study programs, based on information and data, in order to optimize the way study programs operate.</p> <p>Ref. 2: Regulation and monitoring are coupled with regular, at least annual, quality assessments per study program and per institution.</p>	<p><i>Within ANIMV, there is a Regulation on the initiation, monitoring and evaluation of study programs that regulates the internal activities of ANIMV specific to the respective activities and complements the specific framework established at the level of the Romanian Intelligence Service. The purpose of the Regulation is to create the necessary conditions for the implementation and development of a quality culture in ANIMV, in terms of the content of education, in accordance with performance standards, by establishing requirements that apply unitarily and in full transparency. Study programs are monitored and evaluated, both internally and externally. Internal monitoring and evaluation are carried out by the institutional structures of the university and the bodies established within the university, in order to ensure the quality of the educational process. The external evaluation is carried out by the authorized structures, according to the law. The institutional structures in the system of internal monitoring and evaluation of study programs, which are responsible for this field, are the faculty and the department responsible for the program. The bodies responsible for monitoring and evaluating study programs are: the Commission for evaluation and quality assurance of the university, the commissions organized at the level of the faculties and of each study program, as well as the Internal Audit Committee.</i></p>

	<p>Correspondence between diplomas and qualifications</p>	<p>Min: The study programs and diplomas are drawn up and issued according to university qualification requirements, established based on the expected learning outcomes, the diplomas being issued accordingly.</p>	<p><i>ANIMV awards bachelor's degrees, master's degrees and doctoral degrees, in relation to the specificity and complexity level of the graduated study programs, in accordance with the legal provisions in force. The diplomas awarded are in line with the qualifications obtained in the completed specializations, for the university degree programs. The institution also awards certificates of professional competences to graduates of postgraduate continuing professional development and training programs. Furthermore, in order to provide up-to-date information, as well as to meet the requirements of the Academy's beneficiaries, each study program is regularly monitored, evaluated and reviewed to match the dynamics of the university qualifications market.</i></p>
<p>Ref. 1: The study programs are periodically reviewed, after consultation with students, graduates and employers, to match the dynamics of the market for academic and professional qualifications. Ref. 2: Study programs and diplomas are reviewed by means of European and international comparison based on a set of professional benchmarks.</p>			

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AUDIT SHEET

APPENDIX 9

FIELD: QUALITY MANAGEMENT

CRITERION – OBJECTIVE AND TRANSPARENT PROCEDURES FOR EVALUATING LEARNING OUTCOMES

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
<p>Student evaluation</p>	<p>HEI has a rigorously and consistently applied regulation on student examination and grading.</p>	<p>Min: There is such a regulation, as well as specific procedures for assimilation and consistent application by course coordinators and students. In addition to the course coordinator, at least one other specialized teacher takes part in the examination. Each evaluation process is objective and based on criteria and methods clearly established at the beginning of the semester and on scoring standards communicated to the students. The evaluation methods used are diverse and encourage critical thinking, creativity, teamwork and case studies. The evaluation regulations consider possible mitigating circumstances. Students are informed about the existence of a formal procedure for them to dispute the evaluation results and resolve appeals. Ref. 1: The regulation exists, together with detailed procedures/ techniques/ methods of application in the form of a package of student examination techniques/methods, which are consistently brought to the attention of all those involved. Ref. 2: The regulation and the package of examination procedures/ techniques/ methods are complemented by a system in which an external examiner from outside the institution participates in the examination.</p>	<p><i>Examination and grading of students are based on criteria and techniques that are rigorously and consistently applied, in accordance with the provisions of the Methodology for the evaluation of students/trainees in the "Mihai Viteazul" National Intelligence Academy.</i> <i>In addition to the course coordinator, at least one other specialized member of the teaching staff takes part in the examination.</i> <i>There are detailed application procedures/techniques/methods in the form of a package of student examination techniques/methods that are consistently brought to the attention of all those involved: for the teachers (methodical convocations – at the beginning of each academic year; department meetings) and for the students, during each inaugural lecture/seminar.</i></p>

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	<p>Integrating evaluation into the design of teaching and learning processes, by courses and curricula</p>	<p>Min: Each course is designed to combine teaching, learning and examination. Student examination and evaluation procedures are centered on learning results and they are announced to students in advance and in detail. Students are given information after evaluation - feedback, which, if necessary, is linked to counseling for further learning.</p>	<p><i>Each course is designed in such a way as to combine teaching, learning, practical application/own investigation, at the suggestion and under the guidance of the teaching staff, and examination (which is preceded by current tests – diagnostic test; practical applications – formative test; scientific reports – formative test). The final - summative examination (examination or colloquium, from case to case) - takes into account the results recorded in the listed forms of continuous assessment. Student examination and evaluation procedures are centered on learning results and they are thoroughly conveyed to students in the inaugural lecture/seminar.</i></p>
		<p>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 midterm examinations.</p>	<p><i>We believe that the described complex assessment (diagnostic, formative and summative assessment) ensures continuity and consistency in learning. Assessment drives students to the process of creative learning, manifested by the development of independent work based on rigorously acquired knowledge and worded in accordance with academic standards, even if not necessarily in electronic format.</i></p>

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AUDIT SHEET **APPENDIX 10**

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FIELD: QUALITY MANAGEMENT**CRITERION - REGULAR EVALUATION PROCEDURES OF THE QUALITY OF THE TEACHING STAFF**

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
<p>The quality of teaching and research staff</p>	<p>Teacher expertise and teacher-student ratio</p>	<p>Min: The education provider/Higher Education Institution must ensure the expertise of its teachers and implement fair and transparent processes for recruitment, integration and development of personnel, in accordance with the applicable national regulations.</p> <p>The institution explicitly supports and promotes the professional, pedagogical and scientific development of its teaching staff.</p> <p>Regularly, the teachers attend training sessions in order to improve their teaching and assessment skills.</p> <p>Depending on the specifics of the study program, the HEI establishes the ratio that is considered optimal for its objectives and level of academic quality, between the number of tenured teachers with the basic norm in the university and the total number of enrolled students, complying with the provisions of the specific standards established by ARACIS by comparison with international best practices or with the training requirements for professions that are regulated within the European Union.</p> <p>In the quality assessment, a teacher is considered to be tenured in only one university.</p>	<p><i>"Mihai Viteazul" National Intelligence Academy has the necessary teaching staff to ensure the good conditions of the educational process, and the qualifications of the teaching staff correspond to the specifics of the study programs and to the set-out quality objectives.</i></p> <p><i>The institution adopts an optimal ratio between the number of tenured and collaborating teaching staff and the schooling capacity, while respecting the specific standards of ARACIS.</i></p>

		<p>Ref. 1: The optimal ratio of teaching staff to students is determined by the quality of teaching and learning, but also by the quality of research.</p> <p>Ref. 2: The report takes into account the higher levels of the quality of teaching, learning, evaluation and research activities, in comparison with high-performing HEIs in the country and abroad. Benchmarking procedures are consistently applied and comparisons are made.</p>	
	Peer review	<p>Min: Peer review is organized periodically, based on general criteria and clear and public procedures.</p> <p>Ref. 1: Peer review is mandatory and regular. There is an annual evaluation committee for each department to evaluate the teaching and research performance of each teaching/researcher and an annual report on the quality of teaching and research staff.</p>	<p><i>The teaching staff quality evaluation process includes: management evaluation, peer evaluation, student evaluation and self-evaluation. Peer evaluation is performed relying upon its own methodology. As part of the system for assessing the work carried out by each teacher, peer evaluation has become common practice in each department.</i></p> <p><i>During the peer evaluation carried out at the level of the Departments, the results of the peer and self-evaluation sheets were used in order to increase the performance of teaching in the context of a constructive mutual evaluation aimed at increasing the cohesion of the teaching staff.</i></p> <p><i>In the final evaluation, which is drawn up by the heads of education sector structures, the peer evaluation plays an important role and can contribute to the recommendation of the teacher to enroll in further training/specialization courses, proposals for promotion etc.</i></p>

	<p style="text-align: center;">Student evaluation of teaching staff</p>	<p>Min: Student evaluation is mandatory. There is a student evaluation form for all the teaching staff approved by the Senate, which is applied after each semester of training, the completion of the form being done exclusively in the absence of any external factor, and with the guarantee of the confidentiality of the evaluator. The evaluation results are confidential, being accessible only to the dean, the rector and the evaluated individual.</p> <p>Ref.1: The results of student evaluation of teaching staff are discussed individually, processed statistically by each department, faculty and university, and analyzed at faculty and university level for transparency and policy development on the quality of instruction.</p>	<p><i>The student evaluation of teaching staff is the least subjective method of obtaining a true image of the professional quality of teachers.</i></p> <p><i>The procedure for evaluation of teaching staff by students, which is useful for management, consists of students completing questionnaires designed for this purpose.</i></p> <p><i>The completion of the questionnaires is performed in a meeting, in the presence of the members of the Support Service of the Evaluation and Quality Assurance of Educational Services Committee, in the absence of any external factor and with the guarantee of confidentiality.</i></p> <p><i>The results of the evaluation are confidential, accessible only to the dean, the department director, the rector and the person evaluated. The completed questionnaires are analyzed and, based on the resulting data, conclusions are drawn for the correct assessment of the teaching staff. The results of student evaluation of teaching staff are discussed individually, processed statistically, by each department and faculty, and analyzed at the faculty and university level for transparency and in order to ensure the development of quality training policies.</i></p> <p><i>Each member of the teaching staff also has the opportunity to ask students, whenever deemed necessary, to evaluate the quality of their own teaching activity, by completing individual questionnaires whose content is determined by the university management. These questionnaires are accessible only to the teaching staff requesting the evaluation. Based on the student evaluation, the teaching staff member is able to identify any shortcomings in their activity, and correct them by applying more productive work methods.</i></p>
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	Management Evaluation	<p>Min: The teacher is self-evaluated and evaluated annually by the head of the department</p>	<p><i>Management assessment is carried out in hierarchical order, starting with the department director, continuing with the faculty council and ending with the results' analysis conducted by the rector.</i></p> <p><i>The university has an annual multi-criteria evaluation form for each faculty member and a ranking system for performance in teaching, research and service to the institution and the community. Promoting the teaching staff depends on the results of the evaluation which also considers the results of peer and student evaluation. The head of the department centralizes all the data related to the evaluation of quality of the subordinate teaching staff and, after analyzing them, completes the multi-criteria evaluation sheets, in which an important place is given to wording of personal conclusions, which are based on both the data provided and the personal findings. The conclusions resulting from the evaluation forms are recorded, synthetically, within the work evaluations. The head of department shall present the statistical data on the evaluation results to the Faculty Council, together with conclusions and proposals. The Faculty Council analyzes the data, conclusions and proposals of the department directors and determines measures to deal with any potential issues.</i></p>
	Conditions for the successful performance of teacher's activity	<p>Min: The education provider/Higher Education Institution must provide a framework that supports academic staff to carry out their work effectively.</p>	<p><i>The university provides the optimal framework for the activity of the academic staff, which is centered on recognizing the importance of teaching, providing opportunities for development and promoting professional development, thus encouraging innovative teaching methods and the use of new technologies.</i></p>

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		<p>Such a framework recognizes the importance of teaching, provides opportunities and promotes the professional development of teachers and auxiliary teaching staff, encourages innovation in teaching methods and the use of new technologies. The pedagogical training of university teachers is carried out in centers/departments for innovation and continuous training in teaching and learning at university level.</p> <p>Ref.1: The education provider/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 teachers 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 process are also in line with the institution's development strategy.</p>	<p><i>The university encourages and supports scientific activity in order to strengthen the link between education and research and supports the participation of teaching and auxiliary teaching staff in national and international mobility programs.</i></p> <p><i>The development of the academic infrastructure and the acquisition of the necessary resources for the learning and research process are also in line with the institution's development strategy.</i></p>
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AUDIT SHEET

FIELD: QUALITY MANAGEMENT

CRITERION - ACCESSIBILITY OF ADEQUATE LEARNING RESOURCES

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Learning resources and student services	Availability of learning resources	<p>Min: The HEI provides learning resources - textbooks, treatises, bibliographic references, citations, anthologies, etc., for each study program in libraries, resource centers etc., in classic or electronic format and free of charge.</p> <p>In addition to electronic access, the university library must have an adequate number of national and international volumes and subscriptions to the main national and international specialized magazines for each subject that defines a study program.</p> <p>Each library has an access program fit to meet to the needs of the students, but also resources for the procurement of books and journals.</p> <p>Ref.1: The ratio of available learning resources to students is such that each student has free access to any resource according to the objectives and requirements of the study programs.</p> <p>Ref.2: The education provider/institution provides conditions for students with special needs or disabilities, teaching and learning resources and programs for mature students, employed or foreign students.</p>	<p><i>The publications and resources available in the Academy Library to meet the needs of study, documentation and academic research, are appropriate to each degree program, both through the book collection, specialized military literature, and the virtual library.</i></p> <p><i>In the ANIMV Central Library, there are subscriptions to foreign publications, as well as e-books and databases made available to the Academy through Anelis Plus, which completes the area of documentation needed by the students.</i></p> <p><i>The library is organized as to allow quick access to the categories of information sought by students.</i></p>
	Teaching as a source of learning	<p>Min: Internal quality assurance structures monitor the teaching process, so that each teacher applies up-to-date student-centered teaching and assessment strategies for each course, in line with the curriculum, student characteristics, form of education and predefined quality criteria.</p>	

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		<p>Ref.1: The HEI has a laboratory for analysis, research and formulation of innovative teaching/learning strategies involving teaching staff and students.</p>	
	<p>Motivatin and recovery programs</p>	<p>Min: <i>The HEI has programs to motivate high achievers in learning and recovery programs for those with learning difficulties.</i></p> <p>Ref.1: Students can apply for additional tutoring programs that are offered by all the teachers in the university.</p> <p>Ref.2: The education provider/ institution has structures and procedures in place to facilitate student mobility within the same system or between different higher education systems, such as International Relations Office/ Programs, committees for the recognition of formally or informally acquired qualifications/skills, 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 with an efficient administration. Students are informed about these services. The HEI demonstrates that there is an operationalized multi-year strategic plan to diversify and improve the services provided, that are being regularly monitored and evaluated, including surveying student perception of their functioning. The HEI provides students with the framework, infrastructure and resources necessary for carrying out their own and those of student organizations' extracurricular activities.</p> <p>Ref.1: The HEI offers various services to students and has special programs to ensure the quality of student life, which it regularly monitores and evaluates. The HEI analyzes national and international best practice models on improving</p>	<p><i>The university offers students a diversified range of social, cultural and sports services, ensuring the quality of student life, with the capacity to respond to all requests for student accommodation, a sports base whose capacity allows for various sporting activities to be carried out by all students, in a staggered manner, counseling services through tutor's institution or through the Counseling and Career Guidance Center, medical assistance provided by its own medical office. The institution provides accommodation for all military students. Religious services at "Mihai Viteazul" National Intelligence Academy are provided in the church on the university campus, where a priest with the blessing of the Patriarch officiates.</i></p>

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		student services, providing solutions accordingly. Ref.2: The HEI analyzes national and international best practice models to improve student services, providing a wide selection to this effect.	
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FIELD: QUALITY MANAGEMENT

CRITERION - SYSTEMATICALLY UPDATED INTERNAL QUALITY ASSURANCE DATABASE

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Information systems	Information and databases	<p>Min: The institution has an IT system that facilitates the collection, processing and analysis of data and information relevant to institutional quality evaluation and assurance. Policy, strategy and administrative decisions are based on the collected and analyzed information.</p> <p>Ref.1: In addition to the data and information on the institutional state of quality, the HEI collects information on the state of quality in other HEIs in the country and abroad, comparing them with each other and formulating differentiated benchmarks.</p>	<p><i>The university's IT system consists of databases set up at the level of the structures, facilitating the collection, processing and analysis of data related to the quality of education and student life within the university.</i></p> <p><i>Periodically, these data are analyzed by the university management, both in terms of content and relevance, and the need to adapt the measured parameters.</i></p> <p><i>In order to be aware of the latest legislative provisions on the application of the specific quality management requirements in the field of higher education, the Commission for evaluation and quality assurance consults, via the Internet, the website of the Ministry of Education and Scientific Research, with a view to timely informing and applying the latest orders issued by this authority within the Academy.</i></p> <p><i>At the same time, the Commission for quality evaluation and assurance has access to the "Legis Studio" database on the Academy's intranet.</i></p> <p><i>Furthermore, in order to achieve a continuous improvement of the quality of education, benchmarking is used in the Academy, and information about the implementation of quality management provisions in other higher education institutions in the country or abroad is collected mainly through the use of the internet.</i></p>

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FIELD: QUALITY MANAGEMENT

CRITERION - TRANSPARENCY OF INFORMATION OF PUBLIC INTEREST ON STUDY PROGRAMS AND WHERE APPROPRIATE, CERTIFICATES, DIPLOMAS AND QUALIFICATIONS OFFERED

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
Public information	Public information offer	<p>Min: The HEI and all its faculties must provide current and accurate quantitative and/or qualitative information and data on qualifications, study programs, diplomas, teaching and research staff, facilities offered to students and any issues of interest to the public in general, and students, in particular. Students are provided with an annually-updated guide, containing all relevant information about their academic journey, their extracurricular activities and the support services available their rights and the opportunities offered by the HEI.</p> <p>Graduates receive a free Diploma Supplement containing all information required by the regulations in force.</p>	<p><i>"Mihai Viteazul" National Intelligence Academy provides information, on its own website (www.animv.ro) and on the website of the Romanian Intelligence Service (www.sri.ro), regarding the educational offer for each academic year and for all types of programs/courses organized by the Academy (details on enrollment conditions, examination tests and how the admission examinations/colloquiums are held), as well as information on the academic community and its activity, highlighting the facilities and the resources offered to students.</i></p> <p><i>At the same time, anyone can ask questions about the curricula on the institution's e-mail address (ani@sri.ro). Students are provided, ex officio or upon request, with all relevant information about their academic journey, their extracurricular activities and the available support services, the rights and obligations arising from their status as a military higher education institution, and the opportunities they have as students of the university.</i></p> <p><i>Graduates receive a free Diploma Supplement containing all information required by the regulations in force.</i></p>
		<p>Ref.1: The information provided publicly by the university is comparable, quantitatively and qualitatively, to that offered by HEIs in the European Space of Higher Education.</p>	<p><i>Information and data, quantitative and/or qualitative, current and accurate, are presented on qualifications, study programs, diplomas, teaching and research staff, facilities offered to students and on any aspects of interest to public in general, and to students, in particular.</i></p>

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FIELD: QUALITY MANAGEMENT

CRITERION - THE FUNCTIONALITY OF EDUCATION QUALITY ASSURANCE STRUCTURES, ACCORDING TO THE LAW

STANDARD	PERFORMANCE INDICATOR	LEVEL	AUDIT RESULTS
<p>The institutional structure for quality assurance of education complies with the legal provisions and operates continuously.</p> <p>The Commission for Quality Assessment and Assurance has been set up, is structured and carries out on a permanent basis the activities provided for by the regulations in force.</p>	<p>The Commission coordinates the implementation of assessment and quality assurance procedures and activities.</p>	<p>Min: The assessment procedures and activities for evaluating the quality of education have been developed and approved by the University Senate.</p> <p>The commission draws up the annual internal evaluation report and makes it public by display or publication, including in electronic form, and makes proposals for improving the quality of education.</p>	<p><i>ANIMV's Central Commission for Evaluation and Quality Assurance of Educational Services coordinates the activities of the faculties, based on the procedures described in the quality assurance system that is approved by the University Senate and detailed in the related methodologies.</i></p> <p><i>The Central Commission draws up the Annual Internal Quality Assurance Report, proposing improvements, for review, approval and corrective action where appropriate. Once approved, the commission's report is published on the University's website, and upon request, is sent to interested parties.</i></p> <p><i>Proposals to improve the quality of education issued by ANIMV's Central Commission for Evaluation and Quality Assurance of Educational Services are continuously implemented by the university.</i></p>
		<p>Ref.1 The institution permanently implements the educational quality improvement measures proposed by the commission and collaborates with other HEI universities in the country or abroad to identify and adopt best practices in quality areas.</p>	

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