



External Evaluation Report (REE) for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain

Higher Education Provider Organization:	Institution/Education	Academia Națională de Informații „Mihai Viteazul” din București / „Mihai Viteazul” National Intelligence Academy of Bucharest, Romania
Doctoral School:		Intelligence and Security
Doctoral Domain:		Intelligence and National Security
The objective of the external evaluation:		Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Prof. Ghiță BÂRSAN, PhD – “Nicolae Bălcescu” Land Forces Academy of Sibiu, Romania	Expert evaluator	
2.	Prof. Tomasz BAK, PhD - University of Information Technology and Management, Rzeszow, Poland	International Expert	
3.	PhD Student Christian-Gabriel ȘTREMPEL – “Transilvania” University of Brașov, Romania	PhD Student Evaluator	

I. Introduction

- the context in which the external evaluation report was drafted:

The external evaluation report was prepared by the ARACIS External Quality Evaluation Commission following the external evaluation visit conducted for the purpose of maintaining the accreditation of the doctoral study field INTELLIGENCE AND NATIONAL SECURITY, organized by the „Mihai Viteazul” National Intelligence Academy of Bucharest, Romania, during the period **09–11 June 2026**, at the National Intelligence Academy of Bucharest.

The evaluation commission, approved by the ARACIS Council through Decision no. **119/H/02.04.2026** and accepted by the requesting institution (RI), had the following composition:

- Prof. Ghiță BÂRSAN, PhD – “Nicolae Bălcescu” Land Forces Academy of Sibiu, Romania
- Prof. Thomasz BAK, PhD - University of Information Technology and Management, Rzeszow, Poland
- PhD Student Christian-Gabriel STREMPPEL, PhD student – “Transilvania” University of Brasov, Romania

From the requesting institution, Prof. Ioan DEAC, PhD was appointed as the contact person.

- description of the higher education institution:

Established by Government Decision no. 446 of 10 June 2015 to change art. 2 of Government Decision no. 206/1995 regarding the reorganization of the National Intelligence Institute into “Mihai Viteazul” National Intelligence Academy, subordinated to the Romanian National Intelligence Service (SRI), published in the Official Gazette of Romania on no. 444 of 22 June 2015 under the name “Mihai Viteazul” National Intelligence Academy” (**hereinafter referred to as MVNIA**), based on the promulgated law, the National Intelligence Academy of Bucharest is a higher education institution whose evolution has been marked by a series of transformations and changes, leading to its current status as a university of research and education. MVNIA provides educational services, scientific research activities and other science-based services and accesses funding from national and European programmes. The mission of MVNIA is to provide education and training for SRI's resource, to create and disseminate scientific knowledge in the field of intelligence and national security to the Romanian society and to the security, defence and intelligence community.

The university headquarters are located in Bucharest, Odaii Street, 20-22, 075100 zipcode. The contact telephone numbers are +4037721260, fax +40 21 3104828, email address animv@sri.ro and the official website is www.animv.ro. MVNIA also uses communication channels specific to social media platforms in order to disseminate information of interest to various stakeholder groups, including students, alumni and employers, through LinkedIn, Facebook, YouTube and Instagram.

Currently, MVNIA comprises two faculties, organized into academic departments, doctoral school and two research centres. The National Institute of Intelligence Studies (INSI) is a dynamic and endeavor-fueled research institute. Founded in 2010, INSI quickly emerged as the only scientific research structure in Romania operating in intelligence-related and security studies and generating scientific research projects in international partnerships, founded through dedicated national and European research and development resources. The National Centre for Modelling and Simulation in Intelligence (CNMSI) was established in 2015 as part of the “Mihai Viteazul” National Intelligence Academy to meet the need of increasing the role of the interdisciplinary scientific research and the information technology use in understanding the current security environment. Within these structures, the university provides bachelor's, master's, doctoral and postdoctoral study programmes, as well as postgraduate programmes for continuous professional training and development.

- general description of the doctoral study domain:

The Intelligence and Security Doctoral School (ISDS) was officially appointed within the Order of the Ministry of Education no. 3020 for the approval of the Framework Regulation on Doctoral University Studies as amended and supplemented, and the Order of the Ministry of Education no. 667/28.03.2007, based on which MVNIA was accredited as an IOSUD. The Intelligence and Security Doctoral School operates with a single doctoral university study field: **Intelligence and National Security**, from its establishment to the present. Currently, ISDS embraces the vision of remaining the strongest academic entity in the field of intelligence and national security at the national level and even in South-Eastern Europe. Its mission is to contribute to the advancement of intelligence and national security theory and practice through scientific research results, to develop competent human resources in the field of information and national security, capable of insertion into the highly qualified labor market, to train new researchers in accordance with international standards, and to engage in addressing issues relevant contemporary security studies to local, national and international communities. MVNIA Doctoral School contributes to a comprehensive knowledge of intelligence and national security, as a foundation of scientific study in this domain.

The management system of ISDS was ensured by:

- A. Between October 2021 – February 2024, in accordance with the provisions of the National Education Law no. 1/2011, with the provisions of GD no. 681/2011 approving the Code of Doctoral Studies and with other relevant legal provisions:

a) the administrative management component, represented by the Director of CSUD – Doctor University Professor Irena CHIRU (interim term June 2021 – July 2022) and by the Director of the Doctoral School – Doctor University Professor Ioan DEAC (term April 2019 - March 2024); and by

b) the university management component, represented by CSUD (term October 2020 – September 2024): 7 members, of which: 4 members appointed by the Rector of ANIMV, 1 elected member representing doctoral supervisors, 1 elected member representing doctoral students; and CSD – (term March 2019 - February 2024): 7 members, of which: 3 elected members representing doctoral supervisors ($42.85\% < \max.50\%$); 2 members appointed by the Rector of ANIMV (28.57%); 2 elected members representing doctoral students ($28.57\% > \min.20\%$).

B. During the period March 2024 – September 2026, the operation of DSUD ISN was ensured in accordance with the provisions of the Law on Higher Education no. 199/2023, with subsequent amendments and completions, respectively in OME no. 3020/2024 for the approval of the Framework Regulation on doctoral studies:

a) the administrative management component, represented by the Director of CSUD – Prof. Dr. Irena CHIRU (term July 2022 - June 2026) and by the Director of the Doctoral School – Prof. Dr. Ioan DEAC (term April 2024 - March 2029); and by

b) the university management component, represented by DUSC (term Oct. 2024 - Sep. 2029): 7 members, of which: 2 members appointed by the Rector of MVNIA and 3 members representing doctoral supervisors ($42.85\% + 28.57\% = 71.42\% < \max.75\%$); 2 elected members representing doctoral students and postdoctoral researchers ($28.57\% > \min.25\%$); and DSC – (term Mar.2024 - Feb.2029): 4 members, of which: 3 members representing doctoral supervisors ($75\% = \max.75\%$); 1 elected member representing doctoral students and postdoctoral researchers ($25\% = \min.25\%$).

The strength of the doctoral school is reflected both in the number of its members — the **5 PhD supervisors** and in their professional quality, which is demonstrated by the scientific and teaching results achieved.

The strategic objectives of the doctoral study field Intelligence and National Security derive from the mission assumed by the Doctoral School of Intelligence and Security, as well as from the managerial programme proposed by the director of the doctoral school during the election process. These objectives are fully aligned with the strategic and policy documents adopted at the university and faculty levels. Within the doctoral study field Intelligence and National Security, a total of **17 PhD students** are currently enrolled, of whom **13 benefit from state-funded positions**.

The Quality Assurance Progress Report (October 2021 - September 2024) highlighted that all recommendations formulated in the External Evaluation Report of November 2021 were implemented: 2 special performance indicators (PI*7; PI*12) **met**, 1 performance indicator (PI17) met and 11 recommendations **fulfilled**. The Romanian Agency for Quality Assurance in Higher Education through the RAQAHE Council Decision of 15.07.2025 confirmed that all recommendations were implemented.

II. Methods used

- Analysed documents:

During the external quality evaluation process of the Intelligence and National Security study programme, the **internal evaluation report** submitted by the institution, together with its **annexes**, was thoroughly analysed by the evaluation commission. These documents constituted the main source of information regarding the institutional framework, the organisation and functioning of the programme, as well as its academic and research performance.

- On-site visit:

During the evaluation visit, it was observed that The Intelligence and Security Doctoral School (ISDS) benefits from appropriate research infrastructure. For specific activities, the Doctoral School is allocated:

- one classroom equipped with communication and didactic interaction infrastructure: 8 laptops and 1 interactive whiteboard in the Intelligent Building, 1st floor. The IT system allows students to participate in courses and debates, including online, through the animv.eu platform;
- seven laboratories of the Intelligent Center: 1) Fundamental Research Laboratory in Intelligence; 2) History of Intelligence Laboratory; 3) Strategic Communication Laboratory in Crisis Situations; 4) Competitive Intelligence Laboratory; 5) Security Policy Laboratory; 6) Local, Regional, Global Security Laboratory; 7) Experimental Psychology Laboratory. The laboratories are registered and described as research resources on the EERTIS platform and provide facilities for conducting qualitative and quantitative intelligence and national security research;
- MVNIA Library, specialized in the field of Intelligence and national security which provides free access, through the ANELIS program, to several international scientific databases and to international specialized publications;
- Sports facilities, which include sports fields, gyms, swimming pool;
- Dining and accommodation facilities;
- Medical office, for basic primary healthcare, including psychological counseling services;

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

DOMAIN A. Institutional capacity

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

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

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

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

✓ Presentation of the state of facts:

The evaluation confirmed that MVNIA has a coherent and sustainable organisational structure, an appropriate governance and administrative system, adequate material and financial resources in the short and medium term, and the human resources necessary to accomplish its mission and strategic objectives.

✓ Analysis of the state of facts:

The university governing structures within MVNIA, according to its Charter, are: the University Senate, the Board of Administration, the Faculty Councils, the Council for Doctoral University Studies (CSUD), the department councils, and the doctoral school councils. The Rector, confirmed through OME no. 7134/07.10.2024, ensures executive leadership and management based on the assumed managerial performance criteria and indicators, as well as the *Management Contract* concluded with the MVNIA University Senate, represented by the President of the Senate, regarding the execution of managerial duties. Within the faculties, operational leadership is ensured by the Dean, Vice-Deans, and Department Directors. The academic structures, decision-making competencies, and the procedures for electing the governing bodies within MVNIA are described in the Charter, the Internal Regulations, the Regulations on Organization and Functioning and the Organizational Charts of the Education and Research Structure and the Technical-Administrative Structure.

All these documents are periodically reviewed in accordance with legislative changes and the recommendations of ARACIS and CNATDCU. The organizational structure and management mechanisms of The Intelligence and Security Doctoral School ensure clarity of responsibilities, decision-making transparency, and coherence of administrative and academic processes. The periodic review of these documents contributes to the continuous updating of the regulatory framework, and their approval by the University Senate guarantees the legality and legitimacy of the decision-making process.

✓ Aspects that constitute best practice examples:

- Comprehensive regulatory framework for institutional management and leadership
- Well-structured and transparent university decision-making processes

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Standard S.A.1.2. Stakeholder engagement

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

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

* The faculty, department, subsidiary, extension - hereinafter "organisational components"

✓ Presentation of the state of facts:

Within ISDS, the process of adopting and revising regulations, methodologies and procedures is based on a transparent and participatory mechanism involving various stakeholder groups. Members of the Doctoral School (teaching staff, researchers and doctoral supervisors) and doctoral students contribute through consultations, debates within the Doctoral School Council and Doctoral Studies Council.

In addition, feedback from other stakeholders – doctoral students, graduates, institutional partners and representatives of the Romanian Intelligence Service and – is collected through questionnaires, interviews and thematic meetings, ensuring the continuous adaptation of regulations to academic standards and to the needs of the academic and professional community.

✓ Analysis of the state of facts:

The process is coordinated by ISDS in cooperation with the Dean's Office of the Faculty of Intelligence and national security, the Quality Management Department and the leadership of IOSUD-MVNIA, ensuring alignment with national and international regulatory requirements. This collaborative approach contributes to maintaining a coherent and regularly updated regulatory framework relevant to the academic and professional environment.

✓ Aspects that constitute best practice examples:

- Participatory mechanism in the development and revision of regulations
- Institutional cooperation ensuring coherence of the process and procedures

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

Standard S.A.2.1. Material resources

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

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
--------------------------	--

✓ Presentation of the state of facts:

Teaching and research activities of the study programmes are carried out in MVNIA's own educational facilities, including **15 lecture halls and 5 amphitheatres, 15 seminar rooms and 14 laboratories** equipped with computing technology and multimedia systems (video projectors, projection screens, flipcharts etc.). The allocation of teaching spaces and the organisation of timetables are based on the size of study groups and the capacity of available rooms, ensuring appropriate conditions for academic activities.

The material base of the Department of Physical Education and Sports includes a Sports Complex commissioned in 1996, comprising two multi-purpose sports halls, an aerobics and judo gym, a medical physical education room, a physical development room and three fitness rooms, all equipped with modern technical equipment and audio systems.

MVNIA also provides dining facilities for students and staff and accommodation for students.

All MVNIA facilities, including dining, accommodation and extracurricular spaces such as career counselling offices and medical services, are accessible to people with disabilities and comply with current safety and hygiene standards. Accessibility is ensured through facilities such as a mobile access ramp, elevator, adapted restrooms, notice boards for visually impaired people and designated parking spaces.

✓ Analysis of the state of facts:

MVNIA provides modern and adequate facilities for teaching, research and administrative activities, contributing to a supportive and inclusive academic environment. Teaching and scientific activities take place in lecture halls equipped with multimedia technology, research laboratories and seminar spaces that facilitate interaction between doctoral students, doctoral supervisors and invited experts from academia or the national security community.

Administrative offices ensure the coordination of doctoral activities and provide counseling and support services for doctoral students. In addition, doctoral students benefit from access to modern libraries, scientific databases and dedicated areas for individual or group study.

MVNIA also offers complementary services, such as psychological counseling, support for international mobility and cultural activities, which contribute to the personal and professional development of doctoral students. The institution promotes inclusion and accessibility by providing facilities for persons with disabilities, including adapted building access and appropriate infrastructure.

✓ Aspects that constitute best practice examples:

- Integrated academic support environment for doctoral students
- Comprehensive support services and adequate infrastructure

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Standard S.A.2.2. Management of material resources

The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
--------------------------	---

✓ Presentation of the state of facts:

Teaching and seminar rooms at MVNIA are equipped with modern technical resources that support teaching and learning activities, including smart boards, video projectors, computers, videoconferencing equipment and wireless Internet access. The university provides fully licensed software, covering both general applications (operating systems, antivirus programmes, Microsoft Office) and specialised academic software such as SPSS, MAXQDA, TrustServista, LVA. Based on individual accounts on animv.eu (Google Suite for Education), all students can access international data bases of scientific journals and library resources. MVNIA libraries provide access to Romanian and international publications as well as relevant scientific databases. In addition, the institution implements development and investment plans aimed at improving educational facilities and student accommodation.

✓ Analysis of the state of facts:

Within ISDS, the management and maintenance of material assets are carried out in accordance with institutional regulations and applicable legislation, ensuring appropriate conditions for teaching, research and administrative activities. The buildings hosting the doctoral school are periodically modernised and maintained, while lecture halls, laboratories and offices are equipped with ergonomic furniture, modern IT equipment and audio-video technologies that support academic activities. Movable assets, including research equipment and teaching resources, are systematically monitored and maintained through institutional procedures and technical support services, ensuring their efficient use and the continuous functioning of the educational and research infrastructure.

✓ Aspects that constitute best practice examples:

- Secure and robust digital infrastructure supporting online learning and research
- Provision of licensed specialized software for teaching and research

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

Standard S.A.3.1. Human resources

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

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

✓ Presentation of the state of facts:

Within ISDS, human resources are aligned with the specific requirements of the doctoral field of Intelligence and National Security. The academic staff (<https://doctorat.ANI.ro/>) includes experienced researchers and doctoral supervisors with recognized scientific contributions at national and international levels. Their expertise covers multiple subfields of intelligence and national security, such as intelligence studies, security studies, intelligence culture, strategic culture, public communication of security and intelligence processes, democratic governance, ensuring a comprehensive and up-to-date doctoral training. In addition, staff members are actively involved in research projects, international conferences and collaborations with the national and international intelligence and security environment, contributing to the development of doctoral students' research and analytical competences and to maintaining a high-quality academic environment.

✓ Analysis of the state of facts:

ISDS comprises 5 doctoral supervisors, of whom 4 hold the title of full professor and 1 are scientific researcher I (https://doctorat.ANI.ro/conducatori_doctorat). All members hold a PhD in Intelligence and National Security Domain or connected domains; four of them have obtained the habilitation in Intelligence and National Security. Four PhD supervisors have more than 20 years of academic experience in the field. All five members meet the CNATDCU criteria for the habilitation certificate, valid at the beginning of the 2025–2026 academic year. The academic qualifications and extensive experience of the teaching staff ensure a high standard of doctoral education and research within the Intelligence and Security Doctoral School, while also supporting the integration of doctoral students into the international scientific community. Upon the entry into force of the Higher Education Law 199/2023 (Sep. 2023), no doctoral supervisor had more than 8 doctoral students under his supervision, a situation that has not changed to date and which reflects the Doctoral School's commitment to fully comply with all the legal provisions applicable to this situation (University Professor Dr. Irena CHIRU – 6, University Professor Dr. Ioan DEAC – 4, University Professor Dr. Adrian LESENCIUC – 1, Scientific Researcher I. Dr. Ruxandra BULUC – 4, University Professor Dr. Razvan GRIGORAS – 1).

✓ Aspects that constitute best practice examples:

- Compliance with national academic qualification standards
- Highly qualified academic staff with doctoral supervision experience

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

✓ Presentation of the state of facts:

MVNIA supports the continuous professional and personal development of its staff through structured activities based on annually identified training needs and aligned with academic and administrative requirements (<https://cercetare.ANI.ro/Strategia-de-cercetare-ANI>). These activities aim to update professional competencies, facilitate participation in national and international training programmes, internships and experience exchanges, and provide access to specialization opportunities through European projects such as Erasmus+, HORIZON 2020, POCU, ISF (<https://www.cercetare.ANI.ro/>). Professional development initiatives may be undertaken both at the institutional level and at the initiative of staff members, with the possibility of full or partial funding from the university. Training activities organised by MVNIA are fully financed by the institution, and participation is recognised as part of the staff's working time.

✓ Analysis of the state of facts:

MVNIA adopts a strategic and coherent approach to the professional development of its teaching and research staff. Within ISDS, doctoral supervisors are encouraged to participate in training and professional development programmes, engage in innovative teaching initiatives, and use modern educational technologies. Academic staff are also supported in participating in national and international research projects, publishing in indexed journals, and strengthening collaboration between academia and the professional environment. In addition, ISDS promotes a collaborative academic climate that encourages mentoring, exchange of good practices, and active participation in the academic community. Overall, these initiatives contribute to the continuous professional development of staff and to maintaining a high-quality academic and research environment.

✓ Aspects that constitute best practice examples:

- Institutional support for continuous professional development of academic staff
- Promotion of research collaborations and academic partnerships

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Standard S.A.3.2. Recruitment procedures

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

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.
--------------------------	--

✓ Presentation of the state of facts:

All teaching staff of the Intelligence and Security Doctoral School meet the legal requirements for occupying teaching positions. The staffing of teaching and research positions is carried out in accordance with the *National Framework Methodology for Competitions* and the *Competition Methodology for Filling Vacant Teaching Positions within MVNIA*.

All teaching positions announced for competition are included in the official staffing lists of the specialized departments and are published on the main webpage for *Teaching Staff Recruitment Competitions*, ensuring that candidates who meet the legal requirements can participate in a non-discriminatory manner. The staffing lists are prepared in accordance with the *Methodology for the Preparation of Teaching Staff Position Lists at MVNIA*.

✓ Analysis of the state of facts:

Doctoral supervisors join ISDS following a process that evaluates their scientific achievements and a vote by the ISDS General Assembly, which confirms the appropriateness of the affiliation and the fulfillment of the conditions established at both the national and institutional levels (according to the internal regulations and national legislation https://www.animv.ro/wp-content/uploads/2024/04/manag_calit-2024-Regulament-de-organizare-si-functionare-a-Scolii-Doctorale-Intelligence-si-Securitate.pdf).

✓ Aspects that constitute best practice examples:

- Transparent and regulated procedures for filling academic positions
- Multi-level institutional validation of doctoral supervisors

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

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

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
--------------------------	---

✓ Presentation of the state of facts:

The Doctoral School pays constant attention to and shows ongoing interest in the use of IT tools in activities specific to the domain of studies Intelligence and National Security, as well as in the interactions between teaching staff, scientific researchers, and doctoral students. In this regard, in accordance with the current legal regulations, the Doctoral School uses the animv.eu IT platform, together with the Google Workspace suite of tools.

✓ Analysis of the state of facts:

The activity of the Doctoral School's secretariat, in its relations with doctoral students, postdoctoral researchers, PhD supervisors, and members of guidance committees, is carried out using the tools provided by Google Workspace: Email, Calendar, Chat, etc. For records specific to the doctoral studies, at the level of ISDS MVNIA, an IT solution — LOGIOS — for university management is being implemented during the 2025–2026 academic year, which will enable the simplification and streamlining of certain university administrative processes.

Aspects that constitute best practice examples:

- Secure digital infrastructure supporting online education
- Digitalization of administrative services for students

✓ Recommendations

It is recommended to align cybersecurity requirements with digitalization objectives to ensure secure and accessible digital services for the external MVNIA community

The indicator is: Fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of study programme/s*

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

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
--------------------------	---

✓ Presentation of the state of facts:

The doctoral university study programme in the field of Intelligence and National Security is organized in accordance with the national and European qualifications framework and is structured based on the expected learning outcomes. The curriculum includes an advanced doctoral training programme, conducted in the first semester of Year I, and an individual training plan for the doctoral candidate for the following seven semesters. The programme is organized according to the European Credit Transfer and Accumulation System (ECTS), with a total of 240 ECTS credits allocated across the entire duration of the studies. Credits are assigned in proportion to the workload of the doctoral candidate and are correlated with learning, teaching, research, and assessment activities. The number of credits, targeted competences, types of activities, and assessment methods are detailed in the study plans and discipline sheets (<https://curriculum>). Educational experiences include advanced courses, methodological training activities, research internships, participation in scientific conferences, the development and dissemination of research results, as well as continuous assessment of the doctoral progress—all of which lead to the attainment of a doctoral-level university qualification in the field of Intelligence and National Security.

✓ Analysis of the state of facts:

The examination of the available documentation indicates that the doctoral programme is coherently organized concerning the anticipated learning outcomes and the specific competencies at level 8 of qualification. The arrangement based on ECTS credits appropriately mirrors the workload necessary for the acquisition of advanced research, critical analysis, and innovation skills. The integration of teaching, learning, and research activities into a unified pathway facilitates the gradual development of the doctoral candidates' scientific and methodological competencies. The individual research plan, conducted under the supervision of the doctoral supervisor and the guidance committee, ensures the personalization of the doctoral pathway and its alignment with training and research objectives. In summary, the curriculum structure, credit system, and assessment mechanisms sufficiently support the attainment of learning outcomes and culminate in a recognized university qualification at both national and international levels.

✓ Aspects that constitute best practice examples

- The correlation between research endeavors and the anticipated learning outcomes facilitated through the Doctoral Individual Plan.
- The Doctoral Individual Plan meets the particular needs of each doctoral candidate.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

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

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

* The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
--------------------------	---

✓ Presentation of the state of facts:

The anticipated learning outcomes for the doctoral university programme in Intelligence and National Security are delineated in accordance with the doctoral level and are systematically organized across the dimensions of knowledge, skills, and responsibility/autonomy. These outcomes are incorporated into the programme documentation (including the competence sheet, curricula, and discipline sheets) and are communicated to doctoral students at the commencement of each academic year. The purpose of these learning outcomes is to cultivate the competencies required to perform advanced scientific research activities, conduct critical analysis, interpret complex data, and develop innovative solutions within the field of intelligence and national security. The competency profile aligns with specific professional roles within the domains of intelligence and national security, such as those in academia, applied research, consultancy, or decision-making positions in public and private organizations. The Internal Evaluation Report emphasizes the alignment between the learning outcomes and the competencies specified in the national occupational standards as well as in the European Classification of Skills, Competences, Qualifications, and Occupations (ESCO).

✓ Analysis of the state of facts:

The analysis of the available documents indicates the existence of a coherent correlation between the expected learning outcomes and the skills required by the corresponding occupations in the field of Intelligence and National Security. The results are formulated in such a way as to meet the demands, both in the academic environment and in the intelligence and national security sectors and are aligned with European requirements regarding doctoral level qualifications. The curriculum structure and research activities support the development of relevant professional and transversal skills, such as critical thinking, scientific communication, academic leadership, and professional ethics. The correlation with ESCO contributes to ensuring the international comparability of the qualification and to increasing the professional relevance of the programme.

✓ Aspects that constitute best practice examples

- The utilization of ESCO references and occupational standards in delineating the graduate's competency profile
- The recognition of professional mobilities of doctoral students.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

Standard S.B.3.1 Principles	
The organisational component implements the principles of student-centred learning.	
Indicator I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

✓ Presentation of the state of facts:

The curriculum of the doctoral university study programme in Intelligence and National Security is designed based on student-centred learning principles, with an emphasis on the autonomy of doctoral candidates and their active involvement in the training and research process. The programme structure allows for the adaptation of the doctoral pathway to the interests and research topics of each candidate through the Individual Doctoral Plan (<https://curriculum>). The teaching and learning strategies employed include interactive activities, methodological workshops, individual mentoring provided by the supervisor and the guidance committee, as well as blended learning, which combines face-to-face activities with online components. Didactic materials and bibliographic resources are made available to doctoral candidates in electronic format via institutional platforms. The learning process is supported by continuous feedback and periodic assessment of the doctoral progress, including progress reports and public presentations of research results, facilitating the adjustment of the educational pathway to the individual needs of the candidates.

The doctoral program promotes collaboration and peer-learning principles, facilitated through joint activities, the use of digital platforms, and exchanges of experience among doctoral students.

Furthermore, active learning methods and the development of critical thinking are encouraged, including through the introduction of the course "Critical Thinking" and the responsible use of AI tools in research. Progressive assessment, the phased organization of research activities, and the flexibility of the educational pathway contribute to the personalization of the doctoral journey and to achieving the intended learning outcomes.

✓ Analysis of the state of facts:

The analysis underscores the consistent implementation of student-centred learning principles at both the curriculum level and within the employed teaching strategies. The emphasis on research-based learning, mentoring, and personalised feedback significantly contributes to the development of critical thinking, academic responsibility, and the autonomy of doctoral candidates. The utilization of interactive methods and digital tools facilitates the adaptation of the teaching and learning process to individual learning styles and paces, as well as to the specific requirements of doctoral research. The active participation of doctoral students in scientific activities and in decision-making regarding their own scholarly pathway exemplifies the effective application of the student-centred approach.

Direct interaction with academic staff, collaboration among doctoral students, and the possibility of personalizing the study pathway support the development of academic and research competencies.

The introduction of activities focused on critical thinking and the responsible use of AI tools demonstrates a continuous commitment to modernizing the doctoral educational process.

Aspects that constitute best practice examples

- Individual mentoring of doctoral students with the systematic incorporation of ongoing feedback into the doctoral training process.

✓ Recommendations

- ✓ At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
---------------------------	--

✓ Presentation of the state of facts:

The organisational part of the doctoral university study program in Intelligence and National Security warmly supports doctoral students in engaging with academic mobility programs, whether they take place in person or online. Doctoral students are provided with access to specific academic and/or research mobility opportunities through programs such as Erasmus+, individual research grants, and participation in the European Doctoral School on CSDP within the European Security and Defence College. During the 2021–2026 period, doctoral students participated in study mobilities, research internships, and international courses carried out in cooperation with universities and European institutions from Poland, Malta, Belgium, Greece, Germany, Cyprus, and Hungary. Encouraging participation in these activities, they are smoothly integrated into the doctoral pathway, including the research components outlined in the Individual Doctoral Plan. The institution also provides supportive administrative and financial mechanisms to help cover the costs, depending on available resources. Moreover, digital platforms make it easy for students to join academic events remotely or in hybrid formats, opening doors to scientific conferences, courses, and international collaborations from anywhere.

✓ Analysis of the state of facts:

The analysis underscores the existence of an institutional framework that offers authentic opportunities for the academic mobility of doctoral students, both via formal exchange programmes and through engagement in international scientific activities. Incorporating mobility into the doctoral pathway facilitates the enhancement of research skills, international exposure, and the fortification of the doctoral students' academic profile (<https://www.animv.ro/sesiuni-de-comunicari-stiintifice/>). The diversity of the programs and topics addressed facilitates the integration of doctoral students into European academic networks. At the same time, the constant participation in EDS on CSDP activities represents a strong point of the doctoral program and reflects DSUD ISN's commitment to developing the international dimension of doctoral education. Moreover, the capacity to participate in virtual mobilities and online academic activities expands doctoral students' access to international collaboration which. These mechanisms endorse the internationalization of the programme and promote student-centred learning.

✓ Aspects that constitute best practice examples

- the incorporation of participation in academic mobilities and international scientific events into the Doctoral Individual Plan
- the utilization of mobilities to enhance doctoral students' access to international academic collaboration.

✓ Recommendations

It is recommended to consolidate and diversify international partnerships, so that the number of active collaboration agreements increases by at least 10%.

The indicator is: Fulfilled

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities
--------------------------	---

✓ Presentation of the state of facts:

The organisational component of the doctoral university study programme in Intelligence and National Security provides a fair framework for the conduct of the doctoral pathway, through the application of transparent procedures regarding admission, annual assessment, and monitoring of the doctoral candidates' academic progress. These procedures are designed to offer equal opportunities to all students, based on their potential and academic and professional objectives. The doctoral pathway is tailored to individual needs and aspirations through the Individual Doctoral Plan, which allows for the personalisation of research and training activities in accordance with the chosen theme and the skills to be developed. Teaching and guidance strategies include individual mentoring, continuous feedback, and the possibility of adjusting the pace of learning, taking into account the diversity of learning styles and previous academic experience.

In order to ensure equitable opportunities for doctoral students, in accordance with their potential and aspirations, DSUD ISN organizes two types of doctoral studies: scientific doctorate and professional doctorate. The scientific doctorate is oriented towards an academic and research career, while the professional doctorate supports the development of a professional career in the field of security and intelligence.

Doctoral students interested in interdisciplinary research have the opportunity to pursue joint supervision studies with other universities in Romania. At the same time, the doctoral program provides flexibility in shaping the educational pathway, allowing for the differentiated accumulation of ECTS credits through advanced training activities, research activities, and complementary programs, depending on the individual interests and objectives of the doctoral students.

Furthermore, doctoral students are free to choose the journals and databases for publishing their scientific results, while complying with CNATDCU minimum standards, and academic and research activities may be recognized and transferred in accordance with institutional regulations regarding mobility and transferable credits recognition.

✓ Analysis of the state of facts:

The analysis indicates that current institutional mechanisms effectively promote equitable and balanced opportunities for doctoral candidates by customizing the doctoral pathway in accordance with individual potential and aspirations. The implementation of the Individual Doctoral Plan and personalized mentoring enables accommodation of diverse learning styles and individual capacities. Regular assessments of progress coupled with continuous communication between doctoral students and supervisors facilitate the identification of specific support requirements and the adjustment of training and research activities. These practices bolster the development of academic autonomy and mitigate the risk of inequality within the doctoral training process.

At the level of DSUD ISN, a flexible and differentiated approach to the organization of doctoral studies can be identified, adapted to the diversity of the doctoral students' academic and professional profiles. The existence of the two types of doctoral studies allows for the valorization of both academic research potential and the professional experience specific to the field of security and intelligence.

The possibility of pursuing joint supervision studies contributes to the development of academic competencies and to the integration of doctoral students into national research networks. The flexibility of the educational pathway and the possibility of personalizing the accumulation of ECTS credits support the adaptation of the training process to the different learning styles and rhythms of doctoral students.

Overall, the organizational component demonstrates DSUD ISN's commitment to ensuring equity, access to academic opportunities, and support for the individual development of doctoral students, in accordance with their objectives and aspirations.

✓ Aspects that constitute best practice examples

- Transparent and equitable framework for doctoral studies
- Individualised doctoral training through the Individual Doctoral Plan

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

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

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

Indicator I.P.B.4.1.1	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
--------------------------	--

✓ Presentation of the state of facts:

The organizational component of the doctoral university study programme in Intelligence and national security guarantees doctoral students access to appropriate educational and research resources and services, tailored to the doctoral level, the field of study, and the organizational form of the programme. Doctoral students benefit from access to the university's academic infrastructure, including physical and digital libraries, international scientific databases, e-learning platforms, and IT tools dedicated to teaching and research activities. Educational resources are provided in electronic format, facilitating flexible access to teaching materials, methodological guides, and administrative documents, including for doctoral students engaged in part-time online activities or academic mobility programmes. Institutional platforms enable management of the doctoral pathway, communication with teaching staff, and monitoring of academic progress.

Within the institution, support services are available to all students, including those with special educational needs or disabilities, who can benefit from adaptation measures and support tailored to their individual needs, in accordance with institutional regulations on inclusion and equal opportunities (<https://consiliere.ANI.ro/>).

At the level of IOSUD ANIMV, and implicitly within DSUD ISN, access to resources and services supporting the educational process is ensured for doctoral students, including those with special educational needs and/or disabilities, in accordance with the ANIMV Strategy on Inclusion and Accessibility of Higher Education for Persons with Disabilities/Special Educational Needs (2026), as well as with the relevant legal provisions.

Physical accessibility is ensured through the existence of access ramps, elevators, and adapted infrastructure within the educational and academic support spaces of ANIMV.

Doctoral students benefit from the freedom to decide on the type of doctorate, the form of funding, the choice of doctoral supervisor, and the opportunity to pursue doctoral studies within IOSUD ANIMV.

✓ Analysis of the state of facts:

An analysis of the available documents reveals the existence of an institutional framework that guarantees equitable access to the educational and research resources essential for conducting doctoral studies. The variety of resources available and the widespread use of digital tools enable the customization of the learning process to meet the individual needs of doctoral candidates and the specificities of doctoral research in the field of Intelligence and National Security. Access to support services and university infrastructure supports the academic progression of doctoral students and helps to mitigate potential barriers within the learning process. Simultaneously, the availability of online resources promotes the participation of doctoral students in academic activities, regardless of the organization of their studies. At the level of DSUD ISN, there is a clear commitment to ensuring an inclusive and accessible educational environment through the adaptation of infrastructure and the application of the principles of equal opportunities and non-discrimination in access to doctoral studies. The existence of concrete measures regarding physical accessibility and the flexibility of study arrangements contributes to the integration of doctoral students with special educational needs into the academic community.

At the same time, respect for the right to choose and the personalization of the doctoral pathway reflect the institution's orientation toward supporting the individual needs of doctoral students. The directions assumed for the implementation of the ANIMV Strategy on Inclusion and Accessibility demonstrate a continuous concern for the development of services and resources dedicated to ensuring equitable access to doctoral education.

✓ Aspects that constitute best practice examples:

- Extensive digital access to educational and research resources
- Adequate student support services and equal access measures

✓ Recommendations

It is recommended to enhance support services for students with special educational needs and expand digital resources for doctoral students.

The indicator is: Fulfilled

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
--------------------------	--

✓ Presentation of the state of facts:

The learning outcomes associated with the doctoral university study programme in Intelligence and National Security are clearly articulated and defined in accordance with the doctoral standards, structured around the dimensions of knowledge, skills, and responsibility/autonomy. These are incorporated into the competence sheet and discipline sheets which are accessible to doctoral students via institutional platforms.

The learning outcomes are communicated at the commencement of each academic year and are aligned with the content of the disciplines, teaching methodologies, and assessment modalities. This approach ensures that doctoral students acquire a comprehensive understanding of the expectations concerning training objectives, the content of instructional activities, and academic performance criteria. The formulation of learning outcomes enables teaching staff to tailor their instructional and assessment strategies, thereby ensuring coherence between the discipline objectives and the overarching goals of the doctoral programme.

✓ Analysis of the state of facts:

The analysis of the documents indicates that the learning outcomes are described in an appropriate and transparent manner, facilitating a common understanding of expectations between doctoral students and academic staff. Their clarity contributes to guiding the learning process towards the achievements of the doctoral candidates and to aligning teaching and research activities with the programme's objectives. Structuring the learning outcomes across specific dimensions of the doctoral level supports the monitoring of academic progress and the assessment of acquired competencies. Additionally, their correlation with disciplinary content and performance standards ensures the coherence and relevance of the curriculum.

✓ Aspects that constitute best practice examples:

- ✓ Starting with the 2026–2027 academic year, the qualification, competencies, and learning outcomes are formulated in accordance with the provisions of Order of the Minister of Education (OME) no. 6194/2024 (NQF) and the EQF standards, and we will proceed to describe the specialization in line with the structure of the qualification standard provided by Law no. 199/2023 and OME no. 6194/2024, as follows: C1) general, basic competencies; C2) transversal competencies; C3) professional competencies: C3.1) fundamental professional competencies; C3.2) field-specific professional competencies.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Indicator I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
--------------------------	---

✓ Presentation of the state of facts:

Verification of the achievement of learning outcomes in the doctoral university program in Intelligence and National Security is carried out through a system of continuous assessment, aligned with the specific activities of teaching and research. Ongoing evaluation includes examinations in the disciplines of the advanced doctoral training program, as well as monitoring research progress through annual reports and presentations of work stages. These include written tests, projects, oral presentations, and the evaluation of research activities, ensuring continuous appraisal of doctoral candidates' academic performance. The completion of doctoral studies involves a public defense of the doctoral thesis, which constitutes a comprehensive final assessment of the achievement of learning outcomes and the research competencies acquired throughout the program.

✓ Analysis of the state of facts:

The analysis of the available documents indicates the existence of a coherent, unified, and transparent assessment system, which allows for the progressive and final verification of the achievement of learning outcomes. Continuous assessment provides constant feedback to doctoral students and facilitates the adjustment of their training and research pathway. The final assessment, through the defence of the doctoral thesis, ensures the comprehensive confirmation of the acquired competences and the doctoral candidate's ability to conduct original scientific research at doctoral level. Correlating assessments with learning outcomes contributes to ensuring the quality and relevance of the qualification obtained.

- ✓ Aspects that constitute best practice examples
 - Alignment of assessment methods with learning outcomes and competencies
 - Continuous assessment of doctoral progress

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

Standard S.B.7.1. Admission	
The admission procedures and principles ensure access to higher education.	
Indicator I.P.B.7.1.1	The organisational component applies the admission procedures.

✓ Presentation of the state of facts:

The organisational component of the doctoral university study programme in Intelligence and National Security applies the institutional procedures regarding admission to doctoral studies, in accordance with national legislation and the internal regulations of the institution. The admission procedures are established through methodologies approved at the institutional level and are made public via official channels, ensuring transparency in the selection process (<https://admitere.doctorat>). The admission process includes clear eligibility criteria, evaluation stages, and methods for selecting candidates, applied uniformly to all applicants. Relevant information regarding admission conditions, the timetable, topics, and evaluation criteria is communicated in a timely manner to potential candidates.

Access to doctoral studies is conditioned by holding a master's degree and/or a minimum of 300 ECTS credits, with admission being based exclusively on the results obtained during the admission competition. Candidates are evaluated both by the doctoral supervisor and by the admission committee, each assessment representing 50% of the final grade, with the minimum admission grade being 7.00.

During the 2021–2025 period, 78 candidates applied for 32 available places within the admission competitions, out of which 28 candidates were admitted, resulting in an average occupancy rate of 87.5% and an average competition ratio of 2.4 candidates per place.

✓ Analysis of the state of facts:

The analysis of the available documents indicates that the admission procedures are applied consistently and coherently by organisational component. The existence of clear methodologies and a well-defined procedural framework contribute to ensuring the correctness and predictability of the admission process.

Admission data highlight a constant interest in the doctoral program, reflected by the competition ratio and the high occupancy rate of available places in most of the analyzed admission sessions. Furthermore, the involvement of both doctoral supervisors and admission committees in the evaluation of candidates contributes to increasing the objectivity and relevance of the selection process.

Overall, DSUD ISN demonstrates a strong capacity to manage a coherent, transparent, and competitive admission process aimed at attracting highly qualified candidates for doctoral studies.

- ✓ Aspects that constitute best practice examples
 - Transparent and accessible doctoral admission procedures
 - Clearly admission criteria

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
--------------------------	---

✓ Presentation of the state of facts:

Admission to the doctoral university study programme in Intelligence and National Security is conducted in accordance with institutional procedures that uphold the principles of fairness, transparency, and equal opportunities. The admission criteria, selection process stages, and related scheduling are determined through methodologies approved at the institutional level and are publicly communicated to all applicants. The application of admission procedures is consistent and non-discriminatory, ensuring equal access to eligible candidates regardless of social background, gender, disability, or other personal characteristics. Access to the different forms of doctoral studies is regulated according to the specific characteristics of the program and its funding arrangements. Furthermore, doctoral students benefit from free medical, dental, and psychological services within IOSUD ANIMV, as well as transport facilities provided by the legislation in force for students enrolled in full-time study programs.

✓ Analysis of the state of facts:

Analysis of the available documents indicates that the admission process is organised and implemented in accordance with the principles of equal opportunities and non-discrimination. The existence of clear procedures and institutional support measures contributes to ensuring fair access to doctoral studies. During the period under evaluation (2021-2025), the admission situation to PSUD of DSUD ISN was as follows: 78 candidates, 32 number of seats, 28 number of admissions (87.5%) which indicates exigent and relevant criteria of admission process. Furthermore, the institutional framework allows for the adaptation of admission conditions and the evaluation process, where necessary, to meet the specific needs of candidates with disabilities or special educational requirements, without compromising the academic standards of the programme.

Furthermore, the provision of medical, psychological, and social support services for doctoral students reflects a constant institutional commitment to supporting their well-being and integration into the academic environment.

✓ Aspects that constitute best practice examples

- Transparent and non-discriminatory doctoral admission process
- Institutional measures supporting access for vulnerable groups

✓ Recommendations

It is recommended to enhance the mechanisms for informing and mentoring candidates from vulnerable groups.

The indicator is: Fulfilled

Standard S.B.7.2. Academic journey of students

The organisational component carries out actions supporting the students' academic journey.

Indicator	The organisational component applies the regulations concerning the students' professional activity.
I.P.B.7.2.1	

✓ Presentation of the state of facts:

The organisational component of the doctoral university study programme in Intelligence and National Security adheres to institutional regulations concerning the professional conduct of doctoral students, in compliance with national legislation and the entity's internal regulations. These regulations pertain to the organisation and administration of doctoral studies, the annual assessment of doctoral students' progress, their rights and obligations, and the prerequisites for completing their studies.

The professional activity of doctoral students enrolled within DSUD ISN is regulated in accordance with the Regulation on the Organization and Conduct of the Doctoral Study Program (2024) and through specific procedures related to the doctoral program, developed in compliance with the provisions of Law no. 199/2023, as well as the Framework Regulation on Doctoral Studies. These documents aim to establish the organizational and operational framework regarding admission, the conduct, and completion of doctoral studies, thus ensuring a clear and predictable academic pathway for doctoral activity.

In support of the professional activity of doctoral students, IOSUD ANIMV provides access to the complementary program "Knowledge, Skills, Responsibilities, Autonomy," as well as to research grants, scholarships, and academic mobility opportunities. Furthermore, doctoral students benefit from access to documentation and research resources, university facilities, and annual individual research grants intended to stimulate scientific activities, while also being involved in professional guidance and career integration activities at EQF level 8.

At the same time, the Doctoral School organizes experience-transfer activities between graduates and doctoral students in order to facilitate professional integration into the academic and research environment. A scientific researcher position has been created to support doctoral students in research design and in the use of digital tools for data analysis and processing.

Analysis of the state of facts:

The analysis of the available documents indicates a consistent application of regulations concerning the professional activity of doctoral students. The existence of clear procedures for monitoring and evaluating academic progress ensures compliance with quality standards and the responsibilities undertaken by doctoral students.

The granting of individual research grants represents an effective mechanism for stimulating doctoral students' involvement in scientific activities and the development of applied research. At the same time, access to academic resources, university facilities, and professional mentoring activities contributes to strengthening doctoral training and facilitating integration into the highly qualified labor market.

Overall, the implemented measures and institutional mechanisms demonstrate DSUD ISN's commitment to supporting the professional development of doctoral students and to improving the quality of doctoral research activities.

✓ Aspects that constitute best practice examples

One of the important support measures in the professional development of doctoral students is the awarding of research grants, regulated by the Methodology for granting scholarships, grants, and study and research mobility for doctoral students and postdoctoral researchers (2024). According to this methodology, all doctoral students have access to an individual annual research grant amounting to: a) 20% of the total value of the doctoral grant, i.e., 6.000 RON/year, for students funded from the state budget; b) 20% of the total tuition fee, i.e., 2.400 or 2.000 RON/year, for fee-paying doctoral students. The research grant is awarded annually; its value is not carried over from one year to another and is not granted during periods of interruption, reduction, or extension of the doctoral study program (PSUD). This support measure motivates and encourages students to take responsibility in designing applied research projects.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation	
Improving the quality of education and research through internationalisation actions.	
Indicator I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

✓ Presentation of the state of facts:

The organisational component of the doctoral university study programme in Intelligence and National Security conducts international cooperation activities that support academic mobility and collaboration among members of the academic community in teaching and research (<https://international.ANI.ro>). The Doctoral School is concerned with the internationalization process, understanding that it represents a way to increase the quality of education and synchronize with current European doctoral research trends and guidelines. In this regard, the Intelligence and Security Doctoral School is a member of the European Security and Defense College (ESDC) network, and ISDS actively participates in the European Doctoral School on the Common Security and Defense Policy (European Doctoral School on CSDP), which operates within the European Security and Defense College. PhD students and teaching staff are encouraged to engage in research stages, Erasmus+ mobilities, summer schools, and international scientific events; these activities are integrated into the academic pathway and supported by institutional regulations and procedures. Furthermore, international collaboration is enhanced through digital means, which enable participation in academic and research activities conducted online or in a hybrid format.

✓ Analysis of the state of facts:

The analysis of the available documents emphasizes the presence of an institutional framework supportive of international cooperation, thereby providing tangible opportunities for mobility and academic collaboration among community members. Engagement in international activities facilitates the enhancement of research skills, elevates the programme's international profile, and aligns it with the best practices observed across European academia. Concurrently, the option to participate in international academic activities via virtual platforms broadens access to international cooperation and sustains scientific collaborations.

✓ Aspects that constitute best practice examples:

- Active institutional support for international academic mobility
- Use of digital tools to expand international academic collaboration

✓ Recommendation

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
--------------------------	--

✓ Presentation of the state of facts:

The doctoral university study programme in Intelligence and National Security is predicated upon learning through scientific investigation, with research constituting the central element of the doctoral pathway. Educational and learning activities are integrated with research endeavors conducted both independently and collaboratively, under the supervision of the doctoral supervisor and the guidance committee. Doctoral candidates are engaged in conducting original research, preparing scholarly articles, participating in conferences and research seminars, and disseminating the research findings. The research outcomes are employed in the educational process, thereby contributing to the enhancement of theoretical and methodological knowledge as well as the development of advanced analytical and synthesis skills according to the analysis provided in the Internal Evaluation Report.

✓ Analysis of the state of facts:

The examination of the available documents demonstrates a consistent integration of research-based learning within the structure of the doctoral programme. Research activities directly facilitate the attainment of learning outcomes and are aligned with training objectives and the targeted competencies at the doctoral level. The valorization of research outcomes through publications and scientific dissemination efforts enhances academic communication skills and elevates the relevance and visibility of the programme.

✓ Aspects that constitute best practice examples:

- Integration of research as the core component of doctoral training
- Active involvement of doctoral students in scientific dissemination

✓ Recommendations

It is recommended to increase doctoral students' involvement in competitive research projects to strengthen the academic impact of the doctoral programme.

The indicator is: Fulfilled

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
--------------------------	---

✓ Presentation of the state of facts:

The outcomes of scientific research activities within the doctoral university study programme in Intelligence and National security are disseminated at both national and international levels through the publication of scholarly articles (<https://cercetare.ANI.ro/>; <https://www.animv.ro/conferinte-internationale/>) in specialized journals, participation in academic conferences, and involvement in research projects. PhD candidates and their supervisors consistently contribute to scientific production, with research findings being incorporated into academic activities and doctoral training. The visibility of research outcomes is enhanced by the mandatory participation of PhD students in international scientific events and by encouraging the publication of results in journals recognized at both national and international levels. These activities are governed and supported through institutional procedures pertaining to the dissemination and valorization of research.

✓ Analysis of the state of facts:

The analysis of the available documents underscores that the outcomes of scientific investigations are valuable and contribute to enhancing the academic prominence of the Intelligence and National Security domain. The publication and dissemination of research findings endorse both national and international recognition of the scientific endeavors conducted within the doctoral program. Incorporating research findings into the educational curriculum and doctoral training initiatives further reinforces the research skills of doctoral candidates and aligns the program with global academic standards.

✓ Aspects that constitute best practice examples:

- Institutional support for the international dissemination of research results
- Encouraging doctoral students' participation in international scientific events and publications

✓ Recommendations

It is recommended to strengthen support for publication in high-impact journals and participation in international research networks to enhance the international visibility of research results.

The indicator is: Fulfilled

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
--------------------------	--

✓ Presentation of the state of facts:

The Intelligence and Security Doctoral School operates based on a comprehensive regulatory framework including institutional regulations governing doctoral studies, admission procedures, doctoral thesis defense procedures, mobility regulations, and other operational norms. These regulations are approved by the University Senate and are periodically updated in accordance with national legislation and recommendations.

✓ Analysis of the state of facts:

The existence of a clearly defined regulatory framework and periodic revision mechanisms indicates that the doctoral school systematically applies institutional procedures related to doctoral education management and quality assurance.

✓ Aspects that constitute best practice examples

- Quality assurance has become part of the organizational culture of the institution.

✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

Standard S.C.1.2. Stakeholder engagement

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

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

✓ Presentation of the state of facts

The report indicates that stakeholders such as teaching staff, doctoral students, alumni, and representatives of the intelligence and national security communities participate in consultations regarding regulations and procedures. Their feedback is collected through consultations, questionnaires, and meetings within the Doctoral School Council and Doctoral Studies Council.

The Doctoral School annually collects research topic proposals from the main employer, namely the Romanian Intelligence Service, as well as from doctoral supervisors, these being included in the offer for admission to doctoral studies.

At the same time, the procedures established by CEAC and the Quality Assurance Office within ANIMV are applied regarding the organization of the educational process and the evaluation of academic staff, researchers, and doctoral students. The Quality Assurance Office endorses the curricula, evaluation reports, and the annual reports of the Doctoral School.

An important role in quality assurance is played by the members of the guidance and academic integrity committees, who formulate observations and recommendations regarding the scientific content of doctoral research. Furthermore, the feedback provided by graduates and doctoral students is used in the process of adjusting and improving the procedures and activities specific to the doctoral program.

✓ Analysis of the state of facts

The presence of stakeholder participation mechanisms and external members in decision-making structures demonstrates an inclusive governance model supporting quality assurance.

The involvement of the main employer, doctoral supervisors, guidance committees, and doctoral students contributes to adapting the doctoral program to the requirements of the professional and academic environment.

Furthermore, the existence of an institutionalized process of endorsement and evaluation through the quality assurance structures within ANIMV contributes to the monitoring and continuous improvement of academic and doctoral research activities. The use of feedback provided by graduates and doctoral students reflects a concern for developing a relevant, participatory educational framework focused on enhancing the quality of the doctoral program.

- ✓ Aspects that constitute best practice examples
 - Collaboration with the Romanian Intelligence Service (SRI) and professional organizations is an important priority.
 - Proposed research themes are suggested for the needs of Romanian Intelligence Service (SRI).
- ✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: **Fulfilled**

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

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
------------------------	--

- ✓ Presentation of the state of facts

Academic integrity and ethics are ensured through the Ethics Committee of MVNIA, which operates based on Senate-approved regulations and in accordance with national legislation. The Mihai Viteazul National Intelligence Academy University Ethics Committee operates based on *the Regulation of the MVNIA University Ethics Committee, 2024*, regulation based on GD no. 305/2024 for the approval of the Framework Code of University Ethics and Deontology and OME 869/2024 for the approval of the Framework Regulation on the organization and functioning of university ethics committees. University Ethics Committee does not include people with management positions. The report also indicates that no doctoral students have appeared before the Ethics Committee in recent years.
- ✓ Analysis of the state of facts

The existence of an institutional ethics structure with clear legal and regulatory foundations demonstrates compliance with ethical standards in higher education.
- ✓ Aspects that constitute best practice examples
 - From 2015 the MVNIA has implemented an operational framework which regulates the use of the anti-plagiarism system in accordance with the technical specifications of the Sistemantiplagiat.ro and Turnitin platforms. This procedure applies to all doctoral scientific articles, doctoral theses, academic books, and articles defended or published within MVNIA.
- ✓ Recommendations

It is recommended to organize annual training activities on research integrity, including on Open Science and the use of AI in research.

The indicator is: **Fulfilled**

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

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

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

Indicator I.P.C.3.1.1	The organisational component consistently applies the procedures, and proves their impact on quality assurance.
-----------------------	---

- ✓ Presentation of the state of facts:
Procedures governing the organization and functioning of doctoral studies, program implementation, and monitoring are regulated at institutional level and periodically reviewed according to legislative changes and quality assurance recommendations.
- ✓ Analysis of the state of facts.
The presence of institutional procedures and regular reviews demonstrates systematic monitoring and continuous improvement mechanisms.
- ✓ Aspects that constitute best practice examples
The Intelligence and Security Doctoral School maintains rigor in complying with institutional regulations, procedures, and internal rules.
- ✓ Recommendations
At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: Fulfilled

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

- ✓ Presentation of the state of facts:
The Doctoral School Council includes doctoral supervisors, doctoral students, and representatives of the professional environment. These members participate in decision-making and programme development processes.
- ✓ Analysis of the state of facts:
The inclusion of internal and external stakeholders in governance structures supports participatory quality management.
- ✓ Aspects that constitute best practice examples
 - Implementation of a participatory quality management approach through the involvement of internal and external stakeholders in doctoral programme governance
- ✓ Recommendations
Develop doctoral alumni career tracking mechanisms.

The indicator is: Fulfilled

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

Standard S.C.4.1. Procedures	
Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
Indicator	The organisational component analyses the results of the students' biannual evaluation
I.P.C.4.1.1	of teachers.

- ✓ Presentation of the state of facts:

The internal evaluation report mentions student feedback and evaluation processes regarding teaching activities.

The evaluation targets both doctoral supervisors and the members of the guidance and academic integrity committees. The evaluation results are analyzed within CEAC and the Doctoral School Council, being included in the annual quality assurance reports and communicated to the academic community. Within the evaluation process, doctoral students and postdoctoral researchers carry out both self-evaluations and evaluations of the activity of doctoral supervisors and members of the guidance committees.

- ✓ Analysis of the state of facts:

At the level of DSUD ISN, a structured and periodic system for evaluating teaching and research activities is applied, based on institutional feedback and quality assurance mechanisms. The involvement of doctoral students and postdoctoral researchers in the evaluation process contributes to increasing transparency and to the continuous improvement of academic and doctoral research activities.

The analysis of evaluation results within the quality assurance structures and the Doctoral School Council demonstrates the existence of a functional mechanism for monitoring and adapting the educational process. At the same time, the inclusion of self-evaluation and the evaluation of doctoral supervisors' activity reflects a concern for accountability and for maintaining quality standards within the doctoral program.

- ✓ Aspects that constitute best practice examples
 - Existence of structured student feedback mechanisms for the evaluation of teaching activities
 - Use of student evaluations as a basis for enhancing the quality of teaching and learning processes

- ✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: **Fulfilled**

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
--------------------------	---

- ✓ Presentation of the state of facts.

MVNIA uses institutional information systems and databases supporting management and quality assurance processes. These systems collect relevant data related to education, research, and administration.

- ✓ Analysis of the state of facts.

The use of digital platforms and institutional databases supports systematic monitoring of academic activities and quality indicators.

- ✓ Aspects that constitute best practice examples

- Integrated IT systems covering all doctoral stages. Doctoral students have access and use this system.

- ✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: **Fulfilled**

Criterion C.6. Transparency of information of public interest, including those regarding the study programmes and domains offered, and transparency regarding the related certificates, diplomas and qualifications

Standard S.C.6.1. Transparency

The organisational component ensures transparency of information, as required by the law.

Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
--------------------------	--

- ✓ Presentation of the state of facts:

The organisational component ensures publication and access to information of public interest regarding the study program. Regulations, procedures, and institutional documents are published on the university website, ensuring transparency and access to information for stakeholders.

- ✓ Analysis of the state of facts:

The availability of institutional documentation and information through official channels demonstrates compliance with transparency requirements.

- ✓ Aspects that constitute best practice examples

- Maintaining the high level of transparency is permanently an important priority of the doctoral school.

- ✓ Recommendations

At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: **Fulfilled**

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

- ✓ Presentation of the state of facts

Decision-making processes are conducted through formal governance structures such as the University Senate, the Board of Administration, and the Doctoral School Council. Regulations and decisions are publicly available.

- ✓ Analysis of the state of facts
The governance framework ensures transparency, participation, and accountability in institutional decision-making.
- ✓ Aspects that constitute best practice examples -
 - Conducting decision-making processes through formal governance structures
 - Ensuring a governance framework characterized by transparency, participation, and accountability in institutional decision-making
- ✓ Recommendations
At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: **Fulfilled**

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.	
Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

- ✓ Presentation of the state of facts:
According to the presentation of the actual situation, the doctoral field participates in the external quality evaluation process organized by ARACIS. The internal evaluation report itself was prepared for maintaining accreditation.
- ✓ Analysis of the state of facts:
Participation in the national quality assurance framework demonstrates compliance with external evaluation requirements.
- ✓ Aspects that constitute best practice examples -
 - Active participation in national external quality assurance processes (ARACIS), supporting the continuous maintenance of accreditation
 - Alignment with external evaluation requirements through the systematic preparation of internal evaluation reports.
The present Internal Evaluation Report was submitted to ARACIS 9 months before the expiration of the previous evaluation: 25 November 2026
- ✓ Recommendations
At this stage, the evaluation panel does not consider additional recommendations necessary.

The indicator is: **Fulfilled**

IV. SWOT Analysis

Strengths:		Weaknesses:
✓ Determination in developing a strong culture of quality doctoral education and scientific research, through which it definitively separates itself from the public image of the years 2010-2015 ✓ Academic staff with recognized expertise in intelligence and national security research domains ✓ Strong academic reputation of the Intelligence and National Security field at MVNIA, which attracts motivated applicants and academic partnerships ✓ Integration within a highly reputed university, offering a modern and adequate academic infrastructure ✓ Well-structured doctoral curriculum, with emphasis on quantitative and qualitative research methodologies. ✓ Extensive opportunities to participate in conferences, workshops, international projects and Erasmus+ mobility programmes. ✓ Doctoral supervisors actively participate in strengthening the culture of quality and the culture of integrity and scientific conduct ✓ Doctoral candidates' involvement in publishing articles indexed in ISI and BDI databases. ✓ Partnership with European Defence and Security College from Brussel ✓ Awarding institutional grants dedicated exclusively to doctoral research (20% of the total value of the doctoral grant, i.e., 6.000 RON/year) ✓ Implementation of an internal quality assurance system at the IOSUD-MVNIA level, with clear procedures for the periodic evaluation of supervisors and doctoral candidates. ✓ Standardized process for admission, annual evaluation and thesis defence. ✓ Procedural transparency and access to documents, forms and guidelines.	INTERNAL FACTORS 	✓ Small number of doctoral supervisors affiliated with the Doctoral School ✓ Relatively limited number of applied research projects conducted in partnership with other universities or research institutes ✓ Significant differences among doctoral candidates in terms graduated bachelor or master programmes. ✓ Certain bureaucratic procedures may be perceived as rigid or time-consuming. ✓ Incomplete digitalization of administrative processes (approvals, document submission, institutional communication).

SWOT analysis

Opportunities:		Threats:
✓ Opportunities to access European funding for digitalization, research and internationalization. ✓ Rising demand from institutional partners for collaborating with the academic environment on intelligence and national security research projects. ✓ Strengthening MVNIA's international partnerships and the opportunity to join European research consortia. ✓ Increasing demand for specialists in data analytics, big data, security of critical infrastructure, intelligence in organizations - areas that can be integrated into doctoral research themes. ✓ Development of online platforms and open-source educational resources for methodological training. ✓ Enhanced international visibility of Romanian research in intelligence and national security and improved access to open-access journals. ✓ Continuation of external evaluation practices and international benchmarking to improve quality standards (in 2024 MVNIA was institutionally accredited by a Joint International Commission from HCRES and ARACIS) ✓ Strengthening of the relationship with the European Doctoral School of the European Security and Defense College ✓ Increasing international pressure for academic integrity, which may stimulate the implementation of more effective anti-plagiarism and monitoring tools.	 EXTERNAL FACTORS	✓ Increasing competition with other European Doctoral Schools that have superior resources and can attract top candidates from Romania. ✓ The difficulty of effectively correlating the regulatory frameworks for the use of artificial intelligence in the practice of scientific research with the extremely rapid development of artificial intelligence tools. ✓ Decreasing interest in academic careers among younger generations. ✓ Chronic underinvestment in higher education and research in Romania ✓ Possible delays in doctoral progress caused by full-time employment alongside doctoral studies. ✓ Risk of academic isolation if international mobility is limited. ✓ Risk of non-compliance with international standards if the process for updating criteria is not continuous. ✓ Public sensitivity regarding academic integrity, which may affect the institution's image in the absence of strict monitoring mechanisms.

V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operates based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	It is recommended to align cybersecurity requirements with digitalization objectives to ensure secure and accessible digital services for the external MVNIA community.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.		
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	It is recommended to consolidate and diversify international partnerships, so that the number of active collaboration agreements increases by at least 10%.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	It is recommended to enhance support services for students with special educational needs and expand digital resources for doctoral students.
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	It is recommended to enhance the mechanisms for informing and mentoring candidates from vulnerable groups.
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	of its own community and collaboration in academic and research activities.		
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	It is recommended to increase doctoral students' involvement in competitive research projects to strengthen the academic impact of the doctoral programme.
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	It is recommended to strengthen support for publication in high-impact journals and participation in international research networks to enhance the international visibility of research results.
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	It is recommended to organize annual training activities on research integrity, including on Open Science and the use of AI in research.
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	Develop doctoral alumni career tracking mechanisms.
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	-	-
Domain B. Educational efficacy	14	-	-
Domain C. Quality management	10	-	-
Total	32	-	-

VI. Conclusions

Overall, the evaluation findings confirm that the Doctoral Studies Domain in Intelligence and National Security at the Mihai Viteazul National Intelligence Academy of Bucharest demonstrates a strong and well-consolidated institutional capacity. **DOMAIN A – Institutional capacity** highlights a robust organizational framework, adequate administrative support, and access to high-quality research infrastructure and international databases. The institutional environment is conducive to advanced research, ensuring that doctoral students benefit from both academic rigor and operational efficiency.

With regard to **DOMAIN B – Educational Efficacy**, the analysis indicates that the doctoral programs are coherently structured, relevant, and aligned with current developments in the field of Intelligence and National Security. The curriculum design, supervision process, and research outcomes reflect a high level of academic quality and relevance. Doctoral students are actively engaged in scientific research, participate in national and international conferences, and are supported in publishing in recognized journals, contributing to their professional and academic development.

DOMAIN C – Quality Management further confirms the existence of a functional and transparent quality assurance system. The mechanisms for monitoring academic progress, ensuring ethical standards, and collecting feedback from students and stakeholders are consistently applied and continuously improved. The institution demonstrates a strong commitment to maintaining and enhancing quality standards, in line with national and international best practices.

In conclusion, considering that all evaluated criteria and performance indicators are fully met, the evaluation panel recommends the **MAINTENANCE OF ACCREDITATION for the Doctoral Studies Domain in Intelligence and National Security** within the Mihai Viteazul National Intelligence Academy of Bucharest. The assessed program reflects a mature, high-performing academic environment, with clear potential for continued development and increased international visibility.

VII. Annexes

- *the schedule of the on-site visit*
- *the minutes of the visit*

Prof. univ. dr. Ghiță BÂRSAN