Institute for
European
Intelligence and
Security

APPLICATION FOR EDUCATIONAL ACCREDITATION

PRECEDENCE	
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Data Protection
Information provided on this form is required to make accreditation decisions and assessments. Any sensitive information collected is privileged and protected under data protection principles and laws. Information may be shared with European academic institutions, employers, professional bodies and other third-parties required to conduct due diligence. Failing to provide information or deliberately providing misleading information may result in disciplinary action, termination of employment, fines, blacklisting and other action.

Instructions
The sections of this form that need to be completed depend upon the type of accreditation applied for. As illustrated in Fig. 1. approved qualifications only require sections 1-4, 7-8, 10 and the Annex, accredited degrees require sections 1-8, 10 and the Annex whereas applicants for licensed institution status are required to submit the form and the Annex in full.

	SECTION					ANNEX
	1-4	5-6	7-8	9	10	A
Approved Qualification	✔	✗	✔	✗	✔	✔
Accredited Degree	✔	✔	✔	✗	✔	✔
Licensed Institution	✔	✔	✔	✔	✔	✔

Fig. 1. Compulsory Sections

In addition to this form, applicants will be required to submit curriculum and syllabus documentation as a single PDF file via their accredited assessor (see Annex A). As a minimum, the curriculum and syllabus document must include references to the following supporting materials:
- APL Policy.
- Sample Sources & Bibliography.
- Terms & Conditions.
- Student & Staff Indemnification Clauses.
- Student Welfare Policy.
- Quality of Learning Policy.
- Data Protection Policy.
- Assessment Requirements (e.g. marking criteria and schedule).
- Assessment/Simulation Methodology.
- Research interests and records of academic staff.
- Justification for adaptive teaching styles and mode of delivery.
- Explanation of the learning process and how theory is linked to professional practice.

1	INTELLIGENCE SCHOOL	

The intelligence school is the largest organisation (or part thereof) that has the primary responsibility for delivering intelligence training and education.

INTELLIGENCE SCHOOL	REQUESTED ACCREDITATION
PRIMARY FUNDING SOURCES	BUDGET / TURNOVER

PURPOSE & GOALS

PARTICIPATION & ENGAGEMENT WITH KEY STAKEHOLDERS

LEGAL STATUS	CRA REGISTRATION #

PARENT UNIT	ORGANISATION ADDRESS	CONTACT NAME
		CONTACT EMAIL
		CONTACT TELEPHONE

WHICH OF THE FOLLOWING RESPONSIBILITIES FALL WITHIN THE REMIT OF THE INTELLIGENCE SCHOOL?

- ☐ Provide an academic mentor who will support the professional mentor and the student to complete the competency assessment to the appropriate standards.
- ☐ Ensure the appointed prescribing mentor has the training and experience appropriate to their role, is familiar with the requirements of the programme, and has clear and practical guidance on their role in the assessment of the student against the relevant competencies.
- ☐ Obtain formal evidence and confirmation from the professional mentor that the student has satisfactorily completed at least 150 hours of supervised intelligence practice and has demonstrated the skills and competence to meet professional requirements and competencies.
- ☐ Verify that no student has been given the opportunity to re-sit the competency assessment.
- ☐ Provide the student and professional mentor with guidance on completing the competency assessment, including the expectations of supervision, requirements for student assessment, use of mentoring techniques, quality assurance, discussion and collaboration with students, completion of the student's decision log recording hours and achievement of learning outcomes and competencies.
- ☐ Organising the membership examination, invigilators and supervisors.
- ☐ Setting the times, venues and distributing information notices regarding the membership examination.
- ☐ Writing, marking and providing admission slips to the examination.
- ☐ Providing confirmation of professional registration and certification.
- ☐ Ensuring those attending the exam have met all other criteria for membership.
- ☐ Defining learning objectives, conducting research, collaborating with experts and otherwise developing the intelligence programme.
- ☐ Creating instructional material, curriculum, student guides, learning tools and manuals.
- ☐ Regularly monitoring, reviewing and evaluating the performance of the intelligence programme against established standards.
- ☐ Improving the quality of the intelligence programme in line with quality standards and student feedback.
- ☐ Ensuring stakeholder participation in curriculum development and assessments.

2	LEARNING ENVIRONMENT

I hereby propose the following interview dates, during which a graduate (no more than twelve months prior) will provide a description of the various aspects of the learning environment they encountered as a student at the intelligence school. The student is willing to testify about the environmental factors below, provide a description of the environment encountered irrespective of the course of study undertaken and highlight any differences between the provision to students and faculty.

- Classroom and office accommodation.
- Student accommodation.
- General learning conditions.
- Information technology and infrastructure.
- Student support services.
- Online tools and support.
- Special equipment.
- Learning resources and materials.

INTERVIEWEE (RECENT GRADUATE)

INTERVIEWS	DATE	TIME (CET)
	DATE	TIME (CET)

RESTRICTED (WHEN COMPLETE)

3	**INTELLIGENCE PROGRAMME**

The intelligence programme is the course of study to be accredited. If applying for licensed institution status, provide the details of the primary qualification that prepares applicants for membership. If this is spread over several qualifications the institution may need to create an administrative grouping for the purposes of accreditation.

COURSE / PROGRAMME TITLE

QUALIFICATION TITLE

TOTAL GUIDED LEARNING HOURS (GLH)	**EQF LEVEL**
INTAKE FREQUENCY	**CLASSIFICATION / CLEARANCE LEVEL**

INTAKE / CLASS SIZE	**METHODS OF DELIVERY**
	☐ Full-time
	☐ Part-time
DATE OF FIRST INTAKE	☐ Distance-learning
	☐ E-learning
	☐ Other:_____
LEGAL JURISDICTION	**COURSE IDENTIFICATION # (OPTIONAL)**

PROGRAMME RATIOS

Face-to-Face to Distance-Leaning		Independent to Group Working	
Faculty to Administrative Staff		Faculty to Student	
Research to Practice			

HOW MANY GUIDED LEARNING HOURS ARE DEDICATED TO THESE SUBJECTS?

Intelligence Analysis & Management		Covert Collection	
Counterintelligence		Covert Infrastructures	
Special Activities / Covert Action		Covert Human Intelligence Networks	
Covert Operations in Hostile Environment		Interrogation & Debriefing	
Counter-/Anti- Surviellance		Technical Operations	

WHICH OF THE FOLLOWING SUBJECTS FEATURE IN THE PROGRAMME?

☐ Language & Culture   ☐ Critical Thinking & Analysis
☐ Scientific Method   ☐ Reflective Practice

4

RESTRICTED (WHEN COMPLETE)

4	PROGRAMME ASSESSMENTS

Assessments are the tools and methods used to evaluate, measure and document learning needs, progress and knowledge development. **Competency assessments** are specifically designed to assess professional competencies, readiness and skills.

GRADED ASSESSMENTS

- ☐ Formative.
- ☐ Group.
- ☐ Summative.
- ☐ Individual.
- ☐ Other:_____.

ASSESSMENT REQUIREMENTS

- ☐ If a student fails, they must be permitted to re-sit assessments at least once.
- ☐ Assessments must be reviewed at least once every five years.
- ☐ Assessments must be consistent across geographic sites and between study modes.
- ☐ The course requires formative, summative, individual and group assessments.

COMPETENCY ASSESSMENT SUPERVISORS

Academic Faculty		Professional Mentors	

WHAT PLATFORM IS USED TO COMMUNICATE ASSESSMENT EXPECTATIONS TO STUDENTS?

WHEN IN THE COURSE IS THE INSTITUTE MEMBERSHIP EXAMINATION DELIVERED?

WHAT PATHWAYS EXIST TO TRANSITION FAILING STUDENTS FROM THE PROGRAMME?

5	FACULTY

The faculty are the teaching staff within the intelligence school. The **intelligence director** is the highest ranking executive in the hierarchy of the intelligence school, while the **course director** is the faculty member in charge of the educational programme. A **leadership** role is any position with responsibility for staff supervision and/or budget.

INTELLIGENCE DIRECTOR	NAME	HIGHEST QUALIFICATION
	REGISTRATION #	PROFESSIONAL INVOLVEMENT IN INTELLIGENCE
	CURRENT RESEARCH RECORD (12 MONTHS)	

FACULTY PERFORMANCE

- ☐ Central leadership and teaching roles are represented on decision-making committees.
- ☐ Leadership have access to learning support in the fields of management and leadership.
- ☐ All faculty are provided with role requirements and subject to performance management systems.

<table>
<tr><td rowspan="4">COURSE DIRECTOR</td><td>NAME</td><td colspan="2">HIGHEST QUALIFICATION</td></tr>
<tr><td>REGISTRATION #</td><td colspan="2">PROFESSIONAL INVOLVEMENT IN INTELLIGENCE</td></tr>
<tr><td colspan="3">CURRENT RESEARCH RECORD (12 MONTHS)</td></tr>
<tr><td colspan="3">RESPONSIBILITIES
☐ Student progress and discipline.
☐ Student support and assessment.
☐ The delivery and on-going development of the programme.</td></tr>
<tr><td rowspan="3">FACULTY REQUIREMENTS</td><td>TRAINING LEVEL</td><td>INTELLIGENCE EDUCATION</td><td>GENERAL EDUCATION</td></tr>
<tr><td>CPD HOURS</td><td>TEACHING EDUCATION</td><td>PROFESSIONAL EXPERIENCE</td></tr>
<tr><td>ANNUAL HE HOURS</td><td>ANNUAL RESEARCH HOURS</td><td>ANNUAL CONSULTING HOURS</td></tr>
</table>

WHAT IS THE FACULTY ESTABLISHMENT (FULL-TIME EQUIVALENT)?

WHICH OF THE FOLLOWING SPECIALITIES DO THE FACULTY COVER?

☐ Intelligence Operations	☐ Intelligence Analysis	☐ Intelligence Management
☐ Interrogation & Interview	☐ Undercover Operations	☐ Surveillance & Reconnaissance
☐ Counterintelligence	☐ Field Operations (aka Hostile Environment)	☐ Protective Operations (aka Witness Protection)
☐ Informant Management (aka Agent Running)		

WHICH OF THE FOLLOWING RESPONSIBILITIES FALL WITHIN THE REMIT OF THE FACULTY?

☐ Continuous engagement in academic research, scholarship and generating new knowledge.
☐ Contributing towards the curriculum development.
☐ Continuous involvement in professional intelligence work in the subject taught.
☐ Remain available to students for consultation and private tuition for _____ hours per week.

SUBSTANTIVE SENIOR FACULTY		
REGISTRATION #	REGISTRATION #	REGISTRATION #
REGISTRATION #	REGISTRATION #	REGISTRATION #
REGISTRATION #	REGISTRATION #	REGISTRATION #

6	MENTORING

A mentor is an experienced and knowledgable intelligence officer who exposes a candidate to professional practice, observes and reports their conduct while communicating the benefit of their experience in a certain field.

REQUIRED MENTOR INTELLIGENCE EDUCATION	REQUIRED MENTOR INTELLIGENCE EXPERIENCE

WHICH OF THE FOLLOWING RESPONSIBILITIES FALL WITHIN THE REMIT OF MENTORS?

☐ Assisting the student to acquire knowledge and practical skills, particularly professional tacit skills relevant to the role of an intelligence officer.

☐ Helping students plan, access and resource their own professional experiences.

☐ Supervising student's professional experiences.

☐ Assessing professional competency against integrated competency frameworks for professional practice.

☐ Assess the achievement of the assessment outcomes by the student, and confirm the completion of the equivalent of 150 hours of supervised intelligence practice.

☐ Leading practical exercises and simulations.

☐ Complete the competence assessment of the student against the competencies for intelligence officers.

☐ Contributing towards the curriculum development.

☐ Evaluating the academic programme and providing feedback to faculty.

☐ Engaging students in practical intelligence work.

☐ Maintaining professional registration for themselves and mentees.

☐ Certifying student experiences in in relevant areas of professional responsibility.

MINUMUM HOURS REQUIRED

Professional Practice [   ]   Simulation [   ]

7	QUALITY

This section requests information regarding lines of appeal, quality assurance, due diligence, academic integrity, review and governance.

WHO HEARS STUDENT COMPLAINTS ABOUT FACULTY?	WHO ENFORCES MINIMUM ANNUAL CONTINUOUS PROFESSIONAL DEVELOPMENT HOURS?
HOW ARE THE ACADEMIC AND PROFESSIONAL CREDENTIALS OF STAFF VERIFIED?	WHAT IS THE NAME OF THE GOVERNING BODY?
HOW OFTEN IS THE APL POLICY REVIEWED?	HOW OFTEN ARE INTELLIGENCE COURSES REVIEWED?
WHO HEARS STUDENT APPEALS OF FACULTY DECISIONS?	WHAT BODY HEARS STUDENT COMPLAINTS ESCALATED OUTSIDE THE ORGANISATION?

QUALITY ASSURANCE MECHANISMS
- ☐ All teaching staff and professional mentors are subject to both Internal and external quality assurance mechanisms.
- ☐ Quality assurance mechanisms ensure that teaching models guarantee quality of learning.
- ☐ The academic programme is moderated and reviewed by external peers as a part of a continual quality improvement process.
- ☐ Student feedback is used to inform future iterations of the programme.
- ☐ Electronic and/or physical measures are taken to ensure the integrity of online assessments.

WHICH OF THE FOLLOWING RESPONSIBILITIES FALL WITHIN THE REMIT OF THE ACADEMIC BOARD OR GOVERNING BODY?
- ☐ Writing, marking and providing admission slips to the examination.
- ☐ Providing confirmation of professional registration and certification.
- ☐ Ensuring those attending the exam have met all other criteria for membership.
- ☐ Defining learning objectives, conducting research, collaborating with experts and otherwise developing the intelligence programme.
- ☐ Ensuring stakeholder participation in curriculum development and assessments.
- ☐ Creating instructional material, curriculum, student guides, learning tools and manuals.
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8 SECURITY

Special security measures are a unique dimension to intelligence programmes. Therefore, this section focuses on anonymity, confidentiality, identity protection, classification and compartmentalisation issues.

SPECIAL SECURITY MEASURES
- ☐ The intelligence school has a contingency plan in place for the compromise of sensitive or classified information it is exposed to as a result of intelligence scholarship.
- ☐ Security procedures exist to ensure that the intelligence school remains compartmentalised from other parts of the organisation.
- ☐ Sensitive information is separated from non-sensitive information and clearly identifiable as sensitive.
- ☐ Applied research and student information is considered sensitive due to its involvement with intelligence and security procedures exist to protected from third parties without a justifiable need-to-know.
- ☐ Physical and electronic security measures exist to protect sensitive information held by the intelligence school.
- ☐ Confidentiality measures ensure student identities are protected from unnecessary distribution.
- ☐ Students are anonymised or use protected through the use of pseudonyms on intelligence school records (whenever possible).
- ☐ Encrypted data storage and communications systems are employed throughout the intelligence school.
- ☐ The most sensitive information held by the intelligence school is air-gapped on encrypted stand-alone systems or held on hard copy in a locked safe.

9	**FACULTY DECLARATION**

On behalf of the intelligence school, I hereby declare that:

- Any additional financial, workforce and educational requirements arising from this application will be met by the applying intelligence school.
- The intelligence school agrees to operate to the standards set by the Institute.
- Intelligence programmes are underpinned by current scholarship and research.
- Permission has been granted for faculty oversight and governing bodies to disclose any data the Institute may require.

DIGITAL SIGNATURE	REGISTRATION #
	POSITION
	DATE

10	**DECLARATION**

I confirm that, to the best of my knowledge, the information provided in this form is complete and factually accurate. I understand that if subsequent to accreditation, any aspect of my application is considered deceptive, misleading or incomplete, I could be struck from the register and suffer further sanction. Furthermore, I have read, understood and agree to the Institute's terms and conditions and privacy policy. I understand that where legally permissible to do so this data may be processed without my consent.

DIGITAL SIGNATURE	REGISTRATION #
	DATE

EVIDENCE SUPPLEMENTAL

In order to supply evidence of compliance an independent and accredited assessor must inspect the programme on-site. However, the Institute recognises that this isn't always possible for some venues, organisations and programmes. Therefore, a self-assessment option has been made available, which includes a substantial portfolio of evidence.

Declaration. As the applicant's authorised executive officer, I hereby request in support of this application:

☐ an **on-site inspection** by an officer of the Institute, understanding that I must meet all salaries, allowances and expenses[1] incurred.

☐ training[2] and accreditation via the Intelligence Academy for the **nominated assessor** _____. The aforementioned proposed assessor is in a position to observe the programme in operation, but is independent of the sponsoring organisation and has no conflict of interest with the application, parties involved or their officers.

☐ training[2] and accreditation via the Intelligence Academy for **self-assessment** by portfolio. I understand that self-assessment carries an inherent conflict of interest and as such my portfolio must be externally verified by the Institute. Furthermore, I understand that my cooperation with such verification may include, but is not limited to; third-party investigation of the material I provide, providing references and agreeing to telephone interviews.

_____, _____   _____
Digital Signature, Registration #   Date

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[1] Salaries and allowances typically include time for planning and preparation, inspection, support services/staff and post-inspection (in 2023 these salaries and allowances averaged €1200 per inspection day). The most significant expenses are usually transport/mileage, accommodation and legal costs. Expenses are usually higher than salaries and allowances but a full estimate will be provided in advance of any work being carried out.

[2] Assessor training is conducted via an e-learning short-course that includes the inspection and submission of a portfolio of evidence. Assessors should expect the process to take anything from a few days for single domain equivalency to a few months for full clandestine licensure.