



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

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Αθήνα, 16/02/2022
Αρ. πρωτ. 26217

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Θέμα: Πιστοποίηση του Προγράμματος Προπτυχιακών Σπουδών Ναυτικών Επιστημών της Σχολής Ναυτικών Δοκίμων

Αξιότιμε κ. Πρόεδρε της ΜΟΔΙΠ,
Αξιότιμε κ. Πρόεδρε,

Είμαστε στην ευχάριστη θέση να σας πληροφορήσουμε ότι το Συμβούλιο Αξιολόγησης και Πιστοποίησης (ΣΑΠ) της ΕΘΑΑΕ, κατά τη Συνεδρίαση 19/15-02-2022, αποφάσισε τη χορήγηση πιστοποίησης στο Πρόγραμμα Προπτυχιακών Σπουδών Ναυτικών Επιστημών της Σχολής Ναυτικών Δοκίμων με διάρκεια ισχύος τεσσάρων ετών, από 15-02-2022 έως 14-02-2026.

Το Συμβούλιο έκανε δεκτή την Έκθεση της Επιτροπής Εξωτερικής Αξιολόγησης & Πιστοποίησης, βάσει της οποίας το Πρόγραμμα Προπτυχιακών Σπουδών Ναυτικών Επιστημών του Ιδρύματός σας συμμορφώνεται πλήρως με τις αρχές του Προτύπου Ποιότητας ΠΠΣ της ΕΘΑΑΕ και τις Αρχές Διασφάλισης Ποιότητας του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης (ESG).

Δεχθείτε, τέλος, τα συγχαρητήριά μας για την άριστη ανταπόκριση του Τμήματος και του Ιδρύματός σας στη διαδικασία πιστοποίησης του εν λόγω ΠΠΣ.

Συνημμένα σας αποστέλλουμε:

- α) την Έκθεση Πιστοποίησης
- β) την Απόφαση του Συμβουλίου Αξιολόγησης και Πιστοποίησης της ΕΘΑΑΕ

Με εκτίμηση

Ο Πρόεδρος της ΕΘΑΑΕ



Καθηγητής Περικλής Α. Μήτσας



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ
2014-2020
πρόγραμμα ανάπτυξης





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Αθήνα, 16/02/2022
Αρ. πρωτ.: 26200

ΑΠΟΦΑΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ

Το Συμβούλιο Αξιολόγησης και Πιστοποίησης της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)

Έχοντας υπόψη:

1. Τις διατάξεις των άρθρων 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 και 59 του Ν. 4653/2020 (ΦΕΚ 12/Α'/24-01-2020) «Εθνική Αρχή Ανώτατης Εκπαίδευσης. Ειδικοί Λογαριασμοί Κονδυλίων Έρευνας Ανώτατων Εκπαιδευτικών Ιδρυμάτων, Ερευνητικών και Τεχνολογικών Φορέων και άλλες Διατάξεις».
2. Την υπ' αριθμ. 18135/Ζ1/7-2-2020 Απόφαση της Υπουργού Παιδείας και Θρησκευμάτων (ΦΕΚ 94/τεύχος ΥΟΔΔ/7-2-2020), περί διορισμού του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ).
3. Την υπ' αριθμ. 15650/23-04-2020 Απόφαση του Προέδρου της ΕΘΑΑΕ (ΦΕΚ 329/τ.΄ ΥΟΔΔ/04-05-2020) «Ορισμός των μελών του Συμβουλίου Αξιολόγησης και Πιστοποίησης (ΣΑΠ) της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)».
4. Την 19η/15-02-2022 συνεδρίαση του Συμβουλίου Αξιολόγησης και Πιστοποίησης, θέμα 2.1 «Έγκριση Εκθέσεων Πιστοποίησης ΠΠΣ - Χορήγηση Πιστοποίησης».

ΠΙΣΤΟΠΟΙΕΙ ΟΤΙ

το Πρόγραμμα Προπτυχιακών Σπουδών

Ναυτικών Επιστημών της Σχολής Ναυτικών Δοκίμων

συμμορφώνεται πλήρως με τις αρχές του Προτύπου Ποιότητας ΠΠΣ της ΕΘΑΑΕ και τις Αρχές Διασφάλισης Ποιότητας του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης (ESG 2015) για το επίπεδο σπουδών 6 του Εθνικού και Ευρωπαϊκού Πλαισίου Προσόντων.

Η διάρκεια ισχύος της πιστοποίησης ορίζεται για τέσσερα έτη, από 15-02-2022 έως 14-02-2026.

Ο Πρόεδρος της ΕΘΑΑΕ

Καθηγητής Περικλής Α. Μήτκας



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης





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Accreditation Report for the Undergraduate Study Programme of:

Naval Sciences
Institution: Hellenic Naval Academy
Date: 27 November 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Naval Sciences** of the **Hellenic Naval Academy (HNA)** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Naval Sciences** of the **Hellenic Naval Academy (HNA)** was composed of the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020.

1. **Professor Miltiadis Papalexandris (Chair)**
Université catholique de Louvain, Belgium

2. **Dr Fivos Andritsos**
European Commission, JRC, Italy

3. **Professor Fokion Egolfopoulos**
University of Southern California, United States of America

4. **Dr Dimitris Kabilafkas**
Hellenic Telecommunications Organisation S.A., Greece

II. Review Procedure and Documentation

The External Evaluation and Accreditation review of the Study Programme of **Naval Sciences** of the **Hellenic Naval Academy (HNA)** took place between November 22 and November 27, 2021. The review was virtual via the ZOOM platform due to travel and gathering restrictions related to the covid-19 pandemic. The members of the External Evaluation and Accreditation Panel (EEAP) were: Dr Fivos Andritsos, Prof. Fokion Egolfopoulos, Dr Dimittis Kabilafkas and Prof. Miltiadis Papalexandris (Chair).

From the technical point of view, everything worked as planned, and all the attendees were able to participate in the discussions without interruption. Despite the constraints of an “online visit”, the EEAP was very satisfied with the meetings organisation and the support of the Academy and HAHE, to whom the EEAP extends its thanks and appreciation. Nonetheless, the EEAP recommends the return to visits with physical presence, once the conditions regarding the pandemic allow it.

The EEAP received in advance the complete folder of documents necessary for accreditation from the Hellenic Naval Academy and the Hellenic Authority for Higher Education (HAHE). Additionally, the Academy provided EEAP with a large number of samples of cadet assignments, theses and exam papers. This material was reviewed by the EEAP prior and during the meetings with the representatives of the School. Henceforth, and for the sake of brevity, the Hellenic Naval Academy will be simply referred to as “Academy”.

October 21, 2021: Orientation Meeting

On Thursday, October 21, an online orientation meeting took place. The director of HAHE, Dr Besta, presented the HAHE objectives for accreditation and discussed the accreditation process.

November 22, 2021: EEAP Private Meeting

The External Evaluation and Accreditation Panel (EEAP) met via teleconferencing and discussed the documents included in the proposal folder, the allocation of tasks and the timetable of the teleconferences with the Academy administration, personnel, cadets, graduates and stakeholders.

November 23, 2021: Teleconference with the Superintendent of the Academy and President of QAU/IEG, the Academic Dean and the Naval Education Director

On Tuesday November 23, the EEAP held a teleconference with the Superintendent of the Academy and President of the Academy’s Quality Assurance Unit & Internal Evaluation Group (QAU/IEG), Rear Admiral I. Kalogeropoulos, the Academic Dean Prof. N. Melanitis, and the Naval Education Director Captain P. Tzanos. First, the Superintendent gave the welcome address and

elaborated on the mission of the Academy. Subsequently, the EEAP discussed the overall features and characteristics of the undergraduate programme.

November 23, 2021: Teleconference with QAU/IEG representatives

The EEAP held a teleconference with the Academy's Quality Assurance Unit and Internal Evaluation Group (QAU/IEG) took place. In addition to the EEAP, the participants in the meeting were the QAU/IEG members Prof. and Dean N. Melanitis, Cptn. P. Tzanos, Prof. G. Galanis, Assoc. Prof. Ch. Vazouras, Asst. Prof. A. Tsapalis, Prof. E. Tempelis, Assoc. Prof. E. Patriotis, Cmndr. Ch. Ragkos and the 4th year top-ranked cadet Mr. G. Georgopoulos.

First, the Dean of the Academy provided an overview of the programme, academic profile, current status, strengths, and areas for further growth and improvement. Subsequently, the EEAP discussed with the IEG and QAU/IEG the degree of compliance of the undergraduate programme to the Quality Standards for Accreditation. Additionally, the EEAP further reviewed samples of exams and diploma theses of the cadets.

November 23, 2021: Teleconference with teaching staff members

Subsequently, the EEAP held a teleconference with members of the academic faculty and the teaching staff of the Academy. The participating members were, Prof. G. Galanis, Assoc. Prof. S. Kalligeros, Assoc. Prof. A. Tsigopoulos, Assoc. Prof. Th. Zannis, Commader K. Karagiannis, Asst. Prof. A. Tsapalis, Asst. Prof. A. Rofouzou and Lect. A. Dimopoulos.

The participants discussed a wealth of topics, covering teaching professional development opportunities, mobility, workload, cadet evaluations; competence and adequacy of the academic and teaching staff to ensure learning outcomes; link between teaching and research; academic and teaching staff's involvement in applied research, projects and research activities directly related to the programme, as well as possible areas of improvement. All the members of the academic faculty and teaching staff expressed their satisfaction with their teaching assignments and highlighted that giving courses to the cadets is a rewarding experience.

November 23, 2021: EEAP Debriefing

After the meeting with the members of the academic faculty members and teaching staff, the EEAP had a debriefing session, discussed the initial impressions from the first day of online discussions and set the priorities for the following day.

November 24, 2021: Teleconference with cadets

The EEAP held a teleconference with current cadets of the Academy. Overall, eight cadets participated in this meeting. During the meeting, the cadets outlined their experiences at the Academy and their level of satisfaction from the School and its facilities. Further, they provided input regarding quality assurance, and priority issues concerning cadet life and welfare. Generally, the cadets expressed their satisfaction and appreciation of the good quality of the academic part of their curriculum. They also underscored the availability of the faculty and teaching staff for answering their questions and for their guidance. On the other hand, they expressed their concern with regard to the emphasis of the academic training at the expense of the naval one.

November 24, 2021: On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities/Discussion about the facilities presented in the video produced for this purpose

This teleconference involved discussions about the Academy's premises and facilities (laboratories, classrooms etc.). The QAU/IEG provided a pre-recorded video of these facilities. Besides the EEAP, the participants in the tele-conferences were the following academic-faculty members: Prof. E. Karagianni, Cmndr. K. Karagiannis, Comndr P. Tzortzis, Rear Admiral (ret.) P. Antonakos. Dr. A. Vantarakis (physical training and education) and Mr. E. Kourlis (IT department) also participated in the teleconference.

The on-line tour gave the EEAP the opportunity to evaluate the Academy's facilities and learning resources and to ascertain that the learning materials, equipment and facilities are adequate for a successful provision of the programme. The discussion also expanded upon the financial and administrative challenges for updating and renovating experimental facilities.

November 24, 2021: Teleconference with Programme graduates

Subsequently, the EEAP held a teleconference with Programme graduates and discussed their experience of studying at the Academy and their career path. The participating programme graduates were the following: Cmdr. N. Petrakos, Lt. Cmdr. A. Oikonomou, Lt. Jn. Grade P. R. Athanasopoulos and Ens. M. Erotokritou.

All the participating graduates underscored the very good quality of academic training they received from the Academy and the very significant impact of the scientific and technological skills they acquired during their studies on their professional careers.

November 24, 2021: EEAP Debriefing

After the meeting with the programme graduates, the EEAP had a debriefing session, discussed the initial impressions from the first day of online discussions and set the priorities for the following day.

November 25, 2021: Teleconference with employers, social partners

Next, the EEAP held teleconference with employers and social partners, all of which were also graduates of the Academy. The participating stakeholders were: Commodore Ch. Peglidis (HR Head, Navy General Staff), Cmdr. I. Petridis (Cyprus Navy Representative) and Mr. G. Christopoulos (ret. Vice Admiral and COO of Laskaridis Shipping Co. LTD).

The main topic of the discussion was the degree of satisfaction of the employers and social and industrial stakeholders of the Academy's graduates. The discussion was very fruitful and enlightening, and all participants confirmed their wholehearted satisfaction with the Academy's graduates. Additionally, they underscored their appreciation of the high quality of the academic education and naval training that the Academy offers to its members.

November 25, 2021: EEAP debriefing

The EEAP then assembled and discussed the key findings from the day's meetings.

November 25, 2021: Teleconference with QAU/IEG representatives

The EEAP met with the QAU/IEG members. In a short meeting, the EEAP had the chance to clarify certain aspects regarding the revision process of the study programme.

November 25, 2021: Closure with the Naval Education Director, Dean of the Academy, and QAU/IEG members

The EEAP met for the final meeting of the day with the Naval Education Director, the Dean of the Academy, as well as the Internal Evaluation Group and representatives of the Quality Assurance Unit. The chair of the EEAP had the opportunity to present informally the EEAP key findings.

During the three-day virtual visit, the EEAP was positively impressed by the professionalism, zeal and active contribution of the QAU/IEG and all faculty members and teaching staff who participated the meetings. Also, the EEAP has appreciated the high-quality presentation of the Dean Prof. N. Melanitis. Finally, the EEAP thanks the Academy's Superintendent, Rear Admiral I. Kalogeropoulos, for the welcome address and closing statements.

III. Study Programme Profile

The Hellenic Naval Academy is a Higher Military Learning Establishment-HMLE (Ανώτατο Στρατιωτικό Εκπαιδευτικό Ίδρυμα – ΑΣΕΙ) that was founded in 1845. Since its inception, the Academy has been providing scientific/technological education and naval training to future navy officers who, upon graduation from the Academy, begin their career as Ensign Officers in the Hellenic Navy. Since 1905, the Academy's campus is located in Piraeus by virtue of the bequest of the great national benefactor Pantelis Vassanis.

The Academy's legal and academic status as a public university and the Hellenic Navy's HMLE was specified by the Royal Decree of 1968 and was reconfirmed by the Law 3187 of 2003, jointly signed by the Minister of Defence and the Minister of Education. Its internal regulatory framework is governed by the Presidential Decree 61/2010 and the Operational Regulations Document.

The dual training (academic and naval) that the Academy provides, is well tailored to the needs and requirements of its parent organization, and future employer of its graduates, the Hellenic Navy, with which the Academy maintains very close ties and collaborations at various levels.

The Academy's mission evolves around the following five well-defined axes.

1. To produce knowledge and to transfer it to its cadets, via training and research, in Naval Sciences and in related exact and applied sciences and humanities.
2. To produce graduates with naval virtue and conscience, high-quality technical and scientific skills, professionalism, leadership and social awareness and sensibilities.
3. To organize (in conjunction with other universities) post-graduate programmes of study and to perform research in fields of interest of the Hellenic Navy.
4. To provide future navy officers with the necessary expertise and skills to serve the national mandate of the Hellenic Navy.
5. To provide training to the cadets of the Hellenic Coast Guard, as mandated by the Law 3596 of 1956.

New cadets are enrolled in September, before the beginning of the new academic year. 60 new cadets are admitted each year (40 Deck and 20 Engineering cadets), on the basis of their performance in the national admission exam organized by the Ministry of Education. Currently, there are 201 cadets enrolled in the Academy, 158 cadets of Hellenic nationality, 24 cadets of Cypriot nationality and 19 cadets of other nationalities.

Cadets join the Academy after successful participation in the National University Entrance Scheme held by the Ministry of Education. Currently, HNA offers a four-year 240 ECTS undergraduate degree (Bachelor) in Naval Sciences. The undergraduate programme comprises two options: Deck and Engineering officers (Μάχιμοι και Μηχανικοί). The academic education is organized in two semesters per year. The naval training is offered in parallel and encompasses an intense on-ship training programme. The academic curriculum of study contains courses in sci-

ence, technology, and humanities. These courses are offered at theoretical, applied, and vocational levels. The educational and training mission of the Academy is today served by 26 faculty members, plus 45 part-time teaching staff and trainers (civilian and military) that is equivalent to 16 full-time members.

Since September 2020, HNA also offers a 90 ECTS postgraduate degree in Marine Science and Technology Management, jointly with the University of Piraeus. Additionally, the Academy is in advanced talks with the Technical University of Crete for the creation of a new postgraduate programme of study in Marine Environment Engineering.

With regard to internationalization, the Academy maintains strong international outreach to its educations and training activities. For example, several international cadets are enrolled in the undergraduate programme based on bilateral agreements. Currently, more than 20% of the cadets are not of Hellenic nationality. All cadets regardless of nationality and gender, attend the same intensive and demanding training and education. Further, the Academy is an Erasmus Chart holder and, as such, participates in a broad range of activities of Erasmus+ and Military Erasmus programmes for cadets and staff.

The Academy has in-house research facilities in core naval and marine related topics such as ocean engineering, naval architecture & marine engineering, combat systems, marine electronics and telecoms, material science and engineering, physics and applied mathematics, and others. Currently, the Academy participates in several internal navy projects in cooperation with the Fleet and the naval bases, as well as in 9 externally funded R&D projects (national and European) in partnership with other research and industrial stakeholders.

PART B: COMPLIANCE WITH THE PRINCIPLES

IV. Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

In particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organization of the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study Programme Compliance

Findings

The Academy has undergone an extensive External Evaluation back in 2013¹ while, last year, its Internal Quality Assurance System (IQAS)² was accredited as “Fully Compliant”, acknowledging the work carried out for the design and implementation of an effective and efficient IQAS based on the HAHE guidelines. The Academy has well-established and documented procedures as part of the military operational procedures and practices, on top of which it has implemented the IQAS procedures. Both cadets and staff (academic and military) willingly participate in the Quality Assurance processes. This is reflected to the study programme, the quality of teaching and, to a lesser extent, to the research and development outcome.

Most of the EER2013 recommendations have been addressed by the Academy as documented also on the Academy’s current Accreditation Proposal (section 10). However, the AR2020 recommendations, some of which are very relevant to the study programme QA, are not addressed in the proposal, as this was submitted prior to the finalization of AR2020.

Analysis

The most important AR2020 recommendations, relevant to the Academy’s Study Programme QA, are outlined below:

1. The Academy should adapt IQAS and include Key Performance Indicators (KPIs) on the satisfaction of its main client (the Hellenic Navy) and the career development of its alumni, in both their Naval and civil careers.
2. The Academy’s excellent QA policy should be better reported and be more visible and distinct in its strategic plan. HAHE driven and military QA procedures should provide a unique, simple and streamlined set of QA rules. QAU/IEG should be adequately staffed and additional reporting, questionnaires and KPIs should reflect the particularities of the Academy.
3. The Special Research Account (EAKE) should be placed within the academic institution and be administered by the Academy’s Research Committee that should have direct control of the expenditures and authority on its purchasing process.
4. The Academy should continue updating its laboratories to the most modern standards, taking into account contemporary training and research needs. Particular emphasis should be given to VR simulators and other digital tools for the training and research on naval operations and vessel maintenance.
5. The Academy should increase the number of academic staff and expand their opportunities for their scholarly and research activities necessary for their promotion. Their salaries should be aligned to that of the overall academic community of Hellenic Universities.

¹ HNA External Evaluation Report (EER2013)

² HNA Accreditation Report for IQAS (AR2020)

The EEAP understands that the time from the IQAS accreditation is too short and that some of these recommendations are out of the Academy’s control. However, some of these recommendations date back to the ER2013 and the EEAP would have liked to see what steps the Institution has taken and/or how it plans to respond to these challenges.

Conclusions

The Academy has well established and documented QA procedures and this is reflected also to the undergraduate programme and the quality of teaching and training. The Academy’s Accreditation Proposal is limited to the outlining of the QA legal framework and a rather generic QA goals. Apparently, the Academy has not yet included the AR2020 recommendations in its goals and QA policy, even if some of these recommendations were also part of the ER2013, and no plan has been provided on how such goals will be implemented.

Panel Judgement

Principle 1: Academic Unit Policy for Quality Assurance	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- R 1.1** Adapt IQAS and include KPIs on the satisfaction of the Hellenic Navy and the career development of its alumni, in both their naval and civil careers.
- R 1.2** Intensify efforts to integrate HAHE and military QA procedures in a unique, simple and streamlined set of QA rules.

V. Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution*

Study Programme Compliance

Findings

The EEAP confirms that the Academy has developed and put in place a well-defined and rigorous process for the design, revision, and approval of the undergraduate programme. Furthermore, this process involves all faculty and teaching staff members, the Academy's administration, the Hellenic Navy's General Staff and the Academy's QAU/IEG.

Analysis

The Academy has designed and implemented its undergraduate programme based on appropriate international standards and current practices. The basic factors that are taken into account in the design of the programme include, but are not limited to, the demands and requirements of the Hellenic Navy, the institutional strategy (based on the guidelines of the Navy's General Staff), the active participation of the cadets, the anticipated workload according to the ECTS system, the smooth progression of cadets throughout the stages of the programme, the linking between teaching and research and between courses and practical exercises, extensive on-deck

practical training, as well as the relevant regulatory framework. As such, the undergraduate programme has well defined and high-quality learning outcomes.

The curriculum is coherent, comprehensive and quite extended, covering literally all aspects of Naval Sciences but also a wealth of related scientific and technological areas. Further, it follows appropriate accepted standards for studies in these engineering disciplines. All aspects and details regarding the undergraduate programme are published in detailed and well-prepared study guides (οδηγός σπουδών). Each of the two directions of study (Deck officer and Engineering officers) is provided with its own study guide.

The structure of the undergraduate programme is elaborated in a clear and comprehensive manner and its main features are the following.

- Each academic year is divided in two semesters. There are three examination sessions per year (one at the end of each semester and one right before the end of the academic year).
- In the first year, as expected, the courses are of more general and introductory character. Whereas, the courses of the later years become more advanced and specialized.
- In addition to the academic study programme, the cadets follow a rigorous and very demanding programme of naval training. As mentioned above, a noteworthy feature of this programme is the extensive on-deck practical training that includes at least two on-board training trips per year.
- In the last (fourth) year of their study, the cadets work on their diploma thesis, which accounts for 12 ECTS.

These features are common in naval academies of several other European countries. In other words, the curriculum structure fully conforms to current practice and standards. Furthermore, the curriculum is fully appropriate with regard to the current Hellenic Navy needs.

The procedure for periodic revisions of the study programme is well described and explained. It is appropriate with respect to the mission of the Academy and the specific fields of study that it serves. More specifically, the strategic objectives relative to the study programme are provided by the Supreme Naval Council (Ανώτατο Ναυτικό Συμβούλιο) of the Navy's General Staff. Subsequently the Academy is asked to delineate and finalize the specific academic skills required from a Navy officer. The faculty members of the Academy are grouped in 8 sectors. Every year, the faculty members of each sector inform the Sector Head about possible modifications in the undergraduate programme. Subsequently, these proposals are forwarded to the Undergraduate Programme Commission (Επιτροπή Προγράμματος Σπουδών), which consists of at least one faculty member from each Sector. Then, the Undergraduate Programme Commission works on the proposals, in consultation with the Quality Assurance Unit, and provides the finalized plan of modifications and revisions to the Dean and to the Academic Assembly (Ακαδημαϊκή Συνέλευση). Upon recommendation and approval of the of the Academic Assembly, the final decision is taken by the Educational Council (Εκπαιδευτικό Συμβούλιο) which consists of 6 Navy officers (involved in the naval training) and 5 academic faculty members.

The EEAP finds it is very positive that the process for revision of the undergraduate programme takes place on a regular and systematic basis (annually) and involves all faculty members and

Navy officers. Another very positive element of this process is the active contribution of the Academy’s QAU/IEG. It is important to add that the composition of the QAU/IEG includes the senior representative of the cadets, thereby ensuring the input of the cadets to the revision process. These aspects ensure the smooth evolution of the undergraduate programme, compliance with international practices and standards, and appropriateness in relation to the needs and requirements of the Hellenic Navy.

It is worth noting that since the Academy offers a single undergraduate programme, the QAU and IEG are combined in a single body. The EEAP finds that this is a good practice and results in leaner administrative structure and more efficient decision making. The EEAP further notes the positive aspects of the evolution of the undergraduate programme, by virtue of the aforementioned rigorous revision process. A typical example is the successful introduction of the diploma thesis, which enables the cadets to further strengthen their academic skills and deepen their knowledge in important technological fields.

With regard to the staffing of the Academy, the EEAP acknowledges the heavy bureaucratic and administrative load with regard to the recruitment of new faculty members; currently there are 26 faculty members, whereas the organigram of the Academy foresees 34 faculty members. Finally, the EEAP observes that quite often, the duration of the incumbency of the Academy’s Superintendent is one year. However, a longer incumbency (e.g. 2-4 years) could reinforce the smooth evolution of the undergraduate programme and the implementation of its revisions.

Conclusions: The EEAP concludes that the Academy is fully compliant and entirely in accordance with this criterion, which is implemented in an effective manner.

Panel Judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R2.1 Consider the advantages of increasing the duration of the incumbency of the Academy’s Superintendent.

VI. Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement;*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*

In addition:

- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme Compliance

Findings

The EER2013 had noted efficient cadet-centered teaching procedures ensured by a high-quality cadet body and motivated academic and naval teaching staff. The teaching material was found to be of high quality. On the contrary, some laboratories were found to be outdated.

On-board naval training, implemented during special training trips or through cadet participation in regular navy missions, is an integral part of the curriculum, and provides a valuable complement to the classroom and laboratory courses. However, many cadets seem to underestimate the importance of academic versus military training and cannot fully appreciate the usefulness of some courses to their future career.

Analysis

The Academy's cadets are enlisted navy personnel and are subject to military rules, as well as to a dual regime of both intense academic and arduous military training, which makes the studies of the cadets more complex and difficult, and has both positive and negative impacts on their academic performance.

The particular nature and mission of the Academy ensures a student-centered education and training. Each cadet is coached and followed throughout their studies both by the academic faculty and naval staff and senior cadets. Despite the demanding curriculum coupled and the pressure of the military training, failure rate is very small and class dropouts are virtually non-existent.

The EEAP praises the effort of the Hellenic Navy to provide an adequate number of on-board training persons-days despite the high associated cost and the current financial situation of the country. However, the naval training cannot compensate or justify the lack of modern equipment in some of the teaching laboratories. Modern simulators or virtual reality tools could better prepare the cadets and make their expensive on-board training much more efficient. The country should equip the Academy with the most modern laboratories and equipment.

The EEAP recommends that the Academy undertake efforts, possibly through dedicated seminars with active naval officers and/or members of the Hellenic Navy's General Staff, to articulate to the cadets the importance of their academic training to the demands and needs of a modern navy.

Conclusions

The Academy, by virtue of its military nature but also its tradition and prestige, has a high-quality and motivated cadet body and dedicated academic and military staff who provide a highly student-centered education and training.

The double nature of the study programme (academic and military) causes a considerable burden to the cadets, who often cannot fully appreciate the need for theoretical/basic-science courses. The recent implementation of diploma theses has further reinforced the cadets' involvement to the academic part of the curriculum. This will be accentuated further, once the Academy sets up a doctoral degree programme.

Panel Judgement

Principle 3: Student- centered Learning, Teaching and Assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- R3.1** Continue the efforts towards establishing a Doctoral degree programme.
- R3.2** The EEAP recommends that the Ministry of Defense directly finances the Academy's laboratories and equipment to the highest possible standards, necessary both for academic and naval training and research.
- R3.3** Take actions to further motivate the cadets for academic excellence focusing on linking the academic subjects to the needs of a modern navy.

VII. Principle 4: Student Admission, Progression, Recognition and Certification

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION).

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme Compliance

Findings

The Academy's cadets are enlisted navy personnel subject to military rules. The Academy has established well-documented regulations covering all aspects and phases of studies. These regulations comply with the legislation of the Ministry of Education as well as that of the Ministry of Defense.

Cadets, in addition to the standard higher education rules and practices, profit from the coaching by experienced naval officers who undertake full-time to follow and assist them throughout their permanence in the Academy. Cadet mobility is ensured mainly via the Military Erasmus and through visits to other facilities and laboratories. During the last 3 years, there have been about 150 short term (maximum weekly) transfers abroad. The Academy is a prestigious university and its graduates pursue prominent careers both within the navy and, upon retirement, in the private sector.

Analysis

The Academy's cadets are selected as part of the national higher education admission procedures. The Academy competes very well with the rest of the national higher education establishments and ensures top ranking incoming cadets.

The dual nature of the Academy (academic and naval) ensures well-defined procedures and regulations throughout the cadets' duration of studies.

Due to their very tight study programme and the naval training requirements cadet mobility (through the military Erasmus) has been limited to short transfers abroad. Full semester transfers (Erasmus-like) would require significant modifications of the academic and naval programmes and are thus not realistic.

Conclusions

The Academy has well-documented published regulations that cover all aspects and phases of the cadet studies. This is true both for the academic education and naval training. Cadets are followed and coached much better than the average Greek higher education institutions. The quality of the incoming cadets is high, while the Academy’s graduates are recognized as very capable officers, many of whom follow, after their retirement, prominent civil careers in the shipping industry.

Panel Judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

No particular recommendations.

VIII. Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:

- *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognize the importance of teaching and research;*
- *offer opportunities and promote the professional development of the teaching staff;*
- *encourage scholarly activity to strengthen the link between education and research;*
- *encourage innovation in teaching methods and the use of new technologies;*
- *promote the increase of the volume and quality of the research output within the academic unit;*
- *follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training etc.);*
- *develop policies to attract highly qualified academic staff.*

Study Programme Compliance

Findings

The limitations in research perspectives, in conjunction with the lack of equity in the salaries of the academic faculty compared to those in Hellenic universities, hinders the appeal of the Academy's teaching jobs, and therefore, its possibility to attract high-quality scholars. The engagement of military teaching staff in the teaching activities provides a valuable link for the cadets to their future employment.

Analysis

During the visit, the EEAP confirmed the qualifications and competences of the faculty members and teaching staff. Furthermore, the EEAP was positively impressed by the commitment and motivation of the teaching staff and by their dedication to providing high-quality training and education to the cadets.

The teaching staff of the Academy currently consists of 26 faculty members, plus 45 special and part-time staff and trainers (civilian and military) that is equivalent to 16 full-time members, and additional 42 military training staff. For the recruitment of new faculty members, the Academy follows the current legislation for Hellenic Higher Learning Establishments (AEI), and both formal and substantial criteria (skills and expertise, publication record etc.) are taken into account. The special and part-time teaching staff is selected by the Academic Assembly, according to the legal framework for military academies. These procedures are bureaucratic and lengthy that have a negative side-effect to the timely hiring of new faculty teaching staff.

The average workload of academic faculty members is reasonable, and their representatives expressed no concern about their capacity to cope with it, despite current vacancies. Teaching is performed both in classes and in laboratories and is also supported by web-based e-classes. During the current pandemic, another public domain tool for tele-education is used.

The research activity of the faculty members is declared as a key pillar of their activities and relevant KPIs are held (i.e. over 20 publications per faculty member). Academic mobility for the faculty is encouraged within the framework of Erasmus and military Erasmus.

Conclusions

The Academy follows appropriate hiring practices that are in line with the given legislative framework. With regard to both research expenditures and faculty hiring, the various shortcomings are related with research perspectives for its faculty and inelastic legislation.

Panel Judgement

Principle 5: Teaching Staff	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- R5.1** Strengthen the research culture within the Academy and enhance activities towards attracting external funding for research. Pursue the establishment of a Doctoral degree programme.
- R5.2** Pursue the reduction of bureaucratic barriers in the recruitment of new faculty members.
- R5.3** Address the vacancies in academic faculty and promote the recruitment of junior faculty. Keep being aggressive in hiring and attract visiting faculty from other Universities (from Greece or abroad) for teaching in person and/or remotely, as needed.
- R5.4** Expand the engagement of conscripted personnel in the Navy as teaching and research assistants.

IX. Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND– PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND –ON THE OTHER HAND– FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme Compliance

Findings

Although the laboratories cover most taught subjects, they are only partially updated and are not sufficient to provide cadets with hands-on experience for each cadet.

The appointment of cadet consultants is a valuable policy for supporting cadets and for the two-way linkage of the Academy with the Hellenic Navy.

Analysis

The academy provides 20 classrooms that can accommodate up to 550 cadets. The classrooms are located in the Academy's campus. Additionally, there are 16 teaching laboratories (including computer laboratories) that are open to the cadets for their educational needs.

The Academy attracts cadets of very good academic quality that are admitted based on their performance in the national admission exam. It also attracts cadets from other countries based on bilateral agreements. During the first 2-3 months, a freshman cadet has the option to drop out of the school if it does not fit their expectations. This fact implies that the cadets who choose to continue have genuine interest for their field study, resulting in a high success rate. Presence in the courses is compulsory and the limited cases of absence are due to parallel naval-training activities.

Each class is attributed a naval officer functions as student advisor (Επιτηρητής), who is constantly present in the Academy and provides support to the cadets in all academic and everyday aspects. The Academy has enforced a zero-tolerance policy against harassment or discrimination of any kind between the cadets themselves and between the cadets and the Academy's staff.

A large number of courses and activities of the undergraduate programme are compulsory, such as the summer on-board naval-training trip and the diploma thesis. This training trip, as well as additional short trips during the semesters, constitute a valuable part of the training of the cadets and offers significant hands-on experience. Further, most of the proposed diploma thesis topics are taken from real case-studies, thus enhancing the links between the Academy and the Hellenic Navy and providing additional perspective to the cadets with regard to their future employment.

Adequate library facilities are provided that are linked to the Maritime Libraries Network. Additional support is provided by the Eugenidion Foundation via a special memorandum of understanding. The cadet facilities (dorms, health center, athletic and recreation facilities, laptops etc.) are extensive and of good quality.

Conclusions

The Academy covers in a satisfactory manner the learning, training and welfare needs of the cadets, albeit with some shortages in labs facilities and equipment.

Panel Judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- R6.1** Pursue intensively the updating of the teaching laboratories to modern standards, taking into account contemporary training and research needs for hands-on experience.
- R6.2** The EEAP further recommends the purchase of modern equipment such as, for example, simulators and other digital tools.

X. Principle 7: Information Management

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF UNDERGRADUATE PROGRAMMES OF STUDY AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.

Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.

The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.

Study Programme Compliance

Findings

The Academy, in the context of quality assurance, collects, records and processes at regular intervals information material about cadets, teaching staff, logistics infrastructure, resources, the structure of the undergraduate programme, the learning and educational process, the provision of services and the support to cadets. Relevant information is stored in a relevant database and processed in order create to promote analysis, and visualization of results. Tables with KPI's for each year were provided via HAHE.

Information concerning the evaluation of individual undergraduate courses is collected from the cadets in the form of questionnaires containing also open questions and conducted at the end of each academic semester. These questionnaires cover the quality of course content as well as the teaching approaches. Data collection is done electronically, through a conditional system, via the use of a special access code provided to the cadets to preserve anonymity.

Other information related to infrastructure, civil personnel, finance etc., are gathered by well-established legacy procedures.

Analysis

The EEAP has confirmed, upon discussions with staff, cadets and graduates, that the overall process of quality feedback, including participation, is satisfactory. Accuracy and quality of gathered information are confirmed via assortment and the indisputable un-traceability of the identity of participating cadets in the assessment.

It is unclear to what extent this information collected with legacy procedure is possible to become integrated within the IQAS, allowing further elaboration.

The Academy has the advantage of being able to monitor the carrier path of its graduates. There is feedback through the carrier monitoring of its graduates by the Hellenic Navy's administration. However, no systematic analysis was presented that correlates the cadets' professional performance with their academic accomplishments during their study at the Academy.

The data collected allow for further elaboration, via cross-reference indications, e.g. to exploit the correlation of attendance of each cadet with their judgment of the teacher or the course.

Conclusions

The Academy collects and analyzes relevant information and data in a satisfactory degree. The results of this analysis are then exploited for the efficient management of the undergraduate programme. However, further formalization of the data collection procedures and integration of the quality system is required.

Panel Judgement

Principle 7: Information Management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- R7.1** The Academy should aim at a fully integrated Information Technologies System (ITS) for the collection and analysis of IQAS data including input from naval training activities in the IQAS, and cross-references between indicators.
- R7.2** The Academy should include feedback from its graduate naval officers regarding their studies in the Academy as well as statistical data pertaining to their career development.
- R7.3** The Academy should consider quality goals, relevant KPIs, and feedback collection mechanisms for the human resources.

XI. Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme Compliance

Findings

The Academy disseminates information to the public via its website as well as various activities including events, updates on its mission and activities, and scientific meetings and collaborations. It was noted that the visits to and from military academies from abroad also allows the Academy to communicate better its areas of emphasis and activities. Finally, naval officers serving in the Academy visit secondary schools and this is an ideal way to promote the Academy to prospective high school students.

Analysis

The Academy has developed a comprehensive, clear, easy-to-follow and well-organized website with appropriate links to important topics that would interest the visitor. Specifically, it contains all relevant information regarding teaching and research as well as athletic, cultural, and social service events. All details of the study programme can be found and be downloaded. Some discrepancies are noted between the Greek and English version of the website regarding the information displayed. In particular, while the Greek version includes reference and details to Quality Assurance this is not the case for the English one.

Regarding scientific meetings and collaborations, it is not clear to what extent those activities contribute towards information dissemination given the relatively low volume of scientific research that is carried due to the nature of the Academy.

On the other hand, the opportunities that Academy has for visits to or from military academies from abroad clearly enhances its image and contributes greatly to informing others on its mission, activities, and success stories.

The Academy is commended for its effort to approach prospective cadets via visits of its officers to high schools. These visits are essential for informing the high-school students that the Hellenic Navy is an attractive environment for them to flourish as professionals.

Conclusions

In summary, the Academy has a commendable public information infrastructure in place, and this is apparent of the large number of candidates who rank it as a very top choice during the national entrance examination. It is also commendable that the actions taken by its administration including the very recent visit of the Superintended Rear Admiral Kalogeropoulos to the US Naval Academy in Annapolis, Maryland.

Panel Judgement

Principle 8: Public Information	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- R8.1** Insure coherence between the Greek and English versions of the website.
- R8.2** Enhance information dissemination by further increasing collaborative research activities with other universities

XII. Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society;*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students;*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Study Programme Compliance

Findings

Since the 2009-2010 academic year, the Academy follows established accreditation and quality policy procedures, after establishing a combined QAU/IEG body. Its members include the Superintendent, the Dean, members of teaching and administrative staff, Naval Officers serving in the Academy, and the 4th Year Top-ranked cadet.

Analysis

The QAU/IEG takes under consideration both the educational and research activities of the academy, the interactions and relationships with its stakeholders, the strategic development, as well as services and infrastructure. In compiling its annual report, the QAU/IEG collects material for courses, teaching staff, cadet evaluation, statistical data, and the report of last year. This approach has been found to be fruitful and rather useful for the further improvement for the operation of the Academy and the education of the cadets. It was noted, that the Academy administration and faculty has used the finding of those reports to modernize the educational approaches as well as to tackle the challenges that the graduating cadets will face with new technologies that grow exponentially and will be integral part of modern ships for the foreseeable and distant future.

However, the Academy needs to address the issue of improving further its laboratories so that the cadets are better served in understanding the theoretical courses and also in being able to carry out cutting-edge research with faculty supervision. Additionally, the Academy is invited to pay more attention to the available time for the cadets to carry out the course workload along with that dedicated to naval training. It is not clear that the average cadet is achieving a reasonable balance. Finally, comments by the cadets regarding the value of basic theoretical courses need to be addressed, as otherwise it could have adverse effects on their overall performance.

Conclusions

The QAU/IEG operates in a seamless manner and carries out its mission effectively and timely. The Academy needs to pay attention to the state of laboratories, cadet workload, and to communicating to the cadets the value of the academic component of their education.

Panel Judgement

XIII. Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1 On the basis of the internal reviews, the EEAP recommends that the Academy addresses the issues of workload balance between academic and naval training, as well as of communicating more effectively the value of academics to the cadets.

XIV. Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme Compliance

Findings

The Academy underwent an external evaluation in 2013, and a number of recommendations were made. The purpose of such recommendations was dual. First, to inform the academy regarding what measures need to be taken to further improve the quality of education of the cadets based on what the Academy's staff can control. Second, to bring to the attention of the Navy's General Staff and the leadership of the Ministry of Defence, issues with negative consequences that they can only resolve. In summary, the Academy took very seriously the external evaluation report and managed to respond to all recommendations, by adding also reasonable justification of those that could not be addressed given various factors that the Academy cannot control.

Analysis

The EEAP was impressed by the actions taken by the Academy. Specifically:

- The workload of the 4th Year was reduced to allow for the successful completion of the diploma thesis, which has been a major development in the academy. Both the cadets and faculty commented very positively about the inclusion of Diploma thesis in the programme.
- The Academy is commended for pursuing aggressively collaborations with other Universities in order to establish a postgraduate programme for the cadets.

- Given the economic and bureaucratic constraints, the delay in hiring of teaching staff impacts the academic operations of the academy. The efforts to attract visiting faculty are commendable as well, given that this initiative can solve urgent needs and also enrich the educational experience of the cadets.
- The improvements in library resources as well as in enhancing the information technology support and legal services were noted.

Conclusions

The Academy has implemented to great extent the recommendations of the 2013 external evaluation. Recommendations that were not implemented were clearly beyond the control of the academy and the EEAP understands the various constraints and appreciate the candid reasoning by the Academy's QAU/IEG.

Panel Judgement

XV. Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- R10.1** The EEAP suggests that the Academy incorporates into its strategic plan recommendations from previous external reports independently of whether they are in or out of its control.

PART C: CONCLUSIONS

I. Features of Good Practice

1. The Academy has established an appropriate and effective process for revision and evolution of the undergraduate programme.
2. The QAU/IEG operates in a seamless manner and carries out its mission effectively and timely.
3. The undergraduate programme has evolved substantially, and many new features have been added, such as the compulsory Diploma thesis.
4. The Academy has established a well-organized and efficient procedure for regular feedback from the cadets regarding the undergraduate programme and their satisfaction with the studies on a regular basis. Also, the Academy has established efficient data collection and analysis procedures.
5. The Academy has a commendable public information infrastructure in place.
6. The Academy has established a postgraduate programme with the University of Piraeus and is currently working toward the creation of an additional one with the Technical University of Crete.
7. The Academy attracts a significant number of international cadets. On the international level, the Academy enjoys a very good reputation. Further, the Academy works in collaborations with Naval Academies of other EU countries on the creation of a joint semester of studies.

II. Areas of Weakness

1. Despite the efforts of the faculty members & teaching staff and aid from external donations, the Academy's laboratories and installations are short of the educational and research needs.
2. The process for hiring new faculty members and teaching staff is cumbersome and hindered by bureaucratic barriers. It is noted that attracting new faculty is hindered beforehand by the fact that the salaries of the faculties of Military Academies are somewhat inferior to those of the academic faculties in all other Hellenic universities.
3. Despite the excellent relations with its graduates and the Hellenic Navy, the Academy has yet to establish measurable goals and KPIs on the performance of its alumni and formalize their valuable feedback in its QA procedures.
4. HAHE-driven and military QA procedures are not yet integrated in a unique, simple and streamlined set of QA rules.
5. Despite recent progress and concentrated efforts of the Academy's faculty, fundamental research in the Academy is hindered by bureaucratic barriers and lack of a Special Research Account and a doctoral degree programme.

III. Recommendations for Follow-up Actions

1. Pursue intensively the updating of existing laboratories and equipment to modern standards and the purchase of new ones.
2. The EEAP recommends that the Ministry of Defence finances directly and on a regular basis the Academy's laboratories and equipment to the highest possible standards for academic and naval training, and for research.
3. Address the vacancies in academic faculty and promote the recruitment of junior faculty. Try to attract visiting faculty from Greece or abroad.
4. Pursue the reduction of bureaucratic barriers in the recruitment of new faculty members.
5. Adapt IQAS and include KPIs on the satisfaction of the Hellenic Navy and the career development of its alumni, in both their naval and civil careers.
6. Intensify efforts to integrate HAHE and military QA procedures in a unique, simple and streamlined set of QA rules. Continue the efforts towards establishing a doctoral degree programme.
7. Take actions to further motivate the cadets for academic excellence and highlight the linkage between the academic subjects taught and the needs of a modern navy.
8. Try to expand the engagement of conscripted personnel in the Navy as teaching and research assistants.
9. Incorporate into the Academy's strategic plan, recommendations from previous external reports independently of whether they are in or out of its control.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 7, 8, 9 and 10**

The Principles where substantial compliance has been achieved are: **5 and 6**

The Principles where partial compliance has been achieved are: **None**

The Principles where failure of compliance was identified are: **None**

Overall Judgement	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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