



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Internal Quality Assurance System (IQAS)

Institution Name: Hellenic Naval Academy

Date: 19 December 2020



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



Report of the Panel appointed by the HAHE to undertake the review of the
Internal Quality Assurance System (IQAS) of the **Hellenic Naval Academy**
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 **Internal Quality Assurance System (IQAS)** of the Higher Education Institution named: **Hellenic Naval Academy (HNA)** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Nicolas Tsapatsoulis (Chair)**
Cyprus University of Technology, Cyprus

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

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

- 4. Assoc. Prof. Konstantinos Kopsidas**
The University of Manchester, United Kingdom

- 5. Prof. Miltiadis Papalexandris**
Université Catholique de Louvain, Belgium

II. Review Procedure and Documentation

The visit to the Hellenic Naval Academy (HNA) took place remotely through online electronic means due to COVID-19 pandemic and the different national lockdown procedures. All the meetings between the Panel and HNA representatives took place by teleconference using the Zoom platform. From a technical point of view, everything worked well, and all the attendees were able to participate in the discussions without noticeable interruptions. Despite the difficulties of an “online visit” the External Evaluation & Accreditation Panel (EEAP) was satisfied with the organisation and management of the visit and the support of HNA and HAHE.

All meetings took place between 11:00 and 19:00 (Greek time) to accommodate the difference in time zones with three EEAP members who are located in Italy, Belgium and the United Kingdom.

The Panel received initial guidelines by HAHE during an official briefing that took place on Thursday, November 26th. The briefing covered all the relevant procedures and requirements of the visit and offered a useful background for the overall process of accreditations.

On the evening of Monday, December 14th, at the welcome meeting, the EEAP met the Commander of the Academy and Head of the Quality Assurance Unit (ΜΟΔΙΠ), Rear Admiral I. Kalogeropoulos, the Director of Naval Education, Captain P. Tzanos, the Dean of the School, Prof. N. Melanitis and QAU’s Evaluation Coordinator, Prof. G. Galanis.

During this meeting, the EEAP members had a broad overview of the history and current situation of HNA and they were informed about the Quality Assurance Procedures of HNA. They emphasised communicating the mandate of the visit, with an objective to identify the procedures and processes *in place* that will enable the IQAS implementation monitoring.

The Commander of the Academy, Mr. Kalogeropoulos, indicated that the quality assurance philosophy is well-adopted by the HNA staff and students and there is a long-lasting tradition of quality assurance procedures mainly implemented as standing orders issued by the Hellenic Naval General Staff (HNGS).

On the 15/12/2020 the EEAP had teleconference meetings with:

1. the *members of the Quality Assurance Unit* and discussed, extensively, with them the degree of compliance of the Internal Quality Assurance System to the Standards for Quality Accreditation.
2. *faculty members and Internal Evaluation Groups (IEGs/OMEA)*, to investigate the degree at which the internal evaluation processes were adopted and applied, both at the department level but also at the various operation units and among the faculty. A generic discussion also took place about the relationship of IEGs with the QAU and the means of collaboration, adequacy of resources and possible areas of weakness.
3. *Academy Cadets (undergraduate students)*, to (a) assess students’ satisfaction with their study experience and campus facilities, (b) identify student participation and engagement in the quality assurance system, and (c) explore and prioritize issues concerning student life and welfare.
4. *Postgraduate students and research associates*, to record their views on the learning and research processes, progression and assessment and to explore their input and overall

involvement in the quality assurance system. Priority issues concerning grants, mobility, research and career opportunities were also discussed.

5. *The chief administration officers and administrative staff*, to determine their attitude towards the IQAS and to discuss with them the impact of official Institutional documents, such as the strategic plan and the Quality Manual, in the development and smooth operation of the Institution.

On the 16/12/2020 the EEAP had teleconference meetings with:

1. *Graduates/alumni*, to discuss their experience of studying at the Institution and their career path after their graduation. Ways through which they can contribute feedback to the assessment of the Study Programmes they attended were also discussed.
2. *External stakeholders*, to discuss the relations of the Institution with external stakeholders, mainly from the private sector, to investigate their relations with HNA and the impact that those relations reflect on the local communities in particular and the Greek community in general.

After the two previously mentioned meetings, the EEAP had an online tour at the main infrastructures and facilities of HNA, including lecture halls, teaching rooms and laboratories, the library, the IT centre, sporting-exercise places and other facilities.

A final teleconference meeting with QAU, IEG managers and the naval education director, took place on 16/12/2020 16:30 - 17:15. During this meeting, the EEAP discussed with the QAU members and the other participants' points which needed further clarification, such as the way data analysis and reporting is conducted to facilitate informed decisions regarding the curriculum and research directions of HNA.

Subsequently, the EEAP informed the Commander, the Director of Naval Education and the Dean, orally, about the key findings from their previous meetings and their study of the documents provided for the accreditation.

Overall, the remote visit was very informative and enabled the EEAP to form a broad view regarding the IQAS of HNA. The community of HNA and the external stakeholders made an excellent impression to the AP. All of them were kind and expressed honest willingness to provide any information the EEAP requested. The EEAP was very positively surprised by the maturity of the students and the freedom and comfort of expressing different opinions than those of the academic and military staff.

The schedule, however, was tight and the EEAP in most cases skipped the breaks or minimised their duration to keep up with it. Because of that, some late meetings had to be delayed and the EEAP would like to officially apologise to the corresponding parties. The EEAP feels that the duration of most meetings could have been extended to accommodate the difference with the physical contact meetings where everyone sees all the other participants concurrently.

III. Institution Profile

The Hellenic Naval Academy (HNA) has been providing, since 1845, academic education and naval training to future navy officers who begin their career as Ensign officers of the Hellenic Navy. The current HNA campus is located in Piraeus, since 1905, thanks to the bequest of the great national benefactor Pantelis Vassanis.

The HNA academic status as a university-level institution was initially established by the Royal Decree of 1968 and was reconfirmed by the 2003 Law 3187, jointly signed by the Ministries of National Defence and Education. Its internal regulatory framework is governed by the Presidential Decree 61/2010 and the Operational Regulations Document.

The dual training nature of the Academy, academic and naval, and the close relationship with the parent organization and future employer of its graduates, the Hellenic Navy, aim to bridge the gap between education / research and naval operations / industry.

The HNA's mission spans three well-defined axes:

1. Equip future navy officers with the necessary expertise and capabilities to serve the national mandate of the Hellenic Navy.
2. Produce and transfer knowledge in naval science and technology.
3. Develop characters with naval conscience, professionalism, leadership and social skills.

Cadets join the Academy after successful participation in the National University Entrance Scheme held by the Ministry of Education. HNA offers today a four-year 240 ECTS undergraduate degree in Naval Science and Technology for Deck and Engineering officers. Academic studies are organised in two semesters per year, while naval education is offered in parallel, following an intense on-ship training programme. The curriculum contains science, technology, humanities, and military (naval) topics offered at theoretical, applied and vocational levels. The educational mission of HNA is today served by 34 academic faculty members and 45 part-time teaching staff and trainers (civilian and military).

Since September 2020, HNA also offers a 90 ECTS postgraduate degree in Marine Science and Technology Management, jointly with the University of Piraeus.

The studies in HNA have a strong international character as several foreign cadets participate in the course, following bilateral agreements. All cadets (160 Greek and 20 foreign cadets in 2020) regardless of their nationality and sex, attend the same intensive and demanding training and education. The HNA, being an Erasmus Charter holder, also participates in a broad range of activities of Erasmus+ and Military Erasmus programmes for students and staff.

HNA has built in-house research capabilities in core (navy) related topics such as sea sciences, combat systems, marine electronics and telecoms, naval architecture and marine materials engineering, applied physics and mathematics, etc. Currently, HNA participates in several internal navy projects in cooperation with the Fleet and the naval bases, as well as in seven (7) externally funded R&D projects (national and European) in partnership with other research and industrial stakeholders.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Institution Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD BE DEVELOPED AND ADJUSTED ACCORDING TO THE INSTITUTIONS' AREAS OF ACTIVITY. IT SHOULD ALSO BE MADE PUBLIC AND IMPLEMENTED BY ALL PARTIES INVOLVED.

The quality assurance policy is the guiding document which sets the operating principles of the Internal Quality Assurance System (IQAS), the principles for the continuous improvement of the Institution, as well as the Institution's obligation for public accountability. It supports the development of quality culture, according to which, all internal stakeholders assume responsibility for quality and engage in quality assurance. This policy has a formal status and is publicly available.

The policy for quality is implemented through:

- *the commitment for compliance with the laws and regulations that govern the Institution;*
- *the establishment, review, redesign and redefinition of quality assurance objectives, that are fully in line with the institutional strategy.*

This policy mainly supports:

- *the organisation of the internal quality assurance system;*
- *the Institution's leadership, departments and other organisational units, individual staff members and students to take on their responsibilities in quality assurance;*
- *the integrity of academic principles and ethics, guarding against discriminations, and encouragement of external stakeholders to be involved in quality assurance;*
- *the continuous improvement of learning and teaching, research and innovation;*
- *the quality assurance of the programmes and their alignment with the relevant HAHE Standards;*
- *the effective organisation of services and the development and maintenance of infrastructure;*
- *the allocation and effective management of the necessary resources for the operation of the Institution;*
- *the development and rational allocation of human resources.*

The way in which this policy is designed, approved, implemented, monitored and revised constitutes one of the processes of the internal quality assurance system.

Institution Compliance

The Academy has established a Quality Assurance policy, consanguineous in the legacy of a military institution ("based on rules and standards due to the military nature") while Academy's Quality Assurance Unit (QAU) was established by state law in 2017 (Government Gazette /ΦΕΚ 28/τ.Α'/6-3-2017). The QAU's current composition and structure was determined by the Educational Council in October 2020, broadly in accordance with the above legislation. QAU has no dedicated personnel and operates by the, nevertheless, understaffed deanery. It is also noted that the student representative position of the newly established postgraduate program is still vacant.

The operation and responsibilities of QAU are comprehensively described in the Quality Manual [Document A3], where seven specific procedures are specified. The role of students and staff in the IQAS implementation becomes evident via their participation in the various processes of those procedures. However, an organizational chart of QAU's structure and a concise reference to the main responsibilities of each of the QAU members would better facilitate the effective implementation of the IQAS in the School.

The QAU is supported by three Internal Evaluation Groups (IEGs) responsible for quality issues regarding the IQAS, the Educational Curriculum and the General Coordination, to further promote the establishment, application and revision of IQAS. Each IEG includes academic and naval training staff, students and administrative staff. However, not all IEG managers are QAU members which might negatively affect the overall coordination of IQAS. As in the case of QAU, no explicit task allocation for the IEG members is foreseen in the Quality Manual or elsewhere.

The quality goals and objectives along with the associated KPIs are reviewed annually, according to the *Process 3*, described in the Quality Manual [Document A3], where commitment to continuous improvement to satisfy applicable requirements is explicitly stated. For every defined process, monitoring and improvement actions are envisaged.

The Quality Assurance policy, although novel regarding its structure and terminology, is adequately communicated to all parties involved. However, references to the Quality Manual [Document A3] and other important quality documents, such as the Academy's Quality Goals [Document A6] and Operational Regulations Document [Document A4] should be given in the main policy document [Document A5].

References:

1. [Document A3]: *Εγχειρίδιο Ποιότητας*, Φεβρουάριος 2020
2. [Document A4]: *Εσωτερικοί Κανονισμοί Ιδρύματος*, Μάρτιος 2020
3. [Document A5]: *Πολιτική Ποιότητας της ΣΝΔ*, Μάρτιος 2020
4. [Document A6]: *Στοχοθεσία Ποιότητας του Ιδρύματος*, Μάρτιος 2020.

Panel Judgement

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

Panel Recommendations

- R 1.1 Taking into account budgetary limitations and procedural restrictions, HNA could consider full-time staffing of the Quality Assurance Unit (QAU) both for secretarial support and, mainly, for automated data acquisition and analysis via web technologies.
- R 1.2 The organization, structure and members' main responsibilities of the QAU could be clearly documented either in the Quality Manual or elsewhere (for instance on the website).
- R 1.3 The well-established policy of the Academy regarding QA should be better reported both internally and externally, possibly embedding the existing naval training and QA processes in the HAHE procedures. In that way, the HNA excellence would be evidenced and some best practices could be propagated to other academies or higher education institutes.
- R 1.4 The Quality Assurance Policy document is the main point of reference regarding the Academy's IQAS. As such, it should contain clear references to the other important policy documents such as the Quality Manual, the Academy's Quality Goals document and the Operational Regulations Document.

Principle 2: Provision and Management of the Necessary Resources

INSTITUTIONS SHOULD ENSURE APPROPRIATE FUNDING FOR LEARNING AND TEACHING ACTIVITIES, RESEARCH, AND ACADEMIC ACTIVITIES IN GENERAL. RELEVANT REGULATIONS SHOULD BE IN PLACE TO ASSURE THAT ADEQUATE INFRASTRUCTURE AND SERVICES FOR TEACHING AND RESEARCH ARE AVAILABLE AND READILY ACCESSIBLE (E.G. CLASSROOMS, LABORATORIES, LIBRAIRIES, IT INFRASTRUCTURE, PROVISION OF FREE MEALS, DORMITORIES, CAREER GUIDANCE AND SOCIAL WELFARE SERVICES, ETC.).

Funding

The Institution ensures adequate funding to cover not only the overhead and operational costs (regular budget and public investment budget) but also costs related to research, innovation and development (Special Account for Research Funds, Property Development and Management Company). The financial planning and the operation of an effective financial management system constitute necessary tools for the full exploitation of the resources.

Infrastructure

Based on the requirements and needs arising during its operation, the Institution has determined ways to define, allocate and maintain all the necessary resources to ensure its smooth and proper functioning, i.e. teaching, research and auxiliary facilities, equipment and software, support facilities (cleaning, transportation, communication) etc. The scope of the IQAS should include a suitable managing and monitoring system to safeguard the infrastructure. Compliance to the internal regulations is also necessary.

Working environment

The Institution ensures -as far as possible- that the working environment has a positive effect on the performance of all members of the academic community (students and staff). Factors that are taken into consideration towards the creation of such a favorable environment are, among others, the sanitary facilities, the lighting/heating/ventilation system, the cleanliness and the overall appearance of the premises, etc. The scope of the IQAS should include an appropriate managing and monitoring system to promote a favorable working environment and to ensure compliance with the existing provisions.

Human resources

The Institution and the academic units are responsible for the human resources development.

The subject areas, as well as the competences and tasks of the staff members are defined by the corresponding job descriptions that are established within the operation scope of each academic or administrative unit. These posts are filled following the requirements set by the law, on the basis of transparent, fair and published processes. The continuous training and evaluation of the staff is considered necessary for the enhancement of the performance, which is recorded and monitored as provided in the context of the IQAS.

The Institution should acknowledge and provide the necessary resources for the implementation of the IQAS, its enhancement and the provision of services that assist the satisfaction of the quality assurance requirements. Moreover, the Institution (Quality Assurance Unit-QAU) should properly organise the administrative structure and staffing of the IQAS, with a clear allocation of competences and tasks to its staff members.

Institution Compliance

Funding

The Academy does not have direct control of its expenditures as the authority of the purchasing process resides with the Hellenic Ministry of National Defence (HMoD/ΥΠΕΘΑ). HNA is part of the Hellenic Navy and, therefore, has to follow all the general procedures (planning and accounting)

of the Navy. Its main source of funding is the appropriation from the regular budget of the National Defence Ministry and, to a lesser extent, through donations and competitive National or EU funded projects. HNA expenditure is controlled centrally by the Navy at the level of the Hellenic Navy General Staff (HNCS/ΓΕΕΘΑ), following 3-year and 5-year planning cycles, respectively for the operational and the development budgets.

The financial management of competitive / co-funded research is done through the Special Account for Research Grants (SARG/ΕΑΚΕ) of the National Defence Ministry causing considerable bureaucracy with severe negative implications on the implementation of the academic and, especially, the research functions of HNA and it does not efficiently support the Academy's needs in delivering its institutional missions. The Panel understands that the lack of a dedicated SARG, as is the case of the majority of Greek Higher Education Institutes (HEI) has had a negative impact primarily on HNA's research capacity but also on a range of other activities like the collaboration with Academia and Industry, renewal of laboratory equipment and establishing postgraduate programmes of study. Ultimately, this is not beneficial for the armed forces and to a certain extent the Nation as a whole. Indeed, the establishment of a dedicated SARG for each of the Hellenic Military Academies has been recommended from all evaluation panels since more than five (5) years ago. In this context, the participation of the Deans of the military Academies in the board of SARG or the reported excellent relations of HNA with Hellenic Navy General Staff (HNCS / ΓΕΝ) and the apprehension and support by some Hellenic National Defence General Staff (HNCS / ΓΕΕΘΑ) services, do little to alleviate the situation.

HNA has established rules and procedures for reviewing requests and data from all its units and makes recommendations for the allocation of resources within the limitations prescribed by HMoD and the SARG. Levering on its excellent public image and relations with the Navy, the local communities and the Greek shipping industry, it has taken commendable steps towards bypassing these severe barriers. Notable examples are the recent collaborations with the University of Piraeus and the Engineering School of Crete for the implementation of postgraduate and research programs.

The Panel hopes that HNA will be given the financial management autonomy necessary to fulfil their institutional role also in the area of research, in collaboration with other research establishments and Industry, in the frame of a Strategic National Defence Research & Development (R&D) planning.

Infrastructure

The campus of the HNA extends in a promontory, now well within the Piraeus city limits, offering a beautiful view of the Piraeus port entrance and the Saronikos bay. It comprises many buildings housing the Academy's administration, the teaching and lab spaces as well as the physical education and military training facilities. Vassanion building, housing the administration, is HNA's showcase: an exquisite neoclassical building, very well adapted and maintained.

Both the Institution and the cadets reported that the existing infrastructure is enough to meet current HNA cadet needs, especially as it was designed for a much larger cohort. It provides the necessary services for smooth functioning, such as: well-appointed spaces for teaching and other

related activities, appropriate spaces for lodging and dining, athletic and recreational facilities. The Academy has its own naval vessel used primarily for cadet training. HNA monitors and maintains well the infrastructure, through the standard military procedures.

The laboratory equipment and facilities are, in general, at a satisfactory level, although some equipment is old and inadequate, especially for research. This has been the result of the funding deficiencies mentioned in the previous section, combined with the recent severe economic crisis. However, HNA's management is well aware of the situation and has taken improvement steps, also using external funding and donations. These issues are acknowledged in the IQAS report where the upgrading of the laboratory equipment is one of the quality goals [Document A6, *quality goal Σ4.3*]. The EEAP cannot but underline the importance of upgrading and maintaining the teaching/training and research equipment (both hardware and software) up to the most modern standards. Particular care should be taken towards the introduction of modern virtual reality and other modern digital technologies, beneficial for the operation and maintenance of the modern naval vessels.

Finally, the Panel cannot but praise the initiative to overcome the well-known funding obstacles and meet the library needs of cadets and staff through the services of the Evgenidio foundation.

Working environment

HNA manages to maintain a clean and attractive physical environment. This is true both in what concerns the health & safety of the cadets and personnel as well as the preservation of the natural environment, as has been also reported by the Piraeus local authorities. The Academy and personnel, past and present, should be congratulated for their continued efforts in the stewardship of their working environment.

From the conversations with staff, cadets, alumni, and stakeholders, the EEAP can confirm that HNA provides an environment characterized by proximity, familiarity and respectful relationships for all, enabling a culture of "quality". A specific quality goal was set for the continuous improvement and upgrade of lecture halls and teaching rooms and labs [Document A6, *quality goal Σ4.2*].

Human resources

The Leadership of the HNA and, the Hellenic Navy General Staff (ΓΕΝ) recognizes the importance of the development of its human resources for the qualitative enhancement of teaching and research. It tries encouraging and offering opportunities for everyone to grow in their professional role, despite the severe regulatory limitations stated in the sections above relating to funding and infrastructure.

The continuous training and evaluation of the staff should be safeguarded/enhanced through the recently introduced QA processes and standing orders of the Navy. However, the regulatory framework of the military academies and the bureaucratic difficulties, mentioned in the previous subsections, limit the opportunities for the academic staff to expand their research opportunities and progress in their academic career.

HNA is distinguished for its small size but succeeds to afford a very satisfactory ratio of approximately 5.5 cadets per faculty member, which is lower than most Greek academic institutions, including the other Military Academies. Such a low cadet-to-faculty ratio is beneficial both for the Cadets and Faculty and allows for a very personal and productive work environment. However, the EEAP is concerned that the excessive time and bureaucracy required to advertise and fill the academic vacancies could adversely affect the cadets per faculty ratio in the near future, when the number of admitted cadets will be substantially increased. Nevertheless, a quality goal that tries to secure the low cadet to faculty ratio was set in the IQAS [Document A6, *quality goal Σ4.1*].

The Faculty and Cadets of the HNA have an adequate international experience, a good percentage of whom have participated in international exchange programs. Academic staff members have carried out postgraduate studies abroad while some participate in academic networks and international scientific conferences.

Finally, the EEAP has to point out that the lower salaries of the HNA academic staff, as compared to the standard salaries of the other Greek academic institutions, creates an undesirable inequality and is a threat to the continuing success of the Academy, particularly concerning its ability to attract highly qualified academic staff.

References:

1. [Document A6]: *Στοχοθεσία Ποιότητας του Ιδρύματος*, Μάρτιος 2020.

Panel Judgement

Principle 2: Provision & Management of the Necessary Resources	
2.1 Funding	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
2.2 Infrastructure	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
2.3 Working Environment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
2.4 Human Resources	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 2: Provision & Management of the Necessary Resources (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- R 2.1 A Special Account for Research Grants (EAKKE) should be placed within the Academy and be administered by the HNA via a Research Committee, in line with most Higher Education Institutions (AEI) in Greece and abroad.
- R 2.2 HNA should continue updating its laboratories up to the most modern standards, taking into account the contemporary training and the research needs. Particular emphasis should be given to virtual reality simulators and other digital tools for the training and research on naval operations and vessel maintenance.
- R 2.3 Efforts should be made to normalize the salaries of the HNA academic staff to match those of the overall academic community of Greek Higher Education Institutions (AEI).

Principle 3: Establishing Goals for Quality Assurance

INSTITUTIONS SHOULD HAVE CLEAR AND EXPLICIT GOALS REGARDING THE ASSURANCE AND CONTINUOUS UPGRADE OF THE QUALITY OF THE OFFERED PROGRAMMES, THE RESEARCH AND INNOVATION ACTIVITIES, AS WELL AS THE SCIENTIFIC AND ADMINISTRATIVE SERVICES. THESE GOALS MAY BE QUALITATIVE OR QUANTITATIVE AND REFLECT THE INSTITUTIONAL STRATEGY.

The Institution's strategy on quality assurance should be translated into time-specific, qualitative and quantitative goals which are regularly monitored, measured and reviewed in the context of the IQAS operation, and following an appropriate procedure.

Examples of quality goals:

- *rise of the average annual graduation rate of the Institution's Undergraduate Programmes to x%;*
- *upgrade of the learning environment through the introduction of digital applications on*;
- *improvement of the ratio of scientific publications to teaching staff members to*;
- *rise of the total research funding to y%*

The goals are accompanied by a specific action plan for their achievement, and entail the participation of all stakeholders.

Institution Compliance

The AP observed that HNA has tried to adapt the well-established military QA procedures and culture, with clear and documented assignments and tasks, to the QA procedures imposed by the HAHE in an effort to systematically support the Academy's IQAS and Quality Assurance Unit (QAU). To this end, IEGs have been introduced to better support QAU in implementing effectively the IQAS.

HNA has set a clear vision with associated strategic (high-level) goals, including the capacity to perform research, the quality of teaching, training and infrastructure, the networking at international level and advancement of academic personnel. Those goals clearly map the Academy's mission and are highlighted in the Academy's Strategic Plan [Document A7]. Each of the strategic goals is associated with clearly defined quality goals as it can be seen in the Quality Goals document [Document A6]. Quality goals are broken down in measurable indices with base values set as per the beginning of 2020 and targets for the beginning of 2021. Unfortunately, no KPIs are provided after that date (i.e., long-term targets) while in several cases, for instance in the curriculum quality goal ($\Sigma 1.1$), KPIs do not seem appropriate for the associated quality goal.

A minor issue concerns the lack of office spaces for academic and military staff, which, according to the HNA's certification proposal [Document A1] is not enough. No clues were provided on how this issue can be resolved and, most importantly, this specific item is absent from the HNA's quality goals [Document A6]. In general quality goals related to the *administration* of funding, human resources, infrastructure management, are missing.

The Quality Manual, based on the HAHE template, is quite generic and not adapted to the particular nature of HNA. Although benchmarking with similar institutions across the country is

facilitated when adopting the generic quality goals and KPIs suggested by HAHE, the specificities of each institution and, possibly, the ownership of the IQAS procedures by the key players, are lost. This is a general problem that appears in the IQAS of many HEIs where the exact replication of a set of standard HAHE guidelines and indicators results in the loss of the particular HEI's characteristics and conditions.

The fact that the Institution was constrained to follow the HAHE templates is counterproductive. In the case of the Military Academies, the IQAS fails to map very important parameters like, in particular, the satisfaction of the Academy's main "client", i.e., the Hellenic Navy.

References:

1. [Document A7]: *Στρατηγικός Προγραμματισμός του Ιδρύματος 2020 - 2024*, Μάρτιος 2020
2. [Document A6]: *Στοχοθεσία Ποιότητας του Ιδρύματος*, Μάρτιος 2020.
3. [Document A1]: *Πρόταση Πιστοποίησης του Εσωτερικού Συστήματος Διασφάλισης Ποιότητας (ΕΣΔΠ)*, Μάιος 2020.

Panel Judgement

Principle 3: Establishing Goals for Quality Assurance	
3.1 Study Programmes/ education activities	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
3.2 Research & Innovation	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
3.3 Administration (funding, human resources, infrastructure management)	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
3.4 Resources (funding, human resources, infrastructure)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 3: Establishing Goals for Quality Assurance (overall)	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- R 3.1 HNA is encouraged to adapt the HAHE provided QA scheme to better reflect its specificities and, at least, include feedback from their main stakeholders, the Navy and Armed Forces General Staff (ΓΕΝ and ΓΕΕΘΑ) and its alumni.
- R 3.2 HNA should extend its QA planning and include long-term KPIs (possibly 5-year) for its quality goals, establishing additional revision procedures (possibly yearly) where required.
- R 3.3 Proper KPIs for the revision / update of the Programme of Study (quality goal Σ1.1) should be considered.
- R 3.4 KPIs related to the relevance of research to the mission of HNA should be considered.
- R 3.4 Quality goals and relevant KPIs for the administration should be considered.

Principle 4: Structure, Organisation and Operation of the IQAS

INSTITUTIONS SET UP AND ESTABLISH AN INTERNAL QUALITY ASSURANCE SYSTEM, WHICH INCLUDES PROCESSES AND PROCEDURES COVERING ALL AREAS OF ACADEMIC ACTIVITIES AND FUNCTIONS. SPECIAL FOCUS IS GIVEN ON THE QUALITY OF TEACHING AND LEARNING, INCLUDING THE LEARNING ENVIRONMENT, RESEARCH, INNOVATION AND GOVERNANCE.

The key goal of the internal quality assurance system (IQAS) is the development, effective operation and continuous improvement of the whole range of the Institution's activities, and particularly, of teaching, research, innovation, governance and relevant services, according to the international practices - especially those of the European Higher Education Area - and the HAHE principles and guidelines described in these Standards.

Structure and organisation

In each Institution, the Quality Assurance Unit (QAU) holds the responsibility for the administration and management of the IQAS. The QAU is set up according to the existing legislative framework and is responsible for:

- *the development of specialised policy, strategy and relevant processes towards the continuous improvement of the quality of the Institution's work and provisions;*
- *the organisation, operation and continuous improvement of the Institution's internal quality assurance system;*
- *the coordination and support of the evaluation process of the Institution's academic units and other services, and;*
- *the support of the external evaluation and accreditation process of the Institution's programmes and internal quality assurance system in the context of the HAHE principles and guidelines.*

The Institution's IQAS and its implementation processes are determined by the decisions of the competent bodies, as provided by the law, and are published in the Government Gazette, as well as on the Institution's website. The above are reviewed every six years, at the latest.

To achieve the above goals, the QAU collaborates with HAHE, develops and maintains a management information system to store the evaluation data, which are periodically submitted to HAHE, according to the latter's instructions. The QAU is responsible for the systematic monitoring of the evaluation process and for the publication of evaluation-related procedures and their results on the Institution's website.

The QAU structure has been approved by the Institution's competent bodies, as provided by the law, while all competences and tasks accruing from this structure are clearly defined.

Operation

The Institution takes action for the design, establishment, implementation, audit and maintenance of the Internal Quality Assurance System (IQAS), taking into account the Standards' requirements, while making any necessary amendments to ensure fitness to achieve its aims.

The above actions include:

- *provision of all necessary processes and procedures for the successful operation of the IQAS, as well as implementation of the above processes and procedures on all of the Institution's parties involved; the Institution's areas of activity can constitute the IQAS processes, e.g. teaching, research and innovation, governance, services etc. An IQAS process is an area of activity including data input, data processing and outputs. A procedure defines the way an action is implemented and includes a course of stages or steps, e.g. the curriculum design procedure;*
- *determination of how the IQAS procedures / processes are audited, measured and assessed, and how they interact;*
- *provision of all necessary resources to enable the IQAS function.*

Documentation

The IQAS documentation includes, among other things, a series of key documents demonstrating its structure and organisation, such as the Quality Manual, which describes how the Standards' requirements are met.

The Annexes of the Quality Manual include:

- *the Quality Policy and the Quality Assurance Objectives;*
- *the necessary written Procedures, along with the entailed forms;*
- *the necessary Guides, External Documents (e.g. pertinent legislation), as well as any other supporting data;*
- *the standing organisational structure of the QAU, with a detailed description of the competences, the required qualifications and the goals for each post. The organisational chart is structured in a manner that ensures that the IQAS organisational requirements are fully and properly met.*

Institution Compliance

The Quality Assurance Unit (QAU) of HNA complies with the existing legislative framework. QAU is staffed with civilian and military personnel from the Academy's permanent staff. As already pointed out in Principle 1, the QAU is supported by three Internal Evaluation Groups (IEGs) responsible for quality issues regarding the IQAS, the Educational Curriculum and the General Coordination. However, not all IEG managers are QAU members which might negatively affect the effective implementation of the IQAS.

The Academy's website provides a clear description of the terms of reference and membership of QAU. However, the terms of reference and membership of the Internal Evaluation Groups (IEGs/OMEAs) could have been better communicated (in the webpage and staff manual) with an inclusion of an accountability diagram that links QAU with HNA's organization chart.

HNA has developed a Quality Manual [Document A] that covers all the appropriate actions to ensure effective planning, implementation and control of the main quality processes. The Quality Manual provides a clear description of inputs and outputs for each process, as well as the associated procedures including the stages that should be followed. It also includes the way the procedures/processes are audited, measured and assessed, and how they interact. The EEAP found the Quality Manual up-to-date and easy to understand but not convincingly adapted to the specificities of HNA. In particular, it seems that there is no direct connection of HNA's quality goals, as stated in the Quality Goals document [Document A6], and the processes described in the manual.

Based on the information provided, the EEAP believes that, to a large extent, the processes are carried out as planned and in compliance with the standards. There is evidence of a good record of the IQAS data, although the associated management information system is not explicitly described. There is, still, space to improve the IT infrastructure associated with the IQAS processes and actions minuted/taken as a result of their application. This could be due to insufficient QAU human resources. Finally, a formal route for receiving and providing feedback to the Academy's stakeholders, and more specifically the agencies and units where the cadets are deployed, would hugely benefit HNA's IQAS. It is evidenced that there are informal paths to get such feedback, but they seem to be ad-hoc rather than based on a systematic approach.

HNA has the great advantage of a well-defined main end-user (the Navy) and can easily trace all its graduates. HNA must exploit this advantage in IQAS by including additional very important KPIs i.e., on the Navy’s satisfaction and its alumni career development.

References:

1. [Document A3]: *Εγχειρίδιο Ποιότητας*, Φεβρουάριος 2020
2. [Document A6]: *Στοχοθεσία Ποιότητας του Ιδρύματος*, Μάρτιος 2020.

Panel Judgement

Principle 4: Structure, Organization and Operation of the IQAS	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- R 4.1 The Academy should integrate existing quality and review procedures (which are present but not reported in IQAS) within the Quality Manual, with a clear description of inputs and outputs for each process.
- R 4.2 HNA must include in IQAS additional KPIs on the Navy’s satisfaction and its alumni career development.
- R 4.3 The Academy should integrate any existing procedural documentation (e.g., Government Gazette, etc.) as appendices in the manual or at least the links that can be found in the HNA webpages.
- R 4.4 IT and administrative support should be integrated within QAU to facilitate the collection and management of data related to the IQAS processes.
- R 4.5 A procedure should be established to further endorse the active engagement of all members of the IEGs with the IQAS periodically and more systematically.
- R 4.6 A procedure should be established for collecting information for the continuous curriculum development that allows effective engagement with internal and external stakeholders.

Principle 5: Self-Assessment

THE INTERNAL QUALITY ASSURANCE SYSTEM COMPRISES PROCEDURES PROVIDING THE IMPLEMENTATION OF THE ANNUAL SELF-ASSESSMENT OF THE INSTITUTION'S ACADEMIC AND ADMINISTRATIVE UNITS, ADDRESSING AREAS OF OVERSIGHTS OR SHORTCOMINGS, AND DEFINING REMEDIAL ACTIONS TOWARDS THE ACHIEVEMENT OF THE SET GOALS, AND EVENTUAL IMPROVEMENT.

The QAU conducts, on an annual basis, a self-assessment of the IQAS, following the written procedure provided for each area of activity, which is implemented by a certain academic or administrative unit, as appropriate. The procedure determines the timing, the participants, the data under consideration, and the expected outcomes. The self-assessment aims at a final estimation of the suitability of the IQAS in force, as well as at basing decisions concerning the necessary remedial or precautionary actions for improvement.

The data considered in the context of the self-assessment of a programme may, for example, include:

- *students performance;*
- *feedback from students / teaching staff;*
- *assessment of learning outcomes;*
- *graduation rates;*
- *feedback from the evaluation of the facilities / learning environment;*
- *report of any remedial or precautionary actions undertaken;*
- *suggestions for improvement.*

The outcomes of the self-assessment are recorded in internal reports drawn up by the QAU. The reports identify any areas of deviation or non-compliance with the Standards, and are communicated to the interested parties (if appropriate). The Institution's resolutions concerning any modification, compliance, or enhancement of the IQAS operation might include actions related to:

- *the upgrade of the IQAS and the pertinent processes;*
- *the upgrade of the services offered to the students;*
- *the reallocation of resources;*
- *the introduction of new quality goals, etc.*

The outcomes of the self-assessment are recorded and, along with the source data, are archived as quality files.

A special procedure is followed for the compliance check of newly launched programmes (of all three cycles), or programmes that are to be reviewed shortly, prior to the institutional approval of the programme.

Institution Compliance

Procedures and outcomes of the self-assessment process are described in the Quality Manual, and there is evidence that they could be effectively implemented. The self-assessment aims at the suitability of the IQAS in force, as well as, at reporting and making decisions concerning the necessary remedial or precautionary actions for improvement. Several examples of actions were discussed with the directors of the seven "departments" (sectors) where actions were taken based on data collected via quality processes. Some of these actions for improvement regarding teaching quality are obtained from the internal teaching quality assurance process initiated from the students' feedback on comments and recommendations to improve existing modules and the

methods of delivery. The EEAP believes that action plans related to the quality of the curriculum are sufficiently implemented but there is still room for improvement, particularly on identifying ways in benefiting from external stakeholders (the contributions of whom were found to be of great significance) in a more systematic way. Nevertheless, self-assessment results need to be reported in more detail focusing on specific actions to be taken within clearly specified time plans.

The EEAP believes that self-assessment is practically implemented in most administrative units but there is no clear reference in the IQAS on the way the main findings of these assessments could be used towards the HNA missions. QAU, through its representatives in the various IEGs, carries out regular (annual) reviews of academic and administrative units of the Academy, as also reported in the Academy’s IQAS. Yet, not all administrative units, estate activities and departments appear to be recorded within the self-assessment review process and reported in the corresponding QAU webpages. This could be an omission due to a lack of IT support, as mentioned elsewhere.

During the various meetings, the EEAP felt that the chief administrative personnel is not fully aware of the new IQAS procedures, set out in response to the HAHE accreditation request, and, thus, it could be difficult to effectively contribute to it.

Nevertheless, a full self-assessment of IQAS could only be feasible after a few cycles of implementation and internal reviews across all departments and administrative units. At this stage EEAP could only identify evidence of self-assessment pertaining only to the teaching process, and, to some degree, the individual research performance of the academic staff.

Panel Judgement

Principle 5: Self-Assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- R 5.1 The self-assessment process should be extended to include specific plans for transforming the findings of the internal evaluation report into strategic, quality and operational goals.
- R 5.2 IEGs need to initiate approaches and establish related procedures to achieve a wider representation of internal and external stakeholders in the self-assessment process to provide feedback related to cadets’ training and research directions.
- R 5.3 QAU, through its representatives in the various IEGs, should report (in their intranet) their minutes and actions taken (as also stated in their IQAS) and extend this to all administrative units and activities.

Principle 6: Collection of Quality Data: Measuring, Analysis and Improvement

INSTITUTIONS ARE FULLY RESPONSIBLE FOR THE COLLECTION, ANALYSIS AND USE OF INFORMATION IN AN INTEGRATED, FUNCTIONAL AND READILY ACCESSIBLE MANNER, AIMING AT THE EFFECTIVE MANAGEMENT OF THE QUALITY DATA RELATED TO TEACHING, RESEARCH AND OTHER ACADEMIC ACTIVITIES, AS WELL AS OF THOSE RELATED TO THE ADMINISTRATION.

The QAU should establish and operate an information system to manage the data required for the implementation of the Internal Quality Assurance System.

The QAU measures and monitors the performance of the various activities of the Institution, through appropriate procedures established in the context of the IQAS structure, and assesses their level of effectiveness. The measuring and monitoring is conducted on a basis of indices and data provided by HAHE in the pertinent guidelines and forms, which are part of the National Information System for Quality Assurance in Higher Education (NISQA). These measurements may concern: the size of the student body, the size of the teaching and administrative staff, the infrastructure, the structural components of the curricula, students' performance, research activity performance, financial data, feedback on student and faculty satisfaction surveys, data related to the teaching and research activity, services, infrastructure, etc.

The QAU makes use of the figures and presents the results for consideration using statistical analysis. Outcomes are displayed through histograms and charts. This sort of information is used by the Institution for decision making, at all levels, pursuing improvement, as well as for setting, monitoring, assessing and reviewing the Institution's strategic and operational goals.

Institution Compliance

Programmes of Study

Information concerning the evaluation of individual undergraduate courses is collected from the students in the form of questionnaires containing also open questions. These questionnaires cover the quality of course content as well as the teaching approaches. Data collection is done electronically, through a conditional system, by the use of a special access code provided to the students to preserve anonymity. The Panel has confirmed with staff, cadets and graduates, that the overall process is satisfactory. Accuracy and quality of gathered information are confirmed via assortment and the indisputable un-traceability of the identity of partaking students in the assessment.

The surveys are conducted at the end of each academic semester. Cadets' participation in the evaluation is also satisfactory, reaching an average of 80% of the cadets across all courses. The information assembled through the questionnaires and the processed data permit to build up quantitative indices to be overseen by QAU and eventually to be integrated within IQAS. They also allow comparisons with the other Military Academies and HEI in Greece as it appears that most of the derived indices are driven by the recommendations of HAHE. Furthermore, this information is conceivably exceptionally helpful as it can guide strategy choices in the programme of studies but is not mapped to the immediate requirements and particularities of the Academy.

No surveys are performed for the non-academic part of the program and the internships (educational naval trips), but this information is still available through the well-established training practice of the naval part of the program.

Data processing is mainly performed through MS Excel allowing the creation of informative graphs and charts that permit a partial but fast inspection of the overall situation including comparisons and trends. A weak point in the process is the utilisation of cadets' feedback in the form of qualitative data through the open questions. Neither the cadets nor the staff are convinced that this type of feedback is properly processed and utilised in a systematic way.

Although the relationship with external stakeholders is strong and bilaterally fruitful, there is no regular procedure for incorporating their feedback in the evaluation of the programmes. HNA has the great advantage of being able to easily trace all its graduates. HNA must exploit this advantage and take feedback from them too and, eventually, correlate their career development with the performance of the Academy during their education.

Evaluation of the postgraduate programs is conducted with the cooperation of other academic institutions that are expected to cover this requirement.

Overall, the EEAP considers that the longer the feedback collection system is used, regarding the Programmes of Study, the more effective it will be in revealing weaknesses or inconsistencies. As the years progressed, by the volume of information gathered, factual correlations will be enabled that, additional to their value per se, will also reveal any inconsistencies of the raw data and other weaknesses.

Research & Innovation

Research performance is evaluated through annually submitted reports by the members of the academic staff individually. There is no information to what extent those data are processed and utilised in the framework of IQAS.

As in the case of Study Programmes, despite the strong and mutually fruitful relationship with external stakeholders, there is no systematic procedure for collecting and incorporating their feedback within HNA's research infrastructure / performance.

Administration

The monitoring of all assets (buildings, equipment etc.) is closely performed by legacy methods. However, it is unclear to what extent this information is integrated within the IQAS.

Human Resources

The EEAP did not notice any quality goals related, even indirectly, with the satisfaction and career development of the permanent administrative personnel. This is also true, in a lesser degree, for the Academic personnel where career development is mainly governed by the regulations hold across the country. As a result of the above, no formal data collection procedures were identified for the human resources to guide decisions regarding the strategic goal Σ4 [Document A6].

References:

1. [Document A6]: *Στοχοθεσία Ποιότητας του Ιδρύματος*, Μάρτιος 2020.

Panel Judgement

Principle 6: Collection of Data: Measuring, Analysis & Improvement	
6.1 Study Programmes / education activities	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
6.2 Research & Innovation	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
6.3 Activities related to the administration (funding, human resources, infrastructure management)	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
6.4 Human Resources	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Principle 6: Collection of Data: Measuring, Analysis & Improvement (overall)	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- R 6.1 HNA should aim at a fully integrated Information Technologies System (ITS) for the collection and analysis of IQAS data.
- R6.2 HNA should also include input from naval training activities in the IQAS.
- R6.3 HNA should include feedback from its graduate naval officers regarding their studies in the Academy as well as statistical data pertaining to their career development.
- R6.4 HNA should consider quality goals, relevant KPIs and feedback collection mechanisms for the human resources.

Principle 7: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES IN A DIRECT AND ACCESSIBLE MANNER. ALL PERTINENT INFORMATION SHOULD BE UP-TO-DATE, CLEAR AND OBJECTIVE.

The QAU publishes data related to IQAS structure, organisation and operation. Furthermore, the QAU publishes data pertinent to the institutional quality policy and objectives, as well as information and data relevant to the Institution's internal and external evaluation. In the context of the self-assessment process, the QAU verifies that adequate information regarding the teaching activities and, particularly, the programmes' profile and the overall institutional activity is publicly available. QAU makes recommendations for improvement, where appropriate.

Institution Compliance

The HNA has its own website which is maintained and updated by its personnel. Overall, the website is well structured and easy to navigate. Moreover, all published information is up-to-date, clear and accessible.

With regard to Quality Assurance, the Academy's website includes all important information related to the teaching and research activities of the Academy. It also includes information about athletic and cultural events and social service activities. Both the curriculum structure and the study guide of all undergraduate and postgraduate programs of study are uploaded to the website and can be downloaded online. The key information for each programme of study (attendance mode, course summaries, degrees awarded and teaching staff of academic personnel) is made available online via the website. Additionally, information regarding the structure and operation of the Academy's IQAS is available online.

The Academy's Mission Statement and Quality Assurance Policy are properly stated online, in separate entries in the Academy's website. Further, the external evaluation reports of the Academy have been uploaded and are easily accessible on the website. On the other hand, the internal evaluation reports are not uploaded. It is noted that the Academy worked systematically towards implementing the recommendations of the previous external evaluation and achieved remarkable results (such as the establishment of postgraduate study programmes and collaborations with other universities). These follow-up actions are mentioned on the website but not in relation to the previous evaluation.

Finally, it is noted that most (but not all) entries exist in two languages, Greek and English. This is particularly positive, given the added complexity and effort to maintain one website in two different languages. However, the part of the website that is dedicated to Quality Assurance currently exists only in Greek.

Panel Judgement

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

Panel Recommendations

- R7.1 The Panel recommends that the follow-up report of the last evaluation be added to the Academy's website, on the same page as the one dedicated to the first evaluation.
- R7.2 The Academy needs to provide an English version of the web pages related to the Quality Assurance Unit structure and outputs.
- R7.3 The Academy could upload a summary of the annual internal evaluation reports on its website.

Principle 8: External Evaluation and Accreditation of the IQAS

INSTITUTIONS SHOULD BE PERIODICALLY EVALUATED BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, FOR THE PURPOSE OF ACCREDITATION OF THEIR INTERNAL QUALITY ASSURANCE SYSTEMS (IQAS). THE PERIODICITY OF THE EXTERNAL EVALUATION IS DETERMINED BY HAHE.

External quality assurance, in the case in point external evaluation aiming at accreditation, may act as a means of verification of the effectiveness of the Institution's internal quality assurance, and as a catalyst for improvement, while opening new perspectives. Additionally, it can provide information with a view to public acknowledgement of the positive course of the Institution's activities.

The Higher Education Institutions engage in periodic external quality assurance which is conducted taking into consideration any special requirements set by the legislation governing the operation of the Institutions and their academic units.

Quality assurance, in this case 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 ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Institution Compliance

The Academy engages in the IQAS accreditation procedure according to the standards set by the HAHE; in other words, it is planned to organize evaluations every four years. The Panel finds that the members of the staff (of all types) are well informed about the IQAS review process and appreciate its importance and contribution to the quality of the activities of the Academy. Moreover, all the stakeholders acknowledge the importance of the IQAS review and contribute to it in an active and very positive manner. It is also worth adding that, with regards to the last external evaluation, the Academy did prepare a follow-up report for HAHE.

The Academy engages in a detailed internal evaluation process that takes place annually. At the end of this process, it prepares an annual internal evaluation report, which is then submitted for comments and further action to the General Command of the Hellenic Navy. Part of this internal evaluation process includes the evaluation of all courses offered by the cadets who took them. In turn, the first-in-class cadet communicates the results of these evaluations to their respective classes.

Panel Judgement

Principle 8: External Evaluation & Accreditation of the IQAS	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- R8.1 The Panel recommends that the Academy inform all the IQAS involved partners of the results of the external evaluations organized by HAHE and provide them with a note on the envisaged follow-up action.

PART C: CONCLUSIONS

HNA is one of the key institutions of the Hellenic armed forces, as per the history, tradition, geographical location and the role of Greece in the current geopolitical scene. The EEAP was pleased to find a well-organized educational institution with a motivated faculty, staff and, above all, cadets. The EEAP believes that HNA should be further motivated and facilitated to achieve, in addition to the high-quality cadet education and training, the high-quality research standards required to stand up to such a prestigious role. The introduction of an institutional research capacity and postgraduate programmes are two concrete positive steps towards that direction, that indicate the potential of the HNA research staff. They do have the capacity to target specific core-application areas where HNA could become a reference, possibly as part of a National Strategic Plan for Defence RTD.

The IQAS could be an important tool for pursuing the aforementioned goals in a coordinated and efficient manner, provided that the strategic research goals are well-articulated and attached to specific KPIs. HNA should leverage on its important strong points and further improve by incorporating in IQAS existing QA procedures and practices, including its excellent relations and feedback from the Navy, in order to avoid excessive bureaucracy and replication of procedures.

I. Features of Good Practice

The EEAP acknowledges that a considerable amount of work has been carried out in the HNA for the design and implementation of an effective and efficient IQAS based on the HAHE guidelines. The members and staff of the QAU and IEGs are dedicated and actively engaged towards this goal and the EEAP encourages them to continue the hard work they do.

HNA has well established, documented procedures as part of the military operational procedures and practices. It has also fully implemented the HAHE recommendations regarding IQAS. The cadets and the academic and military staff were willing to participate in the QA processes.

HNA has been in the very fortunate situation of having cadets of excellent intellectual quality, motivation and devotion, attracting top-grade candidates in the entrance exams. HNA has built on these cadets and has produced, to date, excellent officers who embrace the QA principles and actively participate in the IQAS procedures.

HNA benefits from excellent relations with the Navy, its main stakeholder. It continues to have relationships with most of its alumni even after the completion of their careers in the Navy, some of whom return to the Academy as instructors. Hence, the Academy is well placed to have excellent feedback on the quality of its services and qualifications of its graduates.

II. Areas of Weakness

Some of the above-mentioned strengths of the HNA, including its QA system, are not reflected adequately in the HNA Strategic Planning nor the IQAS documents given to the EEAP through

HAHE. Some actions and procedures are ad-hoc and are not recorded in the IQAS but are part of military standing orders. This is partly due to the superposition of the HAHE imposed IQAS on top of the existing military procedures and practices.

The KPIs attached to the quality goals that are related to the training mission of HNA are too broad and do not help in making informed decisions regarding the modification / update of the undergraduate program of studies. HNA has a well-defined main end-user, the Navy, with which it maintains excellent relations but does not integrate its feedback in IQAS in a systematic way. The same holds for its alumni, whom it can easily trace, but again there is no feedback on their career development.

A noticeable weakness of HNA is related to the fulfilment of its role in undertaking navy related research. According to the HNA's mission statement, the development of research in subjects related to naval science is one of the three main axes of the mission. However, the quality goals and relevant KPIs for research are not well-tailored to the HNA mission and are quite generic, while emphasizing the quantity rather than the quality and expertise (especially as far as the research grants is concerned). Nevertheless, research grants are extremely important for the School to update their research lab equipment and this should be accredited to the HNA staff. Regarding fundamental research, HNA might not be able to attract and retain high-calibre academic staff who, in the absence of in-house research, including doctoral programs that are necessary for their career advancement, would either leave HNA or direct their main professional interests elsewhere. Again, the EEAP was pleased to see that many members of the HNA academic staff have found ways to circumvent this obstacle showing high devotion to the School and its mission.

III. Recommendations for Follow-up Actions

Given the lack of independence of HNA, the recommendations below should be considered within the context of the Hellenic Navy General Staff and the Ministry of Defence:

- The degree of satisfaction and the feedback of the end-user of any entity is the most important element in a QA cycle. HNA should take profit of its good relations with the Navy and the traceability of its alumni adapting IQAS to include fundamental external feedback by introducing KPIs on:
 - The satisfaction of its main client: the Hellenic Navy
 - The career development of its alumni, including their Naval and civil careers
- The excellent policy of the Institution regarding QA should be better reported both internally and externally, possibly integrating the HAHE and the military procedures. In that way, the HNA excellence would be evidence-based and some good practices could be propagated to other academies or higher education establishments. QA should be more visible and distinct in the HNA strategic plan. HAHE driven procedures should take into account the military QA procedures and provide a unique, simple and streamlined set of QA rules and procedures. QAU should be staffed by dedicated professional(s) to undertake

the data analysis and report drafting tasks. Additional reporting, questionnaires, and key performance indicators reflecting the particularities of the HNA, especially for the training and research quality goals, should be developed, as it has been outlined in the individual *Principles* sections of this report.

- The currently enacted regulations that require HNA to follow HMoD central processes for the financial administration of research grants and contracts, substantially threatens the quality of the research, discourages innovation, and should be reconsidered. EAKE should be placed within the academic institution and be administered by the HNA Research Committee. HNA should have direct control of the expenditures and authority of its purchasing process.
- HNA should continue updating its laboratories to the most modern standards, taking into account contemporary training and research needs. Particular emphasis should be given to virtual reality simulators and other digital tools for the training and research on naval operations and vessel maintenance.
- Normalizing the salaries of the HNA academic staff to that of the overall academic community of the Greek Higher Education Institutes (HEI) is an important *ethical* issue and must be resolved. HNA should strive to increase the number of academic staff and complete the ongoing process of hiring new faculty members and should provide them more opportunities for expanding their scholarly and research activities also in order to accommodate their advancement (promotion).
- All quality goals mentioned in the Strategic Plan should be accompanied by specific long-term action plans and paired with appropriate KPIs.
- Research culture in the Academy should be improved, as well as the establishment of doctoral programs. The Academy should strengthen its efforts towards simplifying the existing procedures related to the exploitation and implementation of research activities.
- HNA should increase its efforts to effectively disseminate their substantial academic, military and public service to the community by taking full advantage of their website public media, advertising and projecting their achievements and their impact to society at large. HNA should publicize their programs and achievements in English, similarly to that of the Greek version.
- The organisation and functionality of QAU and IEGs should be clearer both within the Academy as well as to third parties (i.e., data presented to the Academy's website). For instance, the IEGs managers could be ex officio members of the QAU while all QAU and IEGs members could be assigned specific responsibilities within those bodies.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

- ***Principle 1: Institution Policy for Quality Assurance***
- ***Principle 2: Provision and Management of the Necessary Resources***

- **Principle 5: Self-Assessment**
- **Principle 7: Public Information**
- **Principle 8: External Evaluation and Accreditation of the IQAS**

The Principles where substantial compliance has been achieved are:

- **Principle 3: Establishing Goals for Quality Assurance**
- **Principle 4: Structure, Organization and Operation of the IQAS**
- **Principle 6: Collection of Quality Data: Measuring, Analysis and Improvement**

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

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

The members of the External Evaluation & Accreditation Panel

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